

UNIT 1

Exercise 1. Translate the following auxiliary words:

before; after; since; as; for; then; than; as well as; such as; a series of; because; because of; either...or...

Exercise 2. Translate the words with the prefix:

-pre: pre-treatment; prestressed; pretension; prefabrication; precast; preheating; precompression; pre-assembled; pre-cooling; pre-coating; pre-evaporation; pre-setting; pre-stretching; pre-school.

-re: re-equip; re-plan; rebuild; reconstruction; redevelopment; rearrangement; rebore; recasting; refilling; redistribution.

Words to be remembered:

full-time education – дневное образование

part-time education – вечернее, заочное образование

improve – улучшать(ся)

a series of – несколько

comprehensive school – общеобразовательная школа

authorities – администрация

nursery school – начальная школа (1 ступень, соотв. д/саду)

introduce – вводить

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curriculum – курс обучения, учебный план

advance – совершенствовать

expansion – расширение

encourage – ободрять

skill – навык, умение, мастерство

enroll – вносить в список, записываться

arrangement – устройство

fee (v.,n.) – плата, платить

part time education – вечернее (заочное) образование

release – освобождать

further – дальнейший

offer – предлагать

degree – степень

provide – обеспечивать, предусматривать

fund – фонд

loan – заем

local – местный

voucher – поручитель

vouch (v) – ручаться

vocational – профессиональный

Read and translate text 1A.

Text 1A:

EDUCATION

All children and young people between the ages of 5 and 16 in Great Britain, and 4 and 16 in Northern Ireland, must, by law, receive full-time education. Examination results constantly improve, and more people are entering universities and colleges.

I. SCHOOLS

Over 9,5 million children attend 34,200 state and private schools in Britain. About 93 per cent receive free education financed from public funds, and 7 per cent attend independent schools paid for by fees from parents. There are over 500,000 teachers and pupil-teacher ratio in schools is about 17 to 1. Boys and girls are taught together in most schools. About 90 per cent of pupils in state secondary schools in Great Britain attend mixed ability comprehensive schools. Secondary schools in Northern Ireland are largely selective.

Most state school education in Great Britain is the overall responsibility of education authorities, which are part of the local government system.

Although there is no statutory requirement to educate under-fives, nearly 55 per cent of three- and four-year-olds in Britain attend nursery schools or classes. The Government is introducing a voucher scheme to provide a pre-school place for every four-year-old whose parents wish to take it up.

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II. HIGHER EDUCATION

During the last period of time higher education, consisting of degree and equivalent courses, experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 per cent of young people enter full-time higher education.

There are some 90 universities, which enjoy academic freedom. First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The Government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

III. FURTHER EDUCATION AND TRAINING

About 3.8 million students are enrolled in further education. Much of this is work-related and vocational. Students often attend part time, either by day release or block release from employment or during the evenings. Courses are run by nearly 580

institutions of further education, many of which also offer higher education courses.

A new framework of vocational qualifications, designed mainly for people in work is established. The qualifications are based on national standards that define the competence, knowledge and understanding that employers need.

Exercise 3. Answer the following questions:

- 1) What must all children and young people between the ages of 5 and 16 receive?
- 2) What types of schools can you name?
- 3) Boys and girls are taught together in most schools, aren't they?
- 4) Is there any statutory requirement to educate under-fives?
- 5) What do you know about nursery schools?
- 6) At what age do English schoolchildren have the main school examination?
- 7) What do you know about first degree courses?
- 8) What does the Government encourage young people to do?
- 9) How many students are enrolled in further education?
- 10) What opportunities do they have?
- 11) A new framework of vocational qualifications was established, wasn't it?
- 12) What do you know about our school system?

Exercise 4. Translate the sentences. Pay attention to the Participle II.

- 1) About 93 % receive free education financed from public funds, and 7 % attend independent schools paid for by fees from parents.
- 2) Boys and girls are taught together.
- 3) About 90% of pupils attend mixed ability comprehensive schools.
- 4) A new National Curriculum is introduced in England and Wales.
- 5) Similar curricula reforms are also being introduced in Scotland and Northern Ireland.
- 6) Religion education must be taught.
- 7) They can continue to more advanced education.
- 8) Other qualifications offered to pupils must be approved by the Government.
- 9) Higher education experiences a dramatic expansion.
- 10) Combinations of subjects provide the knowledge required by a technologically advanced economy.
- 11) About 3.8 million students are enrolled in further education.
- 12) A new framework of vocational qualifications designed mainly for people in work is established.
- 13) The qualifications are based on national standards.
- 14) Competition is based on examination results.
- 15) Examination results are being improved.

Exercise 5. Translate the sentences paying attention to the words "most"; "more".

- 1) More people are entering universities.
- 2) Boys and girls are taught together in most schools.
- 3) It is more important fact.
- 4) These pupils are the most successful.

- 5) They can continue to more advanced education.
- 6) There are more than 80 universities.
- 7) Most of further education is work-related.
- 8) Most of the students attend part time courses.
- 9) Courses are run by nearly 580 institutions, most of which also offer higher education courses.
- 10) Competition for places at the most prestigious universities is keen.
- 11) Most state school education is the overall responsibility of education authorities.
- 12) Most of his life he lived in Atlanta.

Exercise 6. Translate the combinations of words.

Full-time education; pupil teacher ratio; state secondary school; local government system; school budget; pre-school place; modern foreign language; main school examination; exam system; Government's key objectives; first degree course; art subject; work-related courses; part time students; national standards; examination results, further education institutions; sixth-form college.

Exercise 7. Define the meanings of the word "that" in the given below sentences using the table.

- 1) That is a table.
- 2) We study building materials that is we learnt all the properties of them.
- 3) That building is higher than this one.
- 4) He says that he will do it in time.
- 5) Give me that book, please.
- 6) The work of the new device is faster than that of the old one.
- 7) That she passed all the exams didn't surprise me.
- 8) This plant was enlarged so that much more water could be treated daily.
- 9) He says that we are to meet him at the station.
- 10) A tall man stood in front of me so that I couldn't see the picture.
- 11) My sister was so busy on Friday that she couldn't see me.
- 12) The text was so difficult that we couldn't translate it.
- 13) He spoke in such a low voice that I didn't hear him.
- 14) It is often desired that a material should have a great deal of tensile and compressive strength and yet be light in weight.
- 15) That is why these structures last for hundreds of years.

Exercise 8. Give the meanings of the following words and phrases.

full-time education; part time education; degree; fund; loan; provide; offer; release; fee; arrangement; improve; expansion; encourage; skill; enroll; curriculum; introduce; nursery school; secondary school; higher education; comprehensive school; authorities; compulsory education; a series of; advance.

Exercise 9. Make up the oral topic "Education in Russia".

Exercise 10. Translate from Russian into English:

Дневное образование; улучшать(ся); администрация; учебный план; мастерство; плата; записываться; степень; заочное образование; предлагать; фонд; дальнейший; обеспечивать; ободрять; несколько; совершенствовать; вводить.

Exercise 11. Choose the synonyms:

A series of; provide; advance; rise; error; a number of; develop; owing to; high; offer; supply; increase; mistake; thanks to; tall; suggest; order; class; building; lesson; dictate; structure; apart; quiet; calm; separately.

Exercise 12. Let's speak about higher education in different countries.

A. Higher education in Russia.

- 1) What would you do if you were a minister of education?
- 2) What can you speak about compulsory education in Russia?
- 3) Do students from different countries study at the Russian specialized institutes and universities?
- 4) What subjects are obligatory for all higher education establishments?
- 5) How many years do students study at our university?
- 6) What are your favourite subjects?
- 7) Do you like English?
- 8) What would you change if you were a principle of our university?

B. Now, a few words about higher education in Great Britain.

- 1) What do you know about the systems of education in English speaking countries?
- 2) What types of institutions of higher education in Great Britain can you name?
- 3) The University grants its own degrees, doesn't it?
- 4) What is the normal duration of the first degree course?
- 5) What are the oldest universities of Great Britain?
- 6) What system are they based on?
- 7) What is the role of Oxford and Cambridge in the country?
- 8) Can everybody afford entering Oxford or Cambridge? Give your reasons.
- 9) What universities are called "Modern Universities"?
- 10) What kind of universities do you prefer?

Read and translate text 1B without a dictionary, try to retell it.

Text 1B:

SCHOOLS, CAREERS AND BUSINESS

One of the Government's key objectives is to help young people develop economically relevant skills.

Education Business Partnerships aim to bring about closer links between education and industry. One of the main schemes is the Teacher Placement Service, which organises placements in business for teachers and lecturers; today 1989 over 100,000 teachers are on placements. Pupils normally undergo some work experience prior to finishing their school education.

Translate text 1C in the written form.

EDUCATION AFTER 16

About 65 per cent of pupils choose to continue in education after 16, initially at school, in a further education college or a sixth-form college. They study for examinations which are the main standard for entry to higher education or professional training. These include the General Certificate of Education Advanced (A) level examination taken at the age of 18 or 19 after two years' study, the Advanced Supplementary (AS) examination and the new General National Vocational Qualification (GNVQ). The GNVQ is designed to provide a broadbased preparation for a range of occupations and higher education and has parity of esteem with A levels.

Exercise 13. Word control:

a full-time education; a part-time education; improve (v); a series of; comprehensive school; authorities (n); nursery school; introduce (v); curriculum (n); advance (v); expansion (n); encourage (v); skill (n); enroll (v); arrangement (n); fee (v, n); release (v); further (a); offer (v); voucher (n); vocational (a).

Exercise 14. Reading for pleasure. See appendix. 1) CRASH PLAN FOR PISA; 2) MORE RICHES FOR CROESUS.

UNIT 2

Exercise 1

a) Form the words with the prefix “dis”.

Appear; honest; agree; please; like.

b) Form the words with the suffix “less”.

Taste; hope; end; home; friend; need.

Exercise 2. Can you guess the translation of the words?

Architect; design; international; president; block; concept; helicopter; operate; panoramic; vertical; classical; institute; technology; project (n.); tourism; material; professional; career; train; museum; post-modernism; artistic; focus; detail; enthusiasm; fact.

Words to be remembered:

contribute – способствовать

confusion – смущение, путаница (зд.)

stem – ствол, род, основа, стержень

scope – кругозор, размах, сфера

nevertheless – тем не менее, несмотря на

specify – точно определять

arise – возникать

reflect – отражать

shelter – укрытие, укрываться

techniques – технические средства, технологии

services – коммуникации

construction – строительство

structure – строение, конструкция

disposition – расположение, предрасположение

craft – искусство, ремесло

at least – по крайней мере

appear – казаться, появляться

Read and translate text 2A.

Text 2A :

BUILDING AND ARCHITECTURE

Thirty years ago Post-Modernism became a mass phenomenon. We may regard architecture as a focal point of our everyday activities, but nevertheless, when asked to specify what architecture is we become confused immediately. Our confusion surely arises from our inability or unwillingness to reflect upon the nature and means of

architecture.

We must distinguish between building and architecture. Building refers to the craft of constructing shelter. It refers to the material techniques of construction, services, structure and functional disposition. Building comprises the knowledge and experience that man accumulates when he deals with shelter. Architecture, on the other hand in the everyday use of the word refers to the art of building. Architecture is the product of an artistic intention, not like building of necessity. Nevertheless we feel that architecture is not only an addition, a mere supplement to building. We feel that building and architecture are interrelated experiences, one focusing on the experience of craft, the other on the experience of art.

Exercise 3. Answer the following questions:

- 1) When did Post-Modernism become a mass phenomenon?
- 2) Can we say what architecture is?
- 3) Why do we become confused?
- 4) Must we distinguish between building and architecture?
- 5) What does building refer to?
- 6) What does architecture refer to?
- 7) What does building comprise?

Exercise 4. Learn the forms of the Gerund and Participle I. See grammar material. Translate them.

Gerund: (on/ before/ after) assembling – being assembled
(on/ before/ after) having assembled – having been assembled
(In) manufacturing – being manufactured
(In) having manufactured – having been manufactured

Exercise 5. Translate the sentences paying attention to the “ing” forms.

- 1) The confusion stems from the difficulty we have today in describing the scope of architecture.
- 2) Before going into the details we must distinguish between building and architecture.
- 3) This building is next to the park.
- 4) Building refers to the craft of constructing shelter.
- 5) Constructing new houses we must remember all the rules.
- 6) They are designing a new structure.
- 7) Building comprises the knowledge that man accumulates in dealing with the contingencies of providing shelter.
- 8) We are studying architecture now.
- 9) The number of postgraduates has grown, rising by over 60% in the last decade.
- 10) The house having been built, the workers went home.
- 11) Being bolted together the two details made the structure stronger.

- 12) Having been recognized as a building material since the earliest days the stone has been widely used for structural purposes.
- 13) Gas is used for lighting and heating purposes.
- 14) Wood partitions are far from being fire-proof.
- 15) Instead of being in front of the living-room in that building the balconies are in front of the kitchen.

Exercise 6. Learn the forms of the modal verbs. See grammar material.

Exercise 7. Pay attention to the modal verbs. Translate the sentences.

- 1) Architecture should continue to develop along modernist and technological lines.
- 2) Traditional architecture should be a viable alternative to what we see being built all around us today.
- 3) This expansion joint must be filled with a pliable material.
- 4) Traditional structures can be repaired and reused.
- 5) Modern construction can achieve a thin wall and a very high building.
- 6) A traditional building can only really be raised about six floors.
- 7) The space inside can be very uncomfortable.
- 8) One should know all the properties of building materials.
- 9) People can survive like broiler chickens with artificial air and artificial light.
- 10) Brick must be fired in a kiln.
- 11) One ought to consider the cost in terms of high consumption of fossil fuels in the production of traditional and modern materials.
- 12) You can see Calton Hill with its ridiculous unfinished folly.
- 13) May I go off?
- 14) He was allowed to do this work.
- 15) She had to combine art, science and economics in her last year.

Exercise 8. Translate the following words and phrases:

Everyday activities; material technique; artistic intention.

Regard; nevertheless; inability; unwillingness; refer to; deal with; on the other hand; craft; distinction; to mean; means; by means of; at least; experience; structure; construction; shelter; reflect.

Exercise 9. Choose the right translation of the words(from "A" to "B").

a) **A** Point of view; contribute; modern; confusion; arise; shelter; refer to; construction; nevertheless; services; structure; knowledge; accumulate; craft; experience; exactly; art; between; however; contagious; specify.

B Возникать; смущение (путаница); укрытие; точно; ссылаться на; точка зрения; способствовать; строительство; современный; коммуникации; знание; опыт;

накапливать; строение; между; искусство; однако; заразительный; ремесло; точно определять; тем не менее.

b)

A	B
architect	строитель
to walk	работать
to work	архитектор
architecture	здание
builder	архитектура
building	ходить пешком

Exercise 10. Choose the right variant of translation.

- 1) В нашем доме есть кафе.
 - a) There is a café in our block of flats.
 - b) The café is in our block of flats.
- 2) Ручка на столе.
 - a) The pen is on the table.
 - b) There is a pen on the table.
- 3) На улице есть современное здание.
 - a) There is a modern building in the street.
 - b) A modern building is in the street.
- 4) Музей находится между парком и банком.
 - a) There is a museum between the park and the bank.
 - b) The museum is between the park and the bank.

Exercise 11. Translate the following sentences.

to mean – значить, означать

means – средство, средства

a house – дом

to house – вмещать

- 1) This means much work is to be done.
- 2) This means that the method is very effective.
- 3) This means is very modern.
- 4) Every house has a number.
- 5) This part of the building houses all the necessary services.
- 6) This building site houses all the necessary facilities.
- 7) All means of transportation are available in our city.

Exercise 12. Choose the synonyms.

1. apply
 - a) ask
 - b) question

- | | |
|------------|---------------|
| | c) visit |
| 2. attend | a) be present |
| | b) go to |
| | c) visit |
| 3. provide | a) make |
| | b) give |
| | c) do |
| 4. require | a) demand |
| | b) ask |
| | c) tell |

Exercise 13. Translate from Russian into English.

- 1) Этот метод изготовления бетона состоял в использовании обожженной извести.
- 2) Идея упрочнения бетона введением в него сети из маленьких железных стержней была разработана в XX веке.
- 3) Секрет заключается в применении этого метода.
- 4) Сейчас он работает над этим заданием.
- 5) Предварительное напряжение создает бетон, способный выдерживать натяжение без растрескивания.
- 6) Бетон доставляют с центральной бетономешалки.
- 7) Бетон применялся египтянами и римлянами.
- 8) После нагревания смеси мы получили новое вещество с новыми свойствами.

Exercise 14. Word control:

shelter; arise; reflect; specify; mean; house; nevertheless; scope; stem; halt; techniques; services; structure; construction; disposition; craft; at least; on the other hand.

Read and translate text 2B without a dictionary.

Text 2B:

ARCHITECTS

THOMAS JEFFERSON (1743-1826)

Thomas Jefferson was born in Virginia in 1743. He is best known as the third president of the United States (1801-1809) and the author of the Declaration of Independence.

But he (1776) was also a self-taught architect. He introduced the simple classical design to America when he designed the Virginia State Capitol building. He also designed his own home. Jefferson remained the most influential architect of his time.

JOHN C. PORTMAN JR. (B. 1924)

Born December 4, 1924, Portman lived in Atlanta most of his life. He attended the

U.S. Naval Academy and served in the U.S. Navy during World War II. He received a Bachelor's of Science in architecture from the Georgia Institute of Technology in 1950.

Portman opened his own firm in 1953. He designed and developed projects in major U.S., European and Asian cities. Two books were written about his work.

Atlanta is the city of tours. It has helicopter tours, boat tours, bus tours, walking tours and, of course, glass elevators tours. Glass elevators offer views of Atlanta scenery and operate 24-hours a day free of charge. Many outdoor elevators provide a panoramic view of city's landscape and structure. Wonderful glass elevators located vertically along the buildings are designed by John C. Portman.

FRANK LLOYD WRIGHT (1869-1959)

Frank Lloyd Wright is the greatest American architect of all times. During his 70-year professional career, he made important contributions to the modern movement in architecture.

Wright's mother gave him paper, blocks, and other simple material to play with when he was young. She would help him arrange these materials to build things. He later said that this training affected his architecture.

Wright introduced many new concepts to contemporary architecture. He believed that the design of a building should depend on its purpose. He actually changed the way Americans lived. He designed homes that were less crowded and had more space. You can see his concept of "space in motion" in his design of the Guggenheim Museum in New York City.

Words to be remembered:

self-taught – обучающийся самостоятельно

design – тип, замысел, проект

to design – проектировать

to remain – оставаться

contribution – вклад

to make a contribution – делать вклад

block – кубик

to arrange – располагать

to affect – воздействовать, влиять

contemporary – современный

way – способ

concept – понятие, идея

motion – движение

Exercise 15. Answer the following questions:

- 1) Who taught Thomas Jefferson the science of architecture?
- 2) Which president was Thomas Jefferson?
- 3) When was he a president?

- 4) Who built the East Wing of the National Gallery?
- 5) How long was Frank Lloyd Wright's career?
- 6) How did he change the way Americans lived?
- 7) What did he introduce to contemporary architecture?
- 8) Which of his concepts can you see at the Guggenheim Museum?
- 9) Who was his first teacher?
- 10) Are you interested in architecture?
- 11) If you could talk to one of these American architects, who would you choose?
- 12) If you could design a new building, what would it look like?

Exercise 16. Translate the sentences paying attention to the "ed" forms.

- 1) He introduced the simple classical design to America.
- 2) He designed his own home.
- 3) Portman lived in Atlanta most of his life.
- 4) Wonderful glass elevators located vertically are designed by John C. Portman.
- 5) He was a well-educated person.
- 6) He changed the way Americans lived.
- 7) Many schools have a dedicated nature area in their own grounds.
- 8) Improved results are increased.
- 9) Less crowded homes were designed by him.
- 10) Jefferson remained the most influential architect of his time.

Exercise 17. Word control:

contribute (v), confusion (n), stem (n), scope (n), nevertheless, specify (v), arise (v), reflect (v), shelter, techniques (n), services, construction (n), structure (n), disposition (n), craft (n), at least, appear

Exercise 18. Reading for pleasure. See appendix. SUPERSTITIONS: 1. MENAHUNE, 2. ABIKU

UNIT 3

Exercise 1. Translate the sentences paying attention to the words “before” and “after”:

- 1) Mendeleev discovered the Periodic Law which had never been known before.
- 2) Dreiser died before the end of the World War II.
- 3) I had received a telegram before he came.
- 4) He said he was waiting for his friend who had come to Moscow the day before.
- 5) If you come after seven he will be very glad.
- 6) We reconstructed a lot of buildings after the war.
- 7) I will come to you after I finish my work.

Exercise 2. Choose the right translation from column A to column B:

A	B
1) architect	a) непрерывный
2) builder	b) архитектор
3) structure	c) архитектура
4) construction	d) строение
5) architecture	e) строитель
6) to work	f) строительство
7) to walk	g) работать
8) hollow	h) сплошной
9) solid	l) ходить пешком
10) continuous	j) пустотелый

Exercise 3. Choose the right equivalent:

1. at once
a) soon
b) quickly
c) instantly
2. talk about
a) discuss
b) explain
c) speak
3. at the other side of...
a) across
b) apart
c) aside
4. general question
a) common question
b) complex question
c) complete question
5. similar
a) the same
b) some
c) several
6. erect
a) build
b) maintain
c) design

7. due to a) because of
 b) instead of
 c) in spite of
8. lift a) elevate
 b) carry
 c) take

Words to be remembered:

pitched roof – покатая крыша

slate – сланец, шифер, шиферная плита

tile – черепица

flat – плоский

hip – ребро крыши; hip roof – шатровая (вальмовая) крыша

valley – 1) долина; 2) ендова, разжелобок

felt – войлок, фетр

arrangement – расположение, устройство

liver – печень

entrance – вход

reject – отвергать, отклонять

restrict – ограничивать

strive-strove-striven – стараться; прилагать усилия; бороться (with; against)

conceive – представлять себе

impose – навязывать (решение); производить сильное впечатление

assimilate (v) - уподоблять

Read and translate text 3A.

Text 3A:

ROOFS

Traditional buildings always had a pitched roof which was covered with slate or tile and, on very flat pitches, lead. All pitched roofs, if correctly detailed, last for hundreds of years and provide the best protection to the rain. In order to pitch a roof properly one needs a simple plan underneath because of the geometry imposed by the pitches at the hips and valleys. Traditional buildings therefore generally have simple geometrical plans.

Modern buildings generally have flat roofs covered in asphalt or roofing felt. The life of these materials is very short indeed and is generally regarded as being 20 years maximum before major repair is required. The advantage of a flat roof is that it imposes no discipline on the architect: he does not have to consider solid geometry as he works on the arrangement of the plan and section so his mind can conceive a building in any way he likes and simply cover it with a flat roof.

SYMMETRY

Symmetrical design is a characteristic of natural objects and is so obvious that it hardly needs to be described; everything that is beautiful is symmetrical. I do not mean that buildings must be identical about the centre line; and in fact, when you study human anatomy you will see that certain organs like the heart and liver are arranged on different sides, but the general physique of a building should strive at balance and symmetry. It is normal to have the entrance half of a house (or large building) in the centre with the front door in the middle. In modern architecture all these natural principles are rejected under the specious pretence that it restricts the freedom in design. In fact it imposes a necessary discipline. So many modern plans are really a diagram worked out from the client's brief without being modified and assimilated into a consistent arrangement.

Exercise 4. Answer the following questions:

- 1) What kinds of roofs do you know?
- 2) What roof did traditional buildings have?
- 3) Why do traditional buildings have simple geometrical plans?
- 4) What can you say about modern buildings?
- 5) Are flat roofs covered in asphalt or roofing felt?
- 6) What is the advantage of a flat roof?
- 7) What is a characteristic of natural objects?
- 8) Must buildings be identical about the centre line?
- 9) Should the general physique of a building strive at balance and symmetry?
- 10) What do you know about the entrance hall of a house?
- 11) What is rejected in modern architecture?
- 12) Why is it rejected?

Exercise 5. Translate the sentences paying attention to the Passive Voice:

- 1) Pitched roof was covered with slate or tile.
- 2) Flat roofs are covered in asphalt or roofing felt.
- 3) The life of these materials is generally regarded as being 20 years.
- 4) Major repair is required.
- 5) This design is described here.
- 6) I do not mean that buildings must be identical about the centre line.
- 7) The heart and liver are arranged on different sides.
- 8) All these natural principles are rejected.
- 9) Many modern plans were considered at the conference.
- 10) It was modified and assimilated into a consistent arrangement.
- 11) This article is often referred to.
- 12) The child was looked for everywhere.

Exercise 6. Translate from Russian into English:

- 1) Современные здания строятся в этом регионе каждый год.
- 2) Виды бетона были изучены вчера на лекции.

- 3) Статья на тему современной архитектуры была переведена на прошлой неделе.
- 4) Чертеж был уже показан студентам.
- 5) Студентам показали схему на вчерашней лекции.
- 6) Магнитофон будет починен завтра.
- 7) За докладом последовало его обсуждение.
- 8) Наш разговор был прерван телефонным звонком.
- 9) Над ним всегда смеются.
- 10) Завод будет построен через год.

Exercise 7. Translate the following words and phrases:

pitched roof, flat roof; arrange; symmetry; entrance hall; modern architecture; restrict; discipline; human anatomy; untidy; in any way; geometry; impose; identical; material; natural object; balance; freedom.

Clay; cement; sand; lime; brick; stone; gravel; wood; steel; iron; timber; concrete; cooper; crashed stone, slate; granite; neoprene; glass; tin; lead; felt.

Exercise 8. Choose the proper Russian words (from B) to the English equivalents (from A):

A pitched roof; describe; obvious; hardly; mean; means (n); centre line; in fact; middle; principle; reject; arrangement; valley; protection; rain; properly; provide

B разжелобок; должным образом; описывать; едва; защита; очевидный; центральная линия; дождь; предусматривать (обеспечивать); покатая крыша; значить; середина; отвергать; фактически; средства; принцип; расположение.

Exercise 9. Choose the synonyms:

erect; little; huge; transport; building; plant; supply; pipe; hoist; kind; allow; permit; shuttering; include; formwork; comprise; require; end; ask for; handle; works; provide; tube; lift; sort; build; small; enormous; structure; finish; similar; due to; because of; the same.

Translate some short texts without a dictionary.

Text 3B:

MIDDLE SCHOOL BUILDING & ATHLETIC FACILITY

Completion: September 1998

Location: New York, New York, USA

Client : Trinity School

Area 3.716 square metres, 40.000 square feet

Structure : Steel

Materials: Brick, pre-cast stone, lead coated cooper

Cost : US\$15 million

Founded in 1709 Trinity School is among the most prestigious and competitive independent schools in New York. Its urban campus includes two 19th century school buildings that are now designated New York City landmarks.

The Middle School Building replaces a one-storey structure with a four-storey building that holds the street wall and roofline of its neighbours. Traditional in materials and contemporary in design it is sympathetic to the scale and proportion of the original school buildings. Linking the two is glazed entrance pavilion.

Within the Trinity complex, the Middle School Building is the critical link in the overall circulation of the campus. Stair towers at either end provide horizontal circulation to adjoining buildings as well as vertical circulation in the building itself. Academic facilities include 14 classrooms, a computer resource centre, a learning centre and faculty offices.

The Middle School Building also incorporates a major athletic facility, including two competition size gymnasiums and a weight room and training facility. The two classroom floors are designed as a bridge over the long-span gym below.

The adjacency of the classrooms to the athletic facilities posed an unusual acoustical issue preventing structure borne noise from the gymnasiums from being transmitted to the academic spaces. The upper gymnasium is completely isolated from the structure. The floor floats above the structural slab through a specially designed system of neoprene slab isolation and isolator mounts. All walls are concrete block, also isolated from the main structure by braces and neoprene connection. In the lower gym acoustical sway braces on the concrete block walls provide similar isolation.

Words to the text:

glaze – остеклять

annex – пристройка к зданию

tangible – реальный, осязаемый

link – соединять, соединение

as well as – так же как

bay – пролет

transmit – передавать

float – быть в равновесии

neoprene – неопрен

brace (n.,v.) – связь жесткости, оттяжка, распорка; связывать, придавать жесткость, подпирать

Exercise 10. Give a short summary in a written form (10 sentences).

Exercise 11. Word control:

pitched roof; flat roof; arrange; liver; tile; valley; reject; restrict; strive; felt; entrance; because of; middle; consistent; object; slate; protection; cover; in any way; hip, conceive; impose; assimilate

Exercise 12. Reading for pleasure. See appendix. SUPERSTITIONS: 3. THE AZEMAN, 4. DOMOVOI AND DOMOVIKHA

UNIT 4

Exercise 1. Learn the forms of the Infinitive. See grammar material.

Exercise 2. Define the functions of Infinitives and translate the sentences:

- 1) To read Dickens in the original is a real pleasure.
- 2) Our aim is to know the main properties of building materials.
- 3) I want to discuss this problem.
- 4) To know much you must study hard.
- 5) a) These are the words to remember. b) Building materials to be applied should be strong and durable.
- 6) He was the first to come.
- 7) Here is the house to live in.

Exercise 3. Pay attention to the sentence patterns. Translate the following sentences.

1. (In order) to earn money you should work much.
2. I enter the University (in order) to be an architect. (Обстоятельство цели)

- 1) To construct a building you must use the modern materials.
- 2) In order to pitch a roof properly one needs a simple plan under neath.
- 3) To use bricks in construction one must fire it in a kiln.
- 4) To erect classical building we are given eight important authoritative principles.

Exercise 4. Pay attention to the sentence patterns. Translate the sentences.

1. The material to be employed should be carefully tested.
2. The material which must be employed should be carefully tested.

- 1) The results to be expected are important.
- 2) The stone to be used is very durable.
- 3) Where is the building to be reconstructed?
- 4) The problems to be discussed are connected with your developments.

Exercise 5. Translate the following sentences.

- 1) I am glad to speak.
- 2) I am glad to be speaking.
- 3) I am glad to have spoken.
- 4) I am glad to have been told the news.
- 5) I am always glad to be told the news.

Words to be remembered:

brick – кирпич

lime mortar – известковый раствор

stucco – наружная штукатурка

state – сланец, шифер
timber – древесина
reinforced concrete – железобетон
expansion – расширение
brickwork – кирпичная кладка
pliable – гибкий, податливый
joint – шов
reinforcement – арматура
kiln – калильная печь
life – срок службы
felt – войлок, фетр
cement (n) – цемент
override (overrode, overridden) - переехать, отвергать
overriding (a) – первостепенный
remain (v) – оставаться
laminated (a) – ячеистый, слоистый
damage (n, v) – вред, повреждение, повреждать

Read and translate text 4A.

Text 4A:

MATERIALS

The traditional materials are brick, lime mortar, stone, stucco, slate and timber. The modern materials are cement, steel, reinforced concrete, glass, aluminium, plastics, asphalt, felt and asbestos.

From a technological point of view the traditional materials have one overriding advantage to all the modern materials which is that they remain virtually inert with daily and seasonal changes in temperature. Technically speaking, the coefficient of thermal expansion on stone and brickwork in lime mortar is so minor that it is absorbed within the mass and flexibility of the wall. But the coefficient of thermal expansion on reinforced concrete and steel is considerable, and the figure for aluminium and laminated plastics is about double that of reinforced concrete. In practical terms this means that a modern structure will move with changes of temperature to such an extent that it will crack unless expansion joints are designed into the fabric at regular intervals (about 20ft centred vertically and horizontally). This expansion joint must be filled with a pliable material such as mastic in order to keep the structure weathertight. All mastics break down under ultra-violet light and will fail in ten years. In most European countries driving rain beats upon the walls horizontally and enters the structure at the weakest point: the expansion joint. This sets up corrosion to the reinforcement and other adjacent materials, out of sight, and is the chief cause of decay and ultimate collapse of modern buildings. For this reason modern structures have a very limited life. Traditional structures, on the other

hand, need no expansion joints and have none of these problems. That is why they last for hundreds of years and can be repaired and reused indefinitely.

One also ought to consider the cost in terms of high consumption of fossil fuels in the production of traditional and modern materials. Stone and sand only needs to be quarried. Bricks need to be fired in a kiln, but many bricks, like Flettons, are made of a shale that burns by itself through the brick. On the other hand the temperatures required for making cement, steel and large sheets of glass require a very high consumption of the earth's resources and are seriously damaging to the environment.

Exercise 6. Answer the following questions:

- 1) Which materials are traditional?
- 2) Which materials are modern?
- 3) What is the advantage of the traditional materials?
- 4) What can you say about the coefficient of thermal expansion on some materials?
- 5) Do all mastics break down under ultra-violet light?
- 6) Will they fail in ten years?
- 7) Why do modern structures have a very limited life?
- 8) Do traditional structures need no expansion joints?

Exercise 7. Define the functions of Infinitives and translate the sentences.

- 1) The modern style had come to stay.
- 2) They have therefore tended to look back to see how people made buildings in the past.
- 3) It is possible to build this way today.
- 4) This expansion joint must be filled with a pliable material in order to keep the structure weathertight.
- 5) Stone and sand need to be quarried.
- 6) A traditional window was not too large or too small to make the room either too hot in summer or too cold in winter.
- 7) The space was hard to furnish and expensive to keep warm in winter and cool in summer.
- 8) These people are unfortunate enough not to work near an openable window.
- 9) The materials to be used, for construction should meet several requirements.
- 10) To build a modern dwelling is very difficult.
- 11) Our aim is to study the properties of traditional materials.
- 12) This method is to use these materials in such a way.
- 13) The Romans were the first to use metal as a major building material.
- 14) The evolution of iron and steel frames made it possible to build upwards.

Exercise 8. Choose the right translation of the words (from "B" to "A")

A brick, lime, mortar, stone, stucco, timber; cement; steel; glass; life; reinforced concrete; aluminium; plastic; reinforcement; fabric; expansion; joint; corrosion; weak; decay; flexibility; advantage; resource; crack.

В арматура; ткань; цемент; кирпич; известь; сталь; стекло; известковый раствор; камень; наружная штукатурка; строевой лес; алюминий; железобетон; пластмасса; шов; непрочный; коррозия; расширение; трескаться; преимущество; гибкость; ресурс; гниение; срок службы.

Exercise 9. Translate the combinations of words:

traditional materials; from a technological point of view; seasonal changes; thermal expansion; modern structure; expansion joint; ultra-violet light; adjacent materials; high consumption.

Exercise 10. Translate the sentences with Complex Subject.

A Translate from English into Russian.

- 1) She is unlikely to be a good specialist.
- 2) He proved to be an architect.
- 3) Our confusion is likely to arise from our inability.
- 4) Architecture appears to be the product of an artistic intention.
- 5) Post-Modernism is said to have become a mass phenomenon.
- 6) The raison d'etre of modern design seems to be the rejection of all familiar forms.

В Translate from Russian into English.

- 1) Говорят, что она живет здесь.
- 2) Говорят, что она жила здесь.
- 3) Считают, что этот метод наиболее эффективный при данных условиях.
- 4) Утверждают, что он хороший архитектор.
- 5) Вероятно, это здание было построено в XIII веке.
- 6) Известно, что бетон современный строительный материал.
- 7) Считают, что его брат сделал хороший доклад.
- 8) Оказывается, данное оборудование необходимо при выполнении этих работ.
- 9) Ожидают, что данный материал будет огнеупорен.
- 10) Известно, что камень широко использовался в этом здании.
- 11) Оказалось, что железобетон долговечен под водой.

Exercise 11. Translate from Russian into English.

- 1) Ты должен был выступить с докладом на прошедшей научной конференции.
- 2) Он не должен был критиковать тебя, т.к. ты прав.
- 3) Тебе следовало бы пойти в лабораторию, т.к. там проводился интересный эксперимент.
- 4) Мне разрешили сегодня не приходить на работу, т.к. я плохо себя чувствовал.
- 5) Этот архитектор смог убедить нас в том, что бетон в сочетании со сталью и стеклом явился превосходным материалом для строительства офисов.

Exercise 12. Word control:

brick; lime mortar; stone; stucco; timber; sheets of glass; consider; consumption;

reinforced concrete; cement; steel; aluminium; plastics; asbestos; resource; damage; environment; require; repair; reuse; kiln; through; fuel.

Translate text 4B without a dictionary.

Text 4B:

CONSTRUCTION

Modern construction for large buildings is invariably a steel or concrete frame to which is attached a veneer of walling, be it glass, brick, stone or plastic. These panels are held back to the frame with cramps (again out of sight for inspection).

Traditional construction for large buildings was invariably a solid thick loadbearing wall made of masonry with openings in the wall for windows and doors. The advantage of modern construction is primary financial in that it can achieve a thin wall and a very high building which is of great advantage to the developer by cramming more space on to a limited site. Whereas a traditional building can only really be raised about six floors because the thickness in the brick wall becomes excessive at the lower levels if the number of floors is increased further. Traditionally, buildings were only raised to six storeys because, before the days of electric lifts, people would not wish to climb any higher.

WINDOWS

A traditional window was designed in such a way that it lit the space inside the room comfortably; that is, it was not too large or too small to make the room either too hot in summer or too cold in winter. Our forefathers found that a little over one tenth of the floor area was about right for reception rooms and slightly smaller for bedrooms. The windows were therefore arranged in the external wall in such a way that the rooms were well lit and could be easily furnished.

On the other hand the modern window is normally vastly in excess of ten percent; sometimes it runs from wall to wall and from floor to ceiling. In this way the space inside can be very uncomfortable, hard to furnish and expensive to keep warm in winter and cool in summer.

Words to the text:

veneer of walling – облицовка стен

cramp – зажим, скоба; скреплять скобкой

solid – сплошной

cram – впихивать; втискивать; переполнять

site – строительная площадка

insoluble – нерастворимый, неразрешимый

either...or... - или...или...

arrange – располагать, устраивать

in such a way – таким образом

furnish – меблировать, оборудовать

per cent – %

cause – вызывать, заставлять

lower level – нижний уровень

excess – излишек, избыток

Exercise 13. Word control:

brick (n); lime mortar; stucco (n); slate (n); timber (n); reinforced concrete (R.C.) (n); expansion (n); brickwork (n); pliable (n); joint (n); reinforcement (n); kiln (n); life (n); felt (n); override (v); overriding (a); laminated (a); remain (v); damage (n, v); cement.

UNIT 5

Exercise 1. Translate the following auxiliary words:

between, over, through, as...as, of, with, in, from, into, among, so

Words to be remembered:

ancestor – предок

tin – олово, жесть

mercury – ртуть

lead – свинец

precious – драгоценный

brass – латунь, бронза

patina – налет на бронзе, чернь

spire – шпиль, пик

to weather – подвергаться воздействию погоды или выветриваться

pre-patination – предварительное чернение

over – сверх-, над -, чрезмерно-, пере-

overhang – выступать над чем-л., свешиваться, нависать

to bring about – вызывать, осуществлять

ancient – древний, старинный

to survive – выжить, пережить

complexity – сложность, запутанность

instant – настоящий, немедленный, текущий

maturity – зрелость

* * *

cast iron - чугун

skeletal – скелетообразный

inhibition – торможение, задерживание, сдерживание

inhibit – препятствовать, сдерживать

repetition – повторение, копия

to mark – отмечать, замечать

to employ – нанимать, применять, использовать

to mould – формовать, делать по шаблону

to prefabricate – собирать, изготавливать

prefabricated – сборный

to sustain – поддерживать, удерживать

to explore – исследовать

lustrous – блестящий, глянецвитый

trabeat – (построенный) с балочным покрытием, относящийся к стоечно-балочной системе

internal – внутренний

taste – пробовать, иметь вкус

upwards – вверх, выше

downwards – вниз

stainless – незапятнанный

~ steel - нержавеющейка

steek – гладкий, приглаживать

pinnacle – вершина (горы), кульминационный пункт

transfer – переносить, передавать

refinement – утонченность, изысканность, обработка, очистка

loadbearing wall – несущая стена

Read and translate the text 5A with a dictionary.

Text 5A:

ALCHEMY AND INVENTION

The symbiosis between metal and architecture has evolved over centuries, with successive eras opening up new technical and aesthetic possibilities through the development of different types of metals.

The use of metals is as old as human civilization. Our ancestors knew of just seven metals: gold, silver, copper, iron, tin, lead and mercury. Historically, metals occupied the mysterious realm of alchemy, with its mixtures and secret formulations, and were little understood by those who worked with them. A century ago, aluminium was considered more precious than gold or silver. Each era has brought about the discovery of new types of metal, chiefly through the process of alloying (which has its roots in alchemy). The ancients experimented with alloys, mixing copper and tin to produce a new metal, bronze, with a lower melting temperature and improved casting properties. (Zinc was also added to copper to produce brass, a gold-like material...)

The Romans were the first to use metal as a major building material. The Pantheon had a bronze roof, parts of which survived until the middle of this century; Hagia Sophia originally had a lead roof that lasted 1400 years. Because of their malleability and relative ease of working, copper and lead became synonymous with the complexities of Gothic architecture. Endowed with the rich green patina of age, weathered copper spires and roofs still enliven the skylines of northern European cities. Improved techniques of pre-patination can now bestow an instant, uniform illusion of maturity; Jean Nouvel's new cultural centre in Lucerne is crowned by a vast, overhanging roof clad in sheets of prepatinated copper.

* * *

But it is iron and steel that have had the most radical influence on architecture. The skeletal structural frame effectively liberated buildings from the inhibitions of the loadbearing wall and trabeated construction. Cast iron, the great material of the Industrial Revolution, revolutionized Georgian and Victorian buildings. Ideally suited to repetition and standardization, the metal's ubiquity defined the British Empire; cast

iron bandstands, ornamental gates, fountains and entire prefabricated buildings were simply plucked from manufacturer's pattern books and energetically exported around the Imperial world, from Durban to Bombay.

In 1851, Paxton's Crystal Palace marked a defining moment in the history of metal and architecture. Employing 3300 columns and 2220 girders prefabricated from moulded cast iron, it set the tone for iron buildings for the next 50 years. In Europe, seminal buildings such as Labrouste's Bibliotheque de Saint-Généviève pioneered the use of cast iron internally in Gothicized barrel vaults of prefabricated sections.

The evolution of iron and steel frames made it possible to build upwards; the heroic scale of American cities was determined by steel-framed skyscrapers. The development of stainless steel at the turn of the century provided an environmentally stable metal that could sustain a polished, lustrous appearance. The Chrysler Building in New York was one of the first buildings to use stainless steel externally, on its sleek, hypodermic pinnacle roof. After the war, the transfer of technology from military and aeronautical industries generated new metal forms. Jean Prouvé's refinement of industrial detailing and use of lightweight sheet metal have been exhaustively explored by the recent generation of High-Tech architects.

(by Catherine Slessor)

Exercise 2. Answer the following questions:

- 1) How many metals did our ancestors know? Name them, please.
 - 2) What connection is between metals and the mysterious realm of alchemy?
 - 3) What was the final task of the ancient alchemist?
 - 4) What can you say about aluminium? Did people consider it (to be) more precious than gold or silver? Why?
 - 5) What is a new material formed from?
 - 6) What is bronze?
 - 7) What was added to produce brass?
 - 8) Who used metal as a major building material?
 - 9) What metals were used for the Pantheon?
 - 10) Where was a lead roof built?
 - 11) What properties of lead and copper were known earlier?
 - 12) What is patina? Where is it used?
 - 13) What is Jean Nouvel's new cultural centre in Lucerne famous for?
- * * *
- 14) What metals had the radical influence on architecture?
 - 15) What liberated buildings form the inhibitions of the loadbearing wall and trabeated construction?
 - 16) Why is cast iron considered (to be) the great material of the Industrial Revolution?
 - 17) What was exported around the Imperial world?
 - 18) What did Paxton's Crystal Palace mark in 1851?
 - 19) What parts of buildings were prefabricated from moulded cast iron?
 - 20) What seminal buildings were used of cast iron?

- 21) What did the Chrysler Building in New York use?
- 22) Where and when were new metal forms used?
- 23) What was explored by the recent generation of High-Tech architects?

Exercise 3. Read and translate the following sentences paying attention to “ed” forms.

- 1) The symbiosis between metal and architecture has evolved over centuries, with successive eras opening up new technical and aesthetic possibilities through the development of different types of metals.
- 2) Historically, metals occupied the mysterious realm of alchemy, with its mixtures and secret formulations, and were little understood by those who worked with them.
- 3) A century ago, aluminium was considered more precious than gold or silver.
- 4) Improved techniques of pre-patination can now bestow an instant, uniform illusion of maturity.
- 5) Jean Nouvel’s new cultural centre in Lucerne is crowned by a vast, overhanging roof clad in sheets of prepatinated copper.
- 6) The skeletal structural frame effectively liberated buildings from the inhibitions of the loadbearing wall and trabeated construction.
- 7) But it is iron and steel that have had the most radical influence on architecture.
- 8) Ideally suited to repetition and standardization, the metal’s ubiquity defined the British Empire.
- 9) When used, zinc was also added to copper to produce brass, a gold-like material.
- 10) In 1851, Paxton’s Crystal Palace marked a defining moment in the history of metal and architecture.
- 11) The development of stainless steel at the turn of the century provided an environmentally stable metal that could sustain a polished, lustrous appearance.
- 12) After the war, the transfer of technology from military and aeronautical industries generated new metal forms.
- 13) Jean Prouvé’s refinement of industrial detailing and use of light weight sheet metal have been exhaustively explored by the recent generation of High-Tech architects.

Exercise 4. Read and translate the following sentences paying attention to “ing” forms.

- 1) Each era has brought about the discovery of new types of metal, chiefly through the process of alloying...
 - 2) Because of their malleability and relative ease of working, copper and lead became synonymous with the complexities of Gothic architecture.
 - 3) Jean Nouvel’s new cultural centre in Lucerne is crowned by a vast, overhanging roof clad in sheets of prepatinated copper.
 - 4) The skeletal structural frame effectively liberated buildings from the inhibitions of the loadbearing wall and trabeated construction.
- * * *
- 5) In 1851, Paxton’s Crystal Palace marked a defining moment in the history of metal and architecture.
 - 6) Employing 330 columns and 2220 girders prefabricated from moulded cast iron, it is set the tone for iron buildings for the next 50 years.

- 7) Having become very acute in many countries after War II the housing problem called for a solution.
- 8) After graduating from the University he worked as an architect in the Far East.
- 9) Reading English technical magazines is important for an architect.
- 10) The experiment having been made, the students were interested in the results.
- 11) This capacity for recycling gives them some tentative credentials to sustainability.

Exercise 5. Read and translate the following sentences. Define the functions of “that”.

- 1) Peter Zumthor believes that «Architecture has its own realm.»
- 2) But it is iron and steel that have had the most radical influence on architecture.
- 3) The development of stainless steel at the turn of the century provided an environmentally stable metal that could sustain a polished, lustrous appearance.
- 4) I suppose that Peter Zumthor will not necessarily agree with my analogies.
- 5) You are on a wide gallery that overlooks the main space of the baths.
- 6) The spaces that contain the water seem hewn out of the huge stratified block rather than built in a normal way.
- 7) That is the shortest way/road to the village.
- 8) The promenade round the inner pool allows you to visit smaller spaces carved into the perimeter walls and into the mighty supports that define the pool’s corners.
- 9) The climate in London is milder than that in St.Petersburg.
- 10) Lighting changes according to the weather and time of a day, so that inside you are always aware of external conditions.
- 11) What is that? That is a car.

Exercise 6. Translate this short text from English into Russian. (Back translation).

New appropriations of metal continue to evolve. A few decades ago, titanium was considered to be a weak and brittle material only fit for creating pigments in paints. Yet rolled into very thin sheets, its light weight and resistance to corrosion makes it an excellent cladding and roofing material. The new Guggenheim Museum in Bilbao by Frank Gehry (1997) is clad in an extraordinary shimmering skin of very thin titanium scales.

Exercise 7. Translate from Russian into English using a dictionary.

- 1) Сами галереи и лестничные подходы к ним являются чудом здания.
- 2) Римляне первыми использовали металл в качестве строительного материала.
- 3) Хагия София первоначально имела свинцовую крышу, которая сохранялась в течение 1400 лет.
- 4) Древние экспериментировали со сплавами, смешивая медь с оловом, для того, чтобы получить новый металл – бронзу.
- 5) Чугун, величайший материал Промышленной Революции, революционизировал Викторианские здания (здания эпохи королевы Виктории).
- 6) В 1851 году хрустальный дворец Пакстона отмечал (marked) определенный момент в истории металла и архитектуры.

- 7) Союз (symbiosis) между металлом и архитектурой развивался в течение многих столетий.
- 8) Использование металлов так же старо, как и человеческая цивилизация.

Exercise 8. Read and translate without a dictionary the following:

Text 5B:

1. ARCHITECTURE AND THE ARCHITECT

Architecture is the art and science of designing and building structures, or ensembles according to aesthetic and functional criteria. Structures built in accordance with such principles are also architecture.

The architect is a person trained and experienced in the design of buildings and the coordination and supervision of all aspects of the construction of buildings, when the architect designs a structure, he uses the cumulative knowledge of centuries. Working to the architect's design are many consultant experts – structural engineers, services engineers and other sub-constructed specialists.

Town planning or urbanism is the preparation of plans for the regulated growth and improvement of towns, or the organization of land and building for group living. It is a cooperative process in which architects, economists, surveyors or topographers and other specialists take part. In town planning there are different street patterns: gridiron, radial, ring and functional (or organic).

According to the International Union of Architects (=IUA or UIA), at present there are 800,000 fully qualified architects per two or three thousand people. In the developing countries there is only one architect per 500,000 or one million people.

The architect's sphere of knowledge is constantly expanding. He has to combine art, advanced technology, science, and economics in his work.

The main problem facing the architect today is to avoid any conflict with nature and the landmarks of by-gone days.

Words to the text:

to face – стоять перед лицом; облицовывать

group living – жизнедеятельность коллектива;

gridiron – гридерон, шахматно-прямоугольная (модульная) планировка улиц

landmark – архитектурный памятник

by-gone days – ушедшие эпохи

according to = to accordance with = in keeping with – согласно, в соответствии

order – ордер, порядок

pattern – образец, рисунок, узор, схема

services engineers – инженеры по водо-, газо-, тепло- и электроснабжению

supervision – наблюдение

2. HOTEL MOSKVA: TO BLAST OR NOT TO BLAST?

The Moscow government's decision to have the Hotel Moskva demolished and a five-star hotel built in its place, allegedly recreating the original design of architect Shusev is still in the center of fierce controversy. As MN has found out one rescue project is proposed by V.Khazanova, a renowned art historian and an expert in Soviet architecture. She believes that the Moskva is a symbol of the metropolis and the entire Soviet culture of the 1930s. The building must be preserved regardless of the current vision of the age it belongs to. Ms Khazanova is convinced that the hotel ought to be state-protected as a "federal landmark" and put into mothballs until such time as a project of expert restoration is available. Involved in the work on the project should be the most authoritative specialists. Independent experts, for their part, will give their opinion on the actual cost of the Hotel Moskva rebuilding and restoration.

Ms Khazanova's view is shared by the experts at the Federal Research and Methodology Council for Cultural Heritage Protection under RF Cultural Ministry. Its Monument Registration Unit has prepared the necessary documents to request the Government of Russia's permission to declare the Moskva a national landmark. Under the Immovable Monuments Act, the matter is within the province of the federal authorities, so the final say will be theirs.

Incidentally, the Moscow Cultural and Historical Monuments Protection Board included the hotel in the list of newly discovered monuments over a decade ago. The custodians of metropolitan antiquities have thrice asked the city authorities to recognize it as a local rarity. But Moscow never acknowledged its namesake as an asset.

Words to the text:

blast – взрывать

allegedly – будто бы, якобы

fierce – жестокий

rescue project – спасительный проект

renowned = famous

regardless – не взирая на, не считаясь (с к/л)

moth – моль

mothball – нафталиновый шарик

authoritative – авторитетный, внушительный

the custodians – хранители музея, сторожа

assets – активы, авуары, имущество

antiquity – древность

namesake – тезка

Exercise 9. Word control:

ancestor, tin, mercury, lead, precious, brass, patina, spire, weather (n, v), pre-patination,

over-, overhang, bring about, ancient, survive (v), complexity, enliven (v), instant, maturity, shelter (n, v), cast iron, skeletal, inhibition, inhibit (v), repetition, mark (v), employ (v), mould (v), prefabricate (v), sustain (v), explore(v), lustrous, trabeat, seminal, taste (n, v), clumsy, vulgar, stainless, sleek, pinnacle, transfer (v), refinement, internal, upwards, downwards, loadbearing wall.

Exercise 10. Reading for pleasure. See appendix. A CHRISTMAS CAROL (I, II).

UNIT 6

Exercise 1. Form nouns and translate them.

(t)ion: restore, intervene, demonstrate, complete, accommodate, interpretate, renovate, formulate, civilize, combine, populate, associate.

ity: impossible, sensitive, malleable, major.

Exercise 2. Give the meanings of the following words:

through; for; over; one; into; only; to; its; in any case; but; within; that; which; like; from; under; as; onto; such; if; no; now; again; so; what; all over; at; lower; upper; internal; external; out of, throughout.

Words to be remembered:

castle – замок

keep – главная башня (средневекового замка)

medieval – средневековый

insert – вставлять, помещать, включать

renovation – обновление, восстановление

contemporary – современный; сверстник

mound – насыпь

tender – предложение (официальное), заявка на подряд

imaginatively – образно одаренно богатым воображением

emulation – соревнование

tread – ступень(ка)

convince – убеждать

defend – защищать(ся), оборонять(ся)

dominate – преобладать, господствовать

pattern – образец, модель

vernacular – местный, туземный (язык)

touch – трогать, касаться

disrepair – ветхость, плохое состояние

decay – гнить, приходить в упадок

rot (v) – гнить, портиться

convert – превращать

skyline(s) – горизонт, очертание на фоне неба

porous limestone – пористый известняк

mortar – известковый/строительный раствор

rake – подчищать, разравнивать

joint – шов, стык

emulate – соперничать, подражать

internal flight – внутренний пролет лестницы

* * *

accommodation – приспособление, удобство

to suspend – подвешивать
suspension – подвешивание
hanger – подвеска, крюк, кронштейн
I-beams – двутавровые балки
precise – точный, определенный
curtain walls – навесные стены
throughout – во всех отношениях, повсюду
chute – стремнина, крутой скат, желоб, лоток; мусоропровод
doubtless – несомненный
to lid – зд. прикрывать, закрывать; крышка
to occur – иметь место
to restore – восстанавливать
millennium – 1000-летие
to prejudice – наносить ущерб, предубеждать, предрассудок
to inherit – (у)наследовать
similar – сходный
opening – отверстие
to hover – парить, быть вблизи
stringer – продольная балка

Read and translate the following text with a dictionary.

Text 6A:

CASTLE KEEP

This renovation of a medieval castle in Trevi sensitively inserts contemporary elements within a historic shell.

Carlo Scarpa's influence on restoration of old buildings has been almost entirely benign. The mixture of tender and understanding repair of old work with clear modern interventions in twentieth-century materials, which Scarpa demonstrated so imaginatively at the Castelvecchio in Verona, has been echoed all over Europe.

One of the most convincing recent examples of the approach is the Caetani castle in Trevi. It was one of the medieval fortresses which defended the Via Latina in the lower Lazio, the region immediately north of Rome. Dominating the still largely untouched dense pattern of vernacular streets and houses of the old town, the castle (built on the site of a Roman fortress) had fallen into great disrepair, with only the partly decayed stone keep and curtain wall remaining. Over the centuries, all the timber parts (including the upper floors) had rotted or been looted, leaving one stone shell within another.

Gianfranco Cautilli, Mario Morganti and Renato Morganti were asked by the municipality of Trevi to convert the ruin for use as the local archaeological museum and visitor centre for the Simbruni mountain national park. The architects' fundamental strategy was to repair the broken stone shells back to their original skylines using local porous limestone. The stones will probably weather until they are the same colour as

the medieval ones, but there is no attempt to make the new work look like old: pointing is in proper mortar with raked joints, yet the stones do not emulate the original shape or bond.

And there has been no attempt to restore missing wooden floors or frame openings. Levels are very complicated, particularly down at the Roman top of the mound. They are related by new stairs, external ones with stone treads, internal flights with timber.

* * *

A bridge connects to the keep from the perimeter accommodation. All these new pieces have steel structures: rolled steel members are under the bridge and stairs; flights are suspended on steel rod hangers from I-beams which span between the stone walls. Balustrades are of glass within steel frames, black like the beams and stringers. Detailing throughout is precise, economical and elegant. Roofs over the keep, and over the gallery which links the upper levels of the accommodation within the curtain wall, are industrial decking over timber members which bear onto steels between stone.

Contrast between old and new is most dramatic in the keep. What had been a stone chute of space open to the sky has been lidded, and is now inhabited by the hovering presence of the steel and wood stair which is adjusted to bring you out to landings that offer views through original openings in the massive walls. Similar prospects over town and country must have been familiar to the Castilians and their chatelains. Throughout, you are made aware of the past while standing on the present; you are invited to make your own commentary on the original work and the often moving changes which have occurred over the life of the building. Such interpretations would have been completely impossible if there had been an attempt to restore the castle to its medieval state: in any case, there can be no definitive version of a building that has continuously changed over a millennium. Now it has altered again, and will doubtless do so in future. But the new work does not prejudice what will be passed on while in our time it adds to what we have inherited.

Exercise 3. Answer the following questions.

- 1) What can you say about Carlo Scarpa's influence on restoration of old buildings?
- 2) What has been echoed all over Europe?
- 3) What does the connection of two words (castle keep) mean?
- 4) What was the task of the Caetani castle in Trevi?
- 5) How does the author of this article describe this castle?
- 6) What happened later with the material of this castle?
- 7) Who(m) did the municipality of Trevi ask to help them to organize the local archaeological museum?
- 8) What was the architects' fundamental strategy?
- 9) What can you say about the condition of the stones?
- 10) Has there been any attempt to restore missing wooden floors?
- 11) Why was it difficult to restore old parts of the castle?

* * *

- 12) How does a bridge connect to the keep?
- 13) What structures have all these new pieces?
- 14) What can you say about balustrades?
- 15) What materials are roofs over the keep made of?
- 16) Can you explain why contrast between old and new is most dramatic in the keep?
- 17) What can one see from the landings?
- 18) What must have been familiar to the the Castilians?
- 19) Can you think of the past life of the castle standing now at the top of its wall?
- 20) You can observe the landscape round the castle because it was restored, can't you?
- 21) Have you seen old castles anywhere?

Exercise 4. Translate the following words and phrases:

главная башня (средневекового замка), смесь, средневековый, современный, образец, элементы из прокатной стали, на протяжении столетий, местные улицы, деревянные части, горный национальный парк, местный археологический музей, пористый известняк, навесные стены, свыше тысячи лет, соответствующий известковый раствор, двутавровые балки, фундаментальная стратегия архитекторов, подвеска из стального стержня, быть осведомленным о чем-либо.

Exercise 5. Learn the types of the conditional sentences:

Exercise 6. Read and translate the following sentences according to the type of a conditional sentence:

- 1) If the architect had used more durable building materials 10 years ago the house wouldn't have been ruined.
- 2) Such interpretations would have been completely impossible if there had been an attempt to restore the castle to its medieval state.
- 3) If you help me to built this rural cottage we can build it in a month.
- 4) If the World War III broke out the life in our planet would come to an end.
- 5) We'll begin our work immediately, provided all the workers of our construction team come in time.
- 6) Had the bricks and concrete been delivered to the construction site yesterday we would have finished this part of work.
- 7) If the student observed the rules, he would not make mistakes.
- 8) If he knows the timetable, he will not miss the train.
- 9) If he had all the necessary materials, he would accomplish his model in time.

Exercise 7. Read and translate text 6B without a dictionary:

Text 6B:

“STUCCO”

The plasterwork that survives from antiquity is invariably what is now known as

“stucco-duro”. Early stuccoes were considered suitable for external and internal work but by the eighteenth century, stucco was taken to mean external painted plaster, as the mixture and method had changed.

In ancient times, gypsum plaster was easily obtained and a tradition of gypsum stucco became established. To make the stucco, fine marble dust was fermented with a mature lime putty for a week. Curdled milk, lard, egg-white, ox-blood, fig juice or urine might be added, according to well-guarded recipes, to retard the setting or regulate shrinkage and hardness. The paste was applied layer upon layer, each beaten or rubbed into place for as long as three days, before being washed, brushed and polished. The manufacture and use of this material continues in the same way today in modern Yemen.

This stucco-duro tradition was lost until the mid-fifteenth century, when Cardinal Giovanni de Medici instigated a serious excavation of Roman ruins. After considerable experimentation and research, the skills were revived. When the Cardinal became Pope in 1513, he commissioned Raphael to build the Ioggia of the Vatican in which stucco was used again.

* * *

The influence of the Italian stuccoist spread to other parts of Europe, generating the early Renaissance stucco-duro style in France and England often known as “grotesque”. The finish, portraying Biblical, classical, heraldic and natural themes, was produced by chisel or brush, and often displayed great character and individuality.

Stucco work in the Baroque period is noted for its exuberant and intricate scrolls, faces and caryatid figures. The details of such ceilings as that at Astley Hall, Chorley, were built over a structure of armatures (brackets and lead strips).

By the eighteenth century, native craftsmen had emerged in most European countries. In England, family firms, such as Joseph Rose and William Collins, began to work in close liaison with architects, such as the Adam brothers. A number of new recipes involving oils and alternative powders, such as cockle-shell lime, were invented. In 1777, the Adam brothers acquired the patents for two of the most important recipes and cornered the market in providing stucco decoration. Designs in similar style were made available through the general dissemination of pattern books. The stuccoed motifs were taken from box-wood moulds that could be used over and over again. The high relief exuberance of the Renaissance had been replaced by a technique that produced shallow relief of great delicacy; a suggestive veneer than the full-bodied imitation of architecture or sculpture, and with more spirit than wall paper.

Words to the text:

stucco – отделочный, штукатурный гипс; (v) - штукатурить

plaster – штукатурка, пластырь; (v) - штукатурить

plasterwork – штукатурные работы

survive – пережить, уцелеть

mean (v) – намереваться, иметь ввиду, предназначать(ся); значить

gypsum plaster – гипсовый пластырь (штукатурка)

putty – замазка, шпаклевка, мастика

lime – известь
according to – согласно (чего-л.)
recipe – рецепт, средство
mature – выдержанный
to retard – тормозить (развитие), задерживать
shrinkage – сокращение, сжатие, усушка, усадка
to instigate – побуждать; раздувать, провоцировать
skill – искусство, мастерство, сноровка
to commission – уполномочивать
craftsman – ремесленник, художник
to emerge – возникать
liaison – связь, взаимодействие
a number of – ряд
to involve – включать
to acquire – достигать; приобретать
to corner – загонять в угол/тупик
available – наличный, пригодный
to withstand – противостоять
to coincide – совпадать
relief – рельеф, характер местности
spirit – дух; сущность

Exercise 8. Read and translate the combinations of words.

External and internal work, the eighteenth century, external painted plaster, in ancient times, gypsum plaster, gypsum stucco, well-guarded recipe, a mature lime putty, egg – white, ox-blood, fig juice, layer upon layer, as long as 3 days, the Italian stuccoist, the early Renaissance stucco-duro style, as cockle-shell (раковина) lime, the full-bodied imitation of architecture.

Contemporary elements, all over Europe, one of the most convincing recent examples..., it was one of the medieval fortresses, the region immediately north of Rome, the pattern of vernacular streets and houses of the old town, over the centuries, the municipality of Trevi, the Simbruini mountain national park, as the local archaeological museum, all timber parts, to leave one stone shell within another, the architects' fundamental strategy, local porous limestone, there has been no attempt, to restore missing wooden floors, to be very complicated, stone treads, internal flights, steel structures, rolled steel members, I-beams, to be suspended on steel rod hangers, within steel frames, black like the beams and stringers, over the keep, the upper levels of the accommodation, within the curtain wall, timber members, a stone chute of space, wooden stair, original opening, similar prospects over town, throughout, to be aware of, such interpretations.

Exercise 9. Read and translate the following sentences. Pay attention to the underlined words.

1) Carlo Scarpa's influence on restoration of old buildings has been almost entirely

benign.

- 2) The mixture of tender and understanding repair of old work with clear modern interventions in twentieth-century materials, which Scarpa demonstrated so imaginatively at the Castelvecchio in Verona, has been echoed all over Europe.
- 3) Dominating the still largely untouched dense pattern of vernacular streets and houses of the old town, the castle (built on the site of a Roman fortress) had fallen into great disrepair, with only the partly decayed stone keep and curtain wall remaining.
- 4) Over the centuries, all the timber parts (including the upper floors) had rotted or been looted, leaving one stone shell within another.
- 5) And there has been no attempt to restore missing wooden floors or frame openings.
- 6) The architect will have finished to design this industrial complex by the end of May.
- 7) As for Marco Polo House, this architect has produced a Pop-Classical facade to cover an open plan high-tech interior.
- 8) Some changes which have occurred over the life of the building.

Exercise 10. Word control:

castle (n); keep (n); medieval (a); insert (v); renovation (n); contemporary (a, n); mound (n); tender (n); repair (n); imaginatively (adv); emulation (n); tread (n); convince (v); defend (v); dominate (v); pattern (n); vernacular (a); disrepair (n); decay (v); rot (v); convert (v); skyline (s); porous (a); limestone (n); mortar (n); rake (v); joint (n); emulate (v); internal (a); flight (n); accommodation (n); suspend (v); suspension (n); hanger (n); I-beam; precise (a); curtain wall; chute (n); doubtless (a); lid (n,v); occur (v); restore (v); inherit (v); similar; opening (n); hover (v), stringer (n).

Exercise 11. Reading for pleasure. See appendix. BLACK CATS AND BROKEN MIRRORS (I).

UNIT 7

Exercise 1. Read and translate the following words and connections of words:

for, previous, which, but, because, because of, clearly, light, with, space, this – these, that – those, most of, than, its, here – there, while, north, northern, nearby, about, well, far, too, yet, after, against, never, so, then, the first, the last, little, high, between, according to, almost, the top, the bottom, behind, why, while, regionalist

* * *

as, towards, it, itself, like, front, through, round, toward, away, always, inside – outside, under, back, small, version, whole, wherever, whenever, just, during, above, the interior – exterior, thin – thick, some, the same, literally, rather, one, their is, such, either ... or, neither ... nor, but ... and, beyond, over, now

* * *

similar, only, the only, after, across, elsewhere, slightly, though, by, so, perfectly, drama, equal, would

Exercise 2. Make up the comparative and superlative degrees of the following adjectives and adverbs.

Large; clearly; many/much; big; good; wide; deep; beautiful; historic; long; late; bad; far; incredible; rigorous (строгий); little; tiny (крошечный); vertical; shaggy (лохматый); proud; simple; perfectly; turbulent; gently; clear(ly); great; poignant (острый); dynamical(ly); luminous (светящийся, светлый); democratically; necessary/necessarity; obvious; elaborate; physical; primarily; sensitive; silent; brown; important; meaningful; real; specific; architectural; brave; alpine (альпийский); blue; similar; wild; thermal; high; hot; remote; felicitous (счастливый, удачный); sociable; absolutely; perfect, generous.

Words to be remembered:

recipient – получатель; получающий

essence – сущность, существо; существование

diverse – иной, отличный (от ч.-л.); разнообразный, разный

response – ответ, отклик, реакция

site (n) – местоположение; участок (для строительства)

site (n) – располагать, выбирать место

sensitivity – чувственность

concern (n) – участие, дело, касательство, предприятие

concern (v) – иметь отношение

hamlet – деревня, деревушка

easterly – восточный, на восток, к/с востоку(-а)

piatza – (базарная) площадь; веранда (USA)

gabled – остроконечный (о крыше)

barn – амбар, (сенной) сарай, гумно; некрасивое здание, конюшня

incredible – неправдоподобный, невероятный, потрясающий
bring up – воспитывать
rigor (n) – суровость
spell – (зд.)короткий промежуток времени
sophisticated – утонченный (о манерах), опытный, сложный (о понимании стиля)

* * *

achieve (v) – достигать, добиваться, успешно выполнять
achievement – достижение, выполнение
acclaim (v) – шумно, бурно аплодировать, приветствовать, провозглашать
acclaim (n) – шумное приветствие
rustie – простой, грубый; неотесанный (- masonry – кладка из неотесанного камня)
shaggy – косматый, лохматый, ворсистый, шершавый, неотесанный
shingle – кровельная дранка, гонт; галька
expose (v) – подвергать действию (солнца, ветра), оставлять незащищенным
exposure (n) – выставление (на солнце, под дождь); подвержение (риску)
clerestory (n) – (арх.) верхний ряд окон
chapel – часовня
strew (strewed; strewed, strewn) (v) – разбрасывать; разбрызгивать; посыпать песком; усыпать (цветами); расстилать.
campanile – (арх.) – колокольня (отдельно стоящая)
taper – конус, слабый свет
slacken (v) – ослаблять, слабнуть

Read and translate text 7A with a dictionary.

Text 7A:

ZUMTHOR THE SHAMAN

Peter Zumthor is the winner of the 1998 Carisberg Prize for Architecture. The two previous recipients were Tadao Ando and Juha Leiviska. Like them, Zumthor explores the essence of architecture in buildings which celebrate place and engage all the human senses. Jury member Peter Davey explains why Zumthor was premiated.

Peter Zumtho's oeuvre is not large, but it is very diverse, because each of his buildings is a deeply considered particular response to site and programme. Each is clearly the product of a sensitivity concerned with place, materiality, space and light, and with human responses to these fundamental elements of architecture. And most of them have more in common than authorship, for until recently, almost all the work has been in Graubünden, the most easterly canton of Switzerland, and in some ways, its most complex. Here Latin and Teutonic culture intermingle; Romansch and German are spoken in adjacent settlements and, while Chur (the cantonal capital) could almost be in northern Italy, the nearby village in which Zumthor lives and works is a cousin of hamlets in Bavaria and Austria.

Zumthor knows intimately the piazzas and arcades of the towns, and the big gabled farm houses and barns of the country-side throughout Graubünden, as he served for 12 years in the canton's department for the preservation of monuments. He is (or has been up to now) a regionalist, for though he has learned about things like materials, climate and siting from old buildings, he understands the work of the past far too well to want to simply copy. He studied design at the Basel school of arts and crafts followed by a spell at the Pratt Institute in New York.

* * *

THE BASTION OF FAITH

The first of his works to achieve international acclaim a decade ago was indeed rustic: the little chapel at Sogn Benedetg, a tiny hamlet frighteningly high on the almost vertical meadows of the valley of the boder Rhein. Seen from between the houses at the foot of the field, Zumthor's building at first seems to be a shaggy deep covered in shingles that have now weathered according to their exposure: light ruddy brown and almost black on the more exposed bank, grey on the side against the hill. A simple timber clerestory is topped by a very shallow cooper roof. The chapel is proud, dignified and tower-like at the top of the flower-strewn grass slope, with its presence emphasized by the dark green of the forest behind. A very simple detached campanile, a tall slender wooden frame holding a single bell, announces the purpose of the place.

As you go up the little lane towards it, the building changes shape, revealing itself to have an almost perfectly streamlined plan, like a section through a bird's wing, in which the blunt front first meets the onrush of air. The chapel's round end faces the turbulent valley winds, and the taper is directed toward the hill. Here is the entrance, inflected gently away from the point to welcome the pilgrim with a wooden door always open in summer, and never locked in winter.

Inside, another reason for the plan becomes clear, for the roundness is an apse in which the altar stands, its presence emphasized by the widening volume. The place is filled with light from the strip of windows under the roof, which are detailed in a very strange way. The chapel demonstrates one of the most important characteristics of Zumthor's work – his belief that “Construction is the art of making a meaningful whole out of many parts...”

Exercise 3. Questions to the text.

- 1) What is Zumthor the Shaman by profession?
- 2) What happened to him in 1998?
- 3) Who were the two previous recipients?
- 4) What was Zumthor premiated for?
- 5) What can you say about Peter Zumthor's oeuvre?
- 6) What are the fundamental elements of architecture?
- 7) What is Graubünden?
- 8) What is Graubünden famous for?

- 9) What is the name of the cantonal capital?
- 10) Where did Zumthor live and work?
- 11) How much time did he live in Graubünden?
- 12) What can you say about the term “a regionalist”?
- 13) What did he study at the Basel School?

* * *

- 14) Did he live in New York?
- 15) Did the chapel harmonize with the surrounded landscape? Find these lines in the text.
- 16) How did the chapel receive the pilgrim?
- 17) What can you say about the interior of the chapel?
- 18) Is it important to fill the place with light?
- 19) What did Zumthor say about the chapel?
- 20) What does it contain?

Exercise 4. Read and translate the following sentences paying attention to the tense of the predicate.

1. a) The architect used the new materials for building purposes.
b) The architect was testing some new materials at 5 o'clock yesterday.
c) The architect has tested some new materials. The result is good.
2. a) Some new materials were tested at the laboratory yesterday.
b) Some new materials were being tested when the students came into the laboratory.
c) Some new materials had been tested by 5 o'clock yesterday.
3. a) Prof. N. will test some new materials tomorrow.
b) Prof. N. will be testing some new materials at 5 o'clock tomorrow (or when you come to the laboratory).
c) Prof. N. will have tested some new materials by 5 o'clock tomorrow.
4. a) Some new materials will be tested tomorrow.
b) Some new materials will have been tested by 5 o'clock tomorrow.
5. a) This column is restored by the construction team.
b) This column is being restored now.
c) This column hasn't been restored yet.
6. a) This column will be restored in 2006.
b) This column will have been restored next year.

Exercise 5. Translate the following phrases paying attention to Modal Verbs.

- 1) A certain amount of environmental intrusion had to be accepted and sometimes housing had encroached upon existing water work.
- 2) Overall design of a reservoir these days must include landscaping... .

- 3) Jury member Peter Davey will have to explain why Zumthor was premiated.
- 4) The Latin and Teutonic culture should intermingle.
- 5) Romansch and German must be spoken in adjacent settlements.
- 6) Zumthor is to know the piazzas and arcades of the towns, as he served for 12 years in the canton's department for the preservation of monuments.
- 7) He ought to be in a bed as he is badly ill.
- 8) He had to stay at the hotel as the weather became bad.
- 9) Here has to be the entrance.
- 10) The drama of the heaven-view must be enhanced by the luminous interior.
- 11) These tall wooden columns have to be an abstract version of the groves in which worship began.
- 12) The congregation was to sit on plain whitewood pews.
- 13) I suppose that Peter Zumthor will have to agree with my analogies.
- 14) Zumthor should tell us about the meanings of his forms and spaces, as many architects do.
- 15) He believes that 'Architecture has to have its own realm.
- 16) Peter Zumthor was able to become the winner of the Carisberg Prize for Architecture in 1998.
- 17) Zumthor could explore the essence of architecture in buildings which celebrate place and engage all the human senses.
- 18) Chur (the cantonal capital) was able almost to be in morthen Italy.
- 19) This architect will be able to design a new multy-storied building.
- 20) I am rather pleased with the democratically modest interpretation of Baroque, and could go on this tendency in practice.

Exercise 6. Translate from Russian into English.

- 1) Мне очень жаль, но я должен идти на лекцию по истории архитектуры.
- 2) Незачем вам было приходить сюда. Вы могли бы позвонить.
- 3) Наследие Цумтора могло быть известно архитекторам.
- 4) Этому архитектору не разрешат выехать в Нью-Йорк, т.к. он очень болен.
- 5) Вермикулит следует широко использовать в современных строительных процессах.

Exercise 7. Translate the following text 7B without a dictionary. Try to retell it.

Text 7B:

1. STOCKHOLM. SWEDEN.

During the past 30 years, the city of Stockholm has applied pedestrian zoning to a variety of situations relating both to traffic control and environmental improvement. While most pedestrian streets in Europe are glamorous but short, Stockholm's pedestrian system now extends throughout the entire city.

The major traffic-free area in down town Stockholm is the Torg, a multiblock mix of office towers and commercial and cultural buildings. Planned in 1946 are largely

completed by 1962, the Torg has been a model renewal project for the past 15 years in 1961. Stockholm began to implement car-free zones in the central commercial district. And in 1972, a major experiment was initiated in two residential areas – Ostermalm, close to the downtown, and Aspudon a suburb built in 1910. These particular experiments were aimed at eliminating all through traffic from residential districts. The dramatic improvement in the environment and safety of the residential streets resulted in the permanent adoption of the concept and its extension to other residential neighbourhoods in the city.

Words to the text:

glamorous – обаятельный, чарующий

implement – (n) инструмент, (pl) домашняя утварь, (v) выполнять, снабжать

sogrogate – (зд.) направлять

neighbourhood – соседство, близость

2. CITY PROFILE.

Stockholm, the capital and largest city in Sweden, is regarded as one of the most beautiful cities in the world. The city was founded in the middle of the 13th century and was officially recognized as the capital in 1436. The medieval nucleus of the city remained intact, and today the street network and many of the buildings from that period still exist, forming an area of great architectural interest which has been protected from change. The modern central business district developed within the so-called stone town, a district which dates back to the 17th century and still reflects the original layout.

The shortage of land reserves has resulted in a slowly decreasing city population. Stockholm presently has 750.000 residents, but this figure is expected to decrease by 50.000 within the next 5 years. Large-scale renewal efforts in the stone town contributed to the loss of residents. The greater Stockholm area includes some twenty-eight communities and a total population of 1.350.000.

JOINT TRANSPORTATION AND HOUSING POLICY

Both housing and transportation policies in Sweden are initiated at the national level. However, the joint development of transportation and housing has been the particular guiding philosophy of Stockholm's Department of Planning and Building Control, which supervises all planning in the greater Stockholm region.

Words to the text:

regard – (v) считать(ся), смотреть, относиться; (n) уважение, взгляд, внимание

intact – нетронутый

layout – (n) проект, схема; (v) проектировать (lay out)

decrease – уменьшать

initiate – положить начало; проявлять инициативу; посвящать; вводить

Exercise 8. Translate the following sentences paying attention to P-II.

- 1) When reconstructed this house will look more beautiful than before.
- 2) Here is the entrance, inflected gently away from the point to welcome the pilgrim with a wooden door always open in summer, and never locked in winter.
- 3) When burnt coal produces heat.
- 4) When rebelled against his father's plan to make his eldest son the next head of the firm, he clearly learnt much.
- 5) He was apprenticed as a cabinet maker, and then studied design at the Basel school of arts and crafts, followed by the study at the Pratt Institute in New York.
- 6) The silver surfaces, combined with the curve, tend to dissolve space, to make it wide and almost amorphous.
- 7) The second aspect of Zumthor's architecture clearly shown at Sogn Benederg is his belief in the importance of rooting buildings.
- 8) When mixed with water and gravel, cement forms a solid substance called concrete.
- 9) A big rectangular block grows out of the hillside, faced in slabs of local bluish grey gneiss, laid strata-like, thin edges outwards.
- 10) "They (panels) rest on metal consoles (brackets) held in place by large clamps".
- 11) Diffused light pours in through the frosted skin of the building and down via the translucent glass ceiling, where it is supplemented in the middle of each floor, and ... at the perimeter by automatically controlled artificial lighting.
- 12) If polished, this material can be used for making foundations.
- 13) Light falls into galleries basically square in plan, though modulated (like the square within a square of the main pool at vals) by planes brought forward from the perimeter.
- 14) It will be sort of maze created on rectangular plan out of parallel walls of building timber' made like a lumberyard.
- 15) It is the carved block...
- 16) The theatre built in the last century needed reconstruction.

Exercise 9. Word control:

recipient (n); essence (n); diverse; response (n); site; sensitivity (n); concern (n, v); easterly; gabled; incredible; bring up; rigor (n); spell; sophisticated; achieve (v); achievement (n); acclaim (v, n); shaggy (a); shingle (n); expose (v); exposure (n); clerestory (n); chapel (n); strew (v); taper; slacken (v); hamlet.

Exercise 10. Reading for pleasure. See appendix. BLACK CATS AND BROKEN

APPENDIX: READING FOR PLEASURE

1. CRASH PLAN FOR PISA

The Italian Government have made a grant of 2 million pounds for urgent work to stop the Learning Tower of Pisa falling down.

But the money is only for temporary repairs while the Government wait for a master plan to save the 180 ft. high white marble bell-tower. They have launched an international competition with a prize of 200,000 pounds.

The decree earmarking № 2,110,000 pounds for immediate shoring up work was published in the week-end edition of the Government's official gazette. The same decree passed on to a special commission the task of choosing the winner of the "Save the Learning Tower" competition – for which thousands of ideas have already been submitted.

The Tower was built in 1350 on marshy ground and with poor foundations.

It now leans by 17 feet and every year it tilts a further twenty-fifth of an inch. If nothing is done the tower will crash in about 100 years.

Notes on the text:

1. earmark – предназначать
2. shoring up work – работа по спасению

2. MORE RICHES FOR CROESUS

The Harvard-Cornell expedition to Sardis, Turkey, which last summer discovered the remains of King Croesus' gold workshop, returned to the site this summer and unearthed a new quarter of the city. The findings indicate that the ancient capital of Lydia was even larger and wealthier than previously believed.

This summer's findings, which include several new refining sites, suggest that the city may have contained as many as 50,000 inhabitants and was capable of producing several hundred ounces of gold per week during the 6th century, B.C., when Lydia was the richest nation in the world.

The new area of the city was found by accident when a small boy came across a mound of pottery in a dry stream bed some 50 yards from the expedition's camp.

Among the other findings of the expedition headed by George M.A. Haufmann of Harvard, were a pair of gold ornaments, thought to be ear-plugs, № and a mausoleum believed to be that of a Persian satrap whose empire overran Lydia in 547 B.C.

Notes on the text:

1. ear-plugs – серьги

A CHRISTMAS CAROL BY CH. DICKENS

It was Christmas Eve. Ebenezer Scrooge was in his office, the office, of Scrooge and Marley. His clerk, poor Bob Cratchit, was working. Suddenly, Scrooge's young

nephew came into the office.

“Hello uncle. Merry Christmas!” he said happily. “Do you want to come and have Christmas dinner with us tomorrow?” “Christmas?” Scrooge replied. “Bah! Humbug!” Scrooge hated Christmas Day.

His nephew went away. Later two men came to the office, asking for money for the poor.

“Bah! Are there no prisons for these people?” Scrooge refused to give even a penny. Then, when it was time to close the office, Bob Cratchit asked for the day off, because it was Christmas. “All right”, Scrooge said, “but be” here early the next morning”. That evening Scrooge was sitting in front of his fire at home when, suddenly, he saw a ghost in front of him. “Who are you?” Scrooge asked nervously.

“In life, I was Jacob Marley, your partner. I am wearing these chains and I can never be in peace, because when I lived I only thought about money. But I am here to help you. You have a chance to escape my terrible destiny. Tonight three ghosts will visit you”. Then the ghost of Marley disappeared.

Scrooge went to bed and fell asleep. But in the night he woke up. The figure of a strange old man appeared near his bed.

“I am the Ghost of Christmas Past. Of your past”, it told Scrooge. The ghost took Scrooge to scenes of Christmases from the past. In one scene Scrooge saw himself as a boy at school. He was reading a book. All the other boys had gone home for Christmas. In another scene Scrooge saw himself as a young man. He was talking to his girlfriend, who he didn’t marry because she didn’t have any money. Scrooge began to feel sadder and sadder.

“Stop! Show me no more!” he cried. Finally the ghost brought him home and Scrooge fell asleep again. Later that night, Scrooge woke up again.

“I am the Ghost of Christmas Present. Look at me!” said the second ghost, laughing. He was a large man with a beard, wearing a green robe. He took Scrooge to the house of Bob Cratchit and his family. It was cold in the house and Bob and his family were sitting around a very small Christmas pudding.

“What a wonderful pudding. Merry Christmas everyone!” cried Bob, Scrooge felt said, because he could see how poor the Cratchits were, Bob’s smallest child, Tiny Tim, was weak and ill. The ghost finally took Scrooge to a very poor area of London. There were two poor children out in the street.

“Can’t we do something to help these children?” he asked the ghost, who repeated what Scrooge had said before.

“Are there no prisons?” The ghost laughed and disappeared. Then, the third ghost appeared. He was dressed in black and looked...

“Are you the Ghost of Christmas Future?” Scrooge asked nervously.

The ghost did not answer. It took Scrooge and showed him the scenes of the future. In one, people were talking about Scrooge’s death, but not one person was unhappy about it. The ghost also took him to the Cratchit family. The family was very sad. The little boy, Tiny Tim, had died.

The next morning. Scrooge opened his window and asked, “What day is it today?”

“Why sir, it’s Christmas Day”, replied a young boy in the street.

Scrooge was very happy. He gave money to the boy to buy an enormous turkey for the Cratchit family. Then he went out into the street.

“Merry Christmas! Merry Christmas!” He wished everybody he saw Merry Christmas. He met the man who had asked the money for the poor and gave him a large sum of money. Scrooge then went and visited his nephew and had the best Christmas dinner in his life. The next day he went to his office early. He waited for Bob Cratchit.

“You are late!” said Scrooge in an angry voice.

“Yes, I am very sorry...” replied poor Bob.

“In that case, I’m afraid I’m going to... increase your salary! Merry Christmas, Bob!”

From that day, Scrooge was the happiest man in the world. And people always said of him: “He knew how to celebrate Christmas.

Words to the text:

humbug! – чепуха

ghost – привидение, дух

bah! – ба! (неодобрительный возглас)

enormous turkey – огромная индюшка

OAKLEY ANNIE

Born 1860 in Darke County, Ohio, USA. Sharpshooting star of the Wild West. Died 1926, aged 66.

Phoebe Anne Moses was born on a farm. When she was very young, she used to watch her father and his friends shoot animals: she wanted to try too. They laughed at her because they thought she was too young and not strong enough to hold a gun properly. But she surprised them all by learning to shoot and becoming very good at it. Her family were quite poor to give Annie a good education. When she was a child, her family had to borrow money from the bank to keep their farm; no rabbit was quick enough to escape her bullets!

Anne married a markman whom she met at a shooting competition. Together they started their own shooting show and they performed in variety shows and circuses around the country.

When Annie Okley (her stage name) was twenty-five, the legendary Buffalo Bill saw her perform and said she was too good to perform in small shows: her skills deserved a bigger, better known show. That year, she and her husband joined the famous ‘Buffalo Bill’s Wild West Show’. For the seventeen years that she was part of the show, Annie was the main attraction. She was such a good shot that she could split a playing card from the side, standing ten meters away. She could hit a coin thrown in the air and even shoot cigarettes held between her husband’s lips. Annie Oakley travelled to Europe with the Wild West Show. When she was in Berlin, the Kaiser Wilhelm insisted that she shoot

a cigaterre from his lips.

When Annie was forty-one, she was seriously injured in a train crash. Everyone thought that would be the end of her career. But she recovered quickly and as soon as she was well enough to perform she continued to amaze her audiences for many years.

In 1946, years after her death, a musical called Annie Get Your Gun, was written about Annie Oakley. However, she was much quieter in real life than the character in the musical. Some of the stories about her shooting skills are almost too extraordinary to be true. Annie Oakley has become a legendary figure of the wild West.

Commentary:

- 1) marksman = a sharp shooter
- 2) game = wild animal, birds and fish
- 3) to split a playing card – расщепить игральную карту пулей см.также: to hit a coin – попадать в монету пулей
- 4) Buffalo Bill's Wild West Show – зд. «Шоу Дикого запада по программе Буффало (или в Буффало)»

SUPERSTITIONS (СУЕВЕРИЯ)

1. MENAHUNE

Night spirits of the Hawaiian Islands. They are unusual spirits because they are helpful than dangerous. Like the brownies of the British isles, the menahune appear when the house-hold is asleep and do all the housework. It seems, however, that the menahune are very particular about their employers. They do their work only for families which they feel to be especially pleasant and kind. Very few people have seen the menahune, which are believed to have pointed ears, shaggy black hair and tiny agile bodies.

Words to the text:

menahune – добрые духи

dangerous – опасный

brownie – (зд.) добрые духи (на Британских островах)

household – домашние (семья)

particular – разборчивый, особенный

employer – работодатель

shaggy – лохматые

agile – проворные, быстрые

2. ABIKU

An insatiable demon of the night which preys upon the Yoruba people of West Africa. Parents living in the little villages huddled deep in the forest are terrified of Abiku because his diet consists of children. He relishes nothing better than a plump, newborn

child. As soon as sun sets, parents rush their children into the huts, and sometimes hide them under mats or blankets so that Abiku will not find them. Nobody seems able to give a definite description of Abiku, except he is as shapeless as smoke. Everyone agrees, however, on his principal peculiarity. He has no stomach, and is therefore obliged to eat continuously because he never knows the satisfaction of feeling full.

Words to the text:

an insatiable demon – жадный, ненасытный демон

prey – добыча, жертва, терзать, нападать (на к/л)

huddle – жаться, тесниться в беспорядке

terrify – ужасать(ся)

diet – суточное питание, диета

to relish – находить приятным, приправлять

plump – пухлый

stomach – желудок

THE AZEMAN

A rare example of a vampire actually appearing in the form of a vampire bat. Fortunately, the azeman is restricted to certain regions of north-eastern South America. The azeman is invariably a woman. During the day she appears to be perfectly normal, but after dark she changes into a bat and flies around the village in search of victims. In normal vampire bat style, she seeks a sleeper whose foot is exposed and sucks blood. Luckily it is easy to prevent an azeman from entering one's hut simply by propping a broom across the doorway.

Words to the text:

to restrict – ограничивать

invariably – неизменно, постоянно

victim – жертва

to prevent – воспрепятствовать

to prop – подпирать

doorway – вход

DOMOVOI AND DOMOVIKHA

These are Russian household spirits. On the whole they are benign spirits, who live beneath the stove or doorstep or in the cellar. When a family moves into a new home, it is wise to place a piece of bread beneath the stove to attract Domovoi. His wife accompanies him but lives in the cellar. Domovikha never speaks, but one may hear Domovoi during the night. When he chatters and murmurs softly, the family may be sure that nothing unpleasant is likely to happen. But when he sobs or groans loudly it is a sign of misfortune, and Domovoi weeping is a sure sign of a death in the family. Humans rarely see Domovoi and never see Domovikha. It may be that he resembles a small man covered with silky hair, who might be mistaken for a dog or cat. A Domovoi

sighting is extremely unfortunate and, if he does appear, it may be better for the family to move house.

Words to the text:

benign – великодушный

chatter – избегать, болтать; стучать (зубами)

to murmur – бормотать, ворчать

sob – рыдание

groan – стон

misfortune – несчастье

to weep – плакать

to resemble – напоминать (кого-либо)

BLACK CATS AND BROKEN MIRRORS.

(1) Do you think it is bad luck to walk under a ladder or break a mirror? Do you think that black cats and the number 13 are unlucky? Many people are superstitious about numbers. They think that there are lucky numbers and unlucky numbers. The number 13 is often considered unlucky in some parts of the world buildings have no 13th floor and streets have no houses with the number 13. In Japan, 4 is considered unlucky because in Japanese the word ‘four’ is pronounced the same as the word “death”. They never give gifts of four knives, four napkins, or four of anything. What are the lucky numbers? Seven is a lucky number in many places, and 8 is considered lucky in Japan and China. In China, business often open on August 8 (8.8), and many couples register to get married at past 8 on August. Superstitions about numbers are so widespread that some people – called numerologists – make a living giving advice about numbers. In 1937, when the Toyoda family of Japan wanted to form a car company, they asked a numerologist if “Toyoda” would be a good name for the company. The numerologist said it would not be. He explained that “Toyoda” took ten strokes of the pen to write, and 10 was not a lucky number. “Toyota”, however, took eight strokes to write, and eight was a very lucky number. The numerologist recommended “Toyota” as a better name for the company. The family took his advice. As a result, millions of people drive “Toyotas” and not “Toyodas”.

(2) In addition to superstitions about numbers, there are many other kinds of superstitions. There are superstitions about eating, sleeping, sneezing, and itching. There are superstitions about animals and holidays and horse-shoes. There are even superstitions about superstitions. Those superstitions tell people how to reverse bad luck.

For example, in many parts of the world spilling salt is bad luck. Throwing salt, however, is good luck. So, people who spill salt throw a little of the spilled salt over their left shoulder. Throwing the spilled salt reverses the bad luck. When the Japanese bump heads, they immediately bump heads again. According to a Japanese superstition, the first bump means their parents will die, but the second bump “erases” the first bump. To

reverse bad luck in general, people turn around three times, turn their pockets inside out, or put their hats on backwards. In the United States, baseball players sometimes wear their caps backwards when their team is losing. It looks silly, but the baseball players don't mind if it helps them win the game.

Because there are so many superstitions, it is not surprising that some of them are contradictory. In Germany, it is good luck when the left eye twitches and bad when the right eye twitches. In Malaysia, it is exactly the opposite: a twitching right eye means good luck, and a twitching left eye means bad luck. Accidentally putting on clothes inside out brings good luck in Pakistan but bad luck in Costa Rica. In Chile, unmarried people won't take the last piece of food on the plate because it means they will never marry. In Thailand, unmarried people take the last piece because it means they will marry good-looking. Some superstitions have been with us for so long that have become customs. In many parts of the world it is polite to say "Health" or "God bless you" when someone sneezes. People used to think that the soul could escape from the body during a sneeze. They said "God bless you" to protect people from losing their souls. Today we no longer believe that people who sneeze are in danger of losing their souls, but we say "God bless you" anyway. We say it not because we are superstitious, but because we are polite.

Words to be remembered:

ladder – лестница

mirror – зеркало

superstition – суеверие

superstitious – суеверный

to prove – доказывать

un(lucky) – (не)счастливый

consider – считать, полагать

gifts – подарки

numerologist – зд. предсказатель судьбы по числам

to explain – объяснять

stroke – штрих (при письме)

sneeze – чихать

sneezing – чиханье

itch – чесаться, зудеть

itching – зуд

spill – проливать, разбрасывать

reverse – переставлять, отменять, давать обратный ход, обратный

backwards – назад, отсталый

lose – терять, проигрывать

intentionally – намеренно, умышленно

towel – полотенце

danger – опасность

napkin – салфетка, пелёнка

GRAMMAR MATERIAL

Perfect Tenses

	Active	Passive
Present:	I <u>have done</u> it. (Я уже сделал это).	The work <u>has been done</u> . (Работа уже сделана).
Past:	I <u>had done</u> it by 5 o'clock yesterday. (Я уже сделал это к 5 часам вчера).	The work <u>had been done</u> by 5 o'clock yesterday.
Future:	I'll <u>have done</u> it by 5 o'clock tomorrow. (Я сделаю это к 5 часам завтра).	The work <u>will have been done</u> by 5 o'clock tomorrow. (Работа будет сделана к 5 часам завтра).

T H A T						
ТОТ	ТО, ЧТО	ЧТО чтобы в придаточном дополнительном предложении который в придаточном определительном предложении	ЭТО that is a...	that is (i.e.) т.е.	that of заменитель сущ., ед.ч.	so that с тем, чтобы; так, что (чтобы)

Gerund

	Active	Passive
Simple	designing	being designed
Perfect	having designed	having been designed

Participle

	Participle I		Participle II
	Active	Passive	
Simple	changing	being changed	changed
Perfect	having changed	having been changed	

Infinitive

	Active	Passive
Simple	to help	to be helped
Continuous	to be helping	-
Perfect	to have helped	to have been helped

Modal verbs

I. Долженствование:

Modal verb	must	have to	should	ought to	to be to	needn't
Present	must	have to has to	should	ought to	is to are to am to	needn't
Past	-	had to	-	-	were to was to	-
Future	-	will have to	-	-	-	-

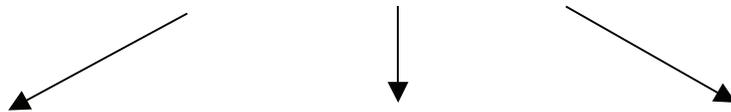
II. can – могу, умею (что-л. делать) (умственная/физическая возможность)

Infinitive	-	ЭКВИВАЛЕНТ
Future	-	will be able to
Present	can	am/is/are able to
Past	could	was/were able to

III. may – могу (разрешение)

Infinitive	-	ЭКВИВАЛЕНТ
Future	-	will be allowed to
Present	may	am/is/are allowed to
Past	might	was/were allowed to

Conditional sentences



1 st type (real)	2 nd type (unreal:) present, future	3 ^d type (unreal:) past
If you <u>ring</u> me up, we'll go to the cinema (Если ты мне <u>позвонишь</u> , мы <u>пойдем</u> в кино).	If you <u>rang</u> me up, we <u>would go</u> to the cinema (Если <u>бы</u> ты <u>позвонил</u> (<u>сегодня/завтра</u>), мы <u>бы</u> <u>пошли</u> в кино). Действие маловероятно.	If you <u>had rung</u> me up yesterday we <u>would have gone</u> to the cinema (Если <u>бы</u> ты <u>позвонил</u> мне (<u>вчера</u>), мы <u>бы</u> <u>пошли</u> в кино). Действие не свершилось в прошлом.

Wordbuilding

a) suffixation:

nouns:

- is	symbiosis
- ture	mixture
- (t)ion	formulation
- y	discovery
- ity	malleability
- rence	abhorrence
- ing	building
- ment	development
- um	aluminium
- ance	resistance
- er	manufacturer
- ist	reductionist

adjectives:

- ous	various
- al	original
- ive	relative
- ic	Gotic
- y	clumsy
- ful	shameful
- able	capable
- less	stainless
- ary	extraordinary
- ive	tentative

verbs:

- ize	rationalize
- ate	prefabricate
- en	enliven

adverbs:

- ly	originally
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b) prefixation:

nouns:

pre-	prefabrication
re-	redevelopment
re-	re-use

verbs:

re-	re-use, recycle
pre-	prefabricate, pre-destination
en-	enliven
over-	oversail

adjectives:

un-	unsuspecting
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