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PROFESSIONAL ENGLISH IN USE:
ARCHITECTURE
FOR POSTGRADUATES

Part 3

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

КАЗАНСКИЙ ГОСУДАРСТВЕННЫЙ АРХИТЕКТУРНО-СТРОИТЕЛЬНЫЙ УНИВЕРСИТЕТ

Е.Н. Коновалова,
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Part 3

Учебное пособие
для магистрантов и аспирантов
архитектурно-строительных вузов

Казань
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Учебное пособие предназначено для магистрантов и аспирантов архитектурно-строительных вузов следующих направлений подготовки: «Архитектура», «Градостроительство», «Дизайн», «Реставрация и реконструкция архитектурного наследия», изучающих английский язык.

Учебное пособие составлено в рамках программы курса «Деловой иностранный язык», основная задача авторов пособия – помочь учащимся в освоении терминологии, связанной с архитектурной теорией, наукой и практикой, а также формирование у них умения использовать языковой материал в профессиональном общении со специалистами в области архитектуры.

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INTRODUCTION

ВВЕДЕНИЕ

Предлагаемое учебное пособие представляет собой 3-ю часть серии «Professional English in Use: Architecture», оно предназначено авторами для магистрантов и аспирантов программ архитектурных направлений.

Учебное пособие составлено с учетом требований к дисциплине «Деловой иностранный язык», относящейся к базовым дисциплинам образовательных программ по ФГОС-3+, и предполагает развитие и совершенствование навыков в английском языке магистрантов и аспирантов, опирающихся на знания, полученные ими в результате изучения «Professional English in Use: Architecture. Part 1 и Part 2».

Настоящее учебное пособие посвящено изучению вопросов теории, науки и практики архитектурного проектирования. Существенная часть пособия отведена освоению профессиональной терминологии.

- **Главными целями учебного пособия являются совершенствование коммуникативных компетенций учащихся в профессиональной сфере, расширение навыков чтения оригинальной литературы по архитектурной тематике, развитие способностей к реферированию текстов на профессиональные архитектурные темы, а также совершенствование навыков публичной речи перед аудиторией (сообщение, доклад, интервью, презентация и т.п.) в рамках специальности.**

Авторы в своем пособии постарались решить следующие задачи: продолжить обучение магистрантов и аспирантов практическому владению английским языком по архитектурной тематике; развить у учащихся умение работать с информацией на английском языке на профессиональные темы; развить у них навыки публичной речи перед аудиторией в рамках специальности; способствовать освоению английской терминологии по архитектурной теории, науке и практике.

- **Структура учебного пособия** включает в себя три урока-темы (Units), которые тематически относятся к разным разделам архитектурной теории, науки и практики:

Unit 1. Part 1: Ученые степени и обучение в аспирантуре.
Part 2: Архитектура с XIX века до середины XX века.

Unit 2. Part 1: Русская архитектура из кирпича.
Part 2: Научная конференция.

Unit 3. Part 1: Градостроительство.
Part 2: Научные исследования.

В соответствии с основными видами речевой деятельности, каждый Unit состоит из следующих разделов:

- грамматический практикум – «Grammar review»;
- чтение на английском языке – «Reading»;
- разговорный практикум – «Speaking»;
- переводческий практикум – «Translating»;
- освоение научной терминологии – «Scientific vocabulary».

Также каждый урок-тема содержит серию упражнений – «Exercises», размещенную в контексте вышеперечисленных практикумов.

В конце учебного пособия размещены приложения Appendix «A», Appendix «B» и Appendix «C».

Приложение Appendix «A» представляет собой грамматический практикум, который содержит материалы по освоению *инфинитива, инфинитивных оборотов и герундия* (стр. 85-90).

В приложение Appendix «B» включены тексты, содержащие дополнительную информацию по основным урокам-темам, предназначенные для чтения, переводов и для использования в подготовке диалогов, сообщений, презентаций (стр. 91-107).

В приложении Appendix «C» содержится информация об ученых степенях и научных мероприятиях, направленная на использование в речи профессиональной терминологии в области науки и архитектурного образования (стр. 108-121).

Авторы выражают благодарность рецензентам и надеются, что предлагаемое учебное пособие окажется полезным для магистрантов и аспирантов архитектурного направления в освоении **профессионального английского языка** в области архитектурной теории, науки и практики.

UNIT 1

PART 1
ACADEMIC DEGREES AND POSTGRADUATE STUDIES

PART 2
ARCHITECTURE OF THE 19th CENTURY AND THE TURN OF THE 20th CENTURY

1.1. GRAMMAR REVIEW

- **The Infinitive (See Appendix 1)**

Time	**Active**	**Passive**
Indefinite	to produce	to be produced
Continuous	to be producing	–
Perfect	to have produced	to have been produced
Perfect Continuous	to have been producing	–

- **Translate the sentences with Infinitives into Russian:**

1. The first step to be taken is to start construction.
2. The inflation rate was not high enough to start paying compensations to builders.
3. The young architect was glad to have been given such an interesting assignment.
4. The student hoped to be sent to study abroad.
5. The data to be used have been carefully analyzed.
6. To understand Russian architecture is impossible without the names of A. Grigoriev, A. Brodsky, A. Kokorinov.
7. To do the design accurately was the main problem.
8. Our plan was to begin the experimental part of the research by the end of the month.

- **Transform these sentences according to the models and translate them:**

Model: I'm glad I've told you about that. – I'm glad to have told you about that.
The work is too hard. It can't be done today. – The work's too hard to be done today.

1. The building is too small. It can't seat more than 200 people.
2. I'm glad I've lent him the project.

3. The work's too difficult. It can't be done without your help.
4. The design is too easy. It can be made even by first-year student.
5. The construction is too difficult. It can't be finished without your instructions.

- **Put in the Infinitive:**

1. I ought to (work) right now.
2. Your project will (make) by Tuesday.
3. I'd like (go) home early today.
4. It's important (listen) to specialists.
5. She hopes (hire) for this job.
6. Try (not be) back late.
7. You should (tell) me you were busy.
8. He doesn't like (interrupt) while he is working.

- **Change into Infinitive:**

E.g. The builder had many instruments which he could work with.
The builder had many instruments to work with.

1. Here are some more facts which will prove you that your theory is correct.
2. Here are some screws with which you can fasten the shelves to the wall.
3. Here are some articles which must be translated for tomorrow.
4. Who has an instrument to spare? I need something I could work with.
5. I have brought you a book which you can read now, but be sure and return it by Sunday.
6. I have no books which I can read.
7. Is there anybody who will help you with your project?
8. Have you got nothing that you want to say on this subject?
9. I have only a few minutes in which I can explain this research to you.

- **Define the functions of the Infinitives:**

1. **To know** Russian architecture is **to know** A. Grigoriev, A. Brodsky, A. Kokorinov.
2. I'm happy **to have met** this famous modern architect.
3. The best way **to learn** about a construction is to read a lot of special books.
4. This is for Mr. Garret **to decide**.
5. It won't be too difficult **for you to encourage** him.
6. I understood **you to have changed** your mind.
7. I regret **to say** he thinks too much of him.
8. I'd like **you to join** our team.

- **Translate into Russian paying attention to Active Infinitive, Passive Infinitive, Perfect Infinitive:**

1. To go on with discussion is to waste time.
2. Oh, I'm sorry to have taken so much of your time.
3. They waited in silence for their project to be made.
4. They were lucky to have been taught by such a good architect.
5. He was the first to raise the question.
6. Look back to make sure you haven't left anything on the construction site.
7. To draw was his greatest pleasure.
8. To improve your project you should analyze your data.
9. This is the scientific article to be read during the holidays.
10. To be instructed by such a good specialist was a great advantage.
11. He is very forgetful, but he doesn't like to be reminded of his duties.
12. He remembered to have been told a lot about this famous architect.
13. The builders were to have been brought to the construction site.
14. He was very sorry to have forgotten to correct the calculations.
15. I'm awfully glad to have met you.
16. Sorry to have placed you in this disagreeable situation.
17. I'm sorry to have kept you waiting.
18. I'm sorry to have added some more trouble by what I have told you.
19. Sorry not to have noticed you.
20. To be successful as a scientist, it is important to have a Ph.D.

- **Translate the following sentences into English:**

1. Мне трудно об этом спорить.
2. Им важно подкрепить теорию дополнительными экспериментальными данными.
3. Архитекторам важно поддерживать контакт с инженерами.
4. Аспиранту необходимо сдать кандидатские экзамены.
5. Нам часто трудно угадать, каким будет результат исследовательской работы.
6. Естественно, что на такой анализ затрачивается около года.
7. Необходимо, чтобы обсуждение результатов диссертации было ускорено.
8. Знать мировую архитектуру означает прежде всего: знать архитектуру своей страны.
9. Потребуется много времени, чтобы решить эту проблему.
10. Он поехал в строительную фирму, чтобы нанять необходимых специалистов.
11. Данные, которые должны быть использованы, были тщательно проанализированы.
12. Конечно, первый вариант версии целесообразности исследования является более убедительным.

1.2. SCIENTIFIC VOCABULARY

ACADEMIC DEGREES AND POSTGRADUATE STUDIES

to graduate from – окончить высшее учебное заведение
to graduate in architecture – окончить архитектурный факультет
a full-time (a part-time) post-graduate – аспирант-очник (заочник)
an applicant – соискатель
to take / have a post-graduate course – учиться в аспирантуре
research – исследование, научно-исследовательская работа
to do/carry out /conduct ~ (on/in/into) – проводить исследования (по)
to be engaged (in) ~ – проводить исследования
~ degree **–** ученая степень
~ institute – научно-исследовательский институт
~ center – исследовательский центр
~ student – аспирант (postgraduate student)
~ subject / topic – тема исследования
~ worker / researcher – научный работник
degree – степень (ученая)
to award/confer a ~ – присвоить степень
to get/take/receive a ~ – получить степень
to hold/have a ~ – иметь степень
first ~ – диплом бакалавра наук
Bachelor's ~ – степень бакалавра
higher ~ – ученая степень
Master's ~ – степень магистра
Doctorate ~ (PhD) – степень кандидата наук
~ of Candidate of sciences (Candidate's degree) – степень кандидата наук
~ of Doctor (Doctor of sciences) – степень доктора наук
dissertation/ thesis – научная работа, диссертация
to defend one's ~ – защитить диссертацию
to submit a ~ for hearing at the session of the Academic Council – представить диссертацию для обсуждения на заседании Ученого совета
an academic work – научный труд
field of study – область исследований
a branch of knowledge – отрасль науки
an academic approach – научный подход
a research worker / a researcher – научный работник
the object of our investigations is ... – объектом нашего исследования является ...
...**is the subject of our research** – ... является предметом нашего исследования

the aim of the paper is ... – цель данной работы заключается в ...

the primary task is to study ... – первоочередной задачей является изучение ...

to survey modern literature on the problem – делать обзор современной литературы по проблеме

- **Make up English-Russian pairs of words equivalent in meaning:**

1) to publish, sphere, research, to include, importance, to develop, to collaborate, enterprise, scientific adviser, scientific degree, to be awarded, department, to encounter, branch, research team, data, to participate, to take post-graduate courses, to prove a thesis (dissertation);

2) защищать диссертацию, обучаться в аспирантуре, опубликовать, область, быть награжденным, включать, (научное) исследование, важность, кафедра, встречать(ся), исследовательская группа, данные (информация), разрабатывать, сотрудничать, участвовать, ученая степень, научный руководитель, предприятие, отрасль.

- **Find synonyms in the list below, arrange them in pairs:**

1) device, research, technology, branch, to obtain, importance, collaborator, team, scientific adviser, to enable, thesis, journal, to prove a thesis, to collect, data, to encounter, to be engaged in, to be through with, scientific papers, rapidly;

2) quickly, publications, instrument, technique, to finish, to be busy with, field, to get, significance, to come across, information, to gather, coworker, group, supervisor, to defend a dissertation, scientific magazine, dissertation, to allow, investigation.

- **Find antonyms in the list below, arrange them in pairs:**

1) theory, to obtain, rapidly, experimentator, to finish, to increase, new, experienced, unknown, wide, passive, to enable, high, complicated;

2) simple, low, practice, to give, to disable, active, slowly, theoretician, narrow, famous, to start, to decrease, old, inexperienced.

- **What qualities does research demand from postgraduate students, those young people who make up their minds to devote themselves to scientific research? Characterize any scientist, or scholar you know using the following vocabulary:**

a capacity for (detailed) scientific analysis / criticism;
to have a scrupulous / tidy / analytical mind;
to be out of one's reach;
to have insight / imagination / drive, etc.;
to envy somebody for the precision / rapidity / elegance of one's experiments;
one's subtle / fertile mind;
to be quickly / bright / slow, etc.;
to be full of facts / speculations / ideas, etc.;
to overflow with a sort of scientific wit;
to be getting the name of a promising young scientist / scholar;
to be a born scientist / scholar;
to rush into work; long routines;
to tackle / to solve the problem;

to strike / to keep up to a useful line of one's own;
there came a sudden flash of an idea;
spurred by the success;
to develop / to use a method of...;
to have all the techniques / to lack the technique;
to generalize, etc.

- **Answer the questions:**

1. What are the tendencies in the science development at present?
2. What scientific discovery of recent years seems most challenging to you?
3. What important scientific discoveries may we face in the near future?
4. We are apt to believe that research has always been the springboard of progress. But do you think the unusually swift development of science may have any harmful consequences? Do you think there should be «taboo» areas in scientific research as far as morality is concerned? Whatever your answer is, give your reasons.
5. Do you think there can be valid reasons for suspending research into a particular subject even if it has been going on successfully? If so, what might they be?
6. Do you think that scientific work of any kind can itself be a means of developing the moral qualities of the individual concerned?

1.3. READING

- **Read and translate the text.**

TEXT A

ARCHITECTURE OF THE 19th CENTURY AND THE TURN OF THE 20th CENTURY

(abridged from «Architecture: From Prehistory to Postmodernism» by M.Trachtenberg)

After **Baroque**, from about 1750 Neo-Classicism followed, when the architectural taste turned to the calmer architectural details of the Ancient Greece or Rome, to the classical vocabulary. The name of Classicism also originated from the Latin language and refers to the classical Ancient art and architecture.

At about 1750 the archaeological revival (which was the discovery of ancient Greek art and a new feeling for the architecture of Imperial Rome) and the return to nature fostered the emergence of a new architectural idiom. In this idiom certain features recur constantly: clear-cut lines, monochrome surfaces, simple masses, antique archetypes (which are tholos[1], temple, peripteros[2], pantheon), elementary geometrical forms (which are cube, sphere, pyramid, cylinder), contrasts emphasized by light and shade, regular colonnades and porticos contrasting with great bare walls of simplicity, and finally cupolas and barrel-vaults[3].

In these early times, in the mid 18th century the architects didn't know precisely the ancient, classical forms, they couldn't use these forms properly as in ancient times. Instead of the

knowledge of the ancient architecture, the Puritan view caused the changes in the Baroque architecture, which resulted in more simple facades.

This style laid out the buildings together with their surroundings. Beside early Neo-Classicism landscape gardening, a new type of garden had architectural influence. The Neo-Classical buildings with their simple, geometrical forms were contrasting with the surrounding landscape garden. The symmetrically planned Baroque garden-architecture didn't succeed, the gardens were more natural. The name of this garden-architecture, designed naturally, is referred to as «English garden». In these gardens a Baroque axis can't be observed anymore but some irregularly winding paths, groves, lakes with fountains, garden houses and pavilions, rounded temples, statues are laid out amongst the naturally grown, picturesque plants and clumps of trees.

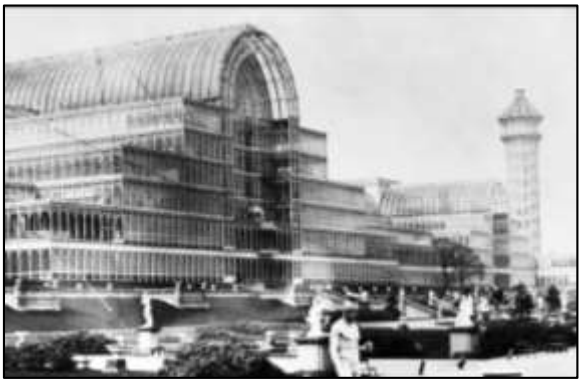
In the **flowering of Neo-Classicism** the architects could already study the classical buildings and motifs in books. Architects too, and even country builders, knew by 1760 enough of the orders and the details of antiquity to be able to reproduce antique buildings or ruins. This period is also mentioned as Classical Revival or Greek Revival or simple as Neo-Greek.

Neo-Classicism style – Sm.Trianon in Versailles (arch. Lekok)

Romanticism appeared after Neo-Classicism in about 1770, but in some countries they were used parallel to each other. The name of Romanticism originated from the French word «Roman» that means «novel» and hasn't to do with the Roman Empire. The attribute «romantic» is used in this meaning in everyday language: it means something that is exciting like a novel. In the period of Romanticism the architects turned to the medieval styles, to the Romanesque and Gothic styles, using semicircular arches in the Neo-Romanesque or pointed arches (or ogives) in the Neo-Gothic style.

In the Romantic period there were also motifs and details of distant civilizations used as some buildings were designed here in Europe in Byzantine or in Indian style or in Chinoiserie. The style of the second half of the 18th century is generally represented by a Chinese bridge, a miniature Pantheon, and a Gothic ruin.

In the 1830-s and 1840-s new Neo-styles appeared in the architecture, Neo-Renaissance and Neo-Baroque. From the appearance of Neo-Renaissance we consider the next period, **Eclecticism**. This period was called Eclecticism, which is sometimes claimed to be the style of the 19th century. The name originates from a Greek word, which means choosing according to quality. The architects were choosing between the styles, and sometimes they also mixed different elements. The façade became only a dress; the architects could change it without changing the ground plan[4]. The beginning of the eclectic period was when the architects turned to the Renaissance style, instead of the classical or the medieval forms.



Romanticism – Crystal Palace in London (arch. J. Pakstone)

Eclecticism – Garnier Opera in Paris

The Neo-Renaissance style was followed by Neo-Baroque, then the architects began to select from all of the previous historical styles again. By 1840 pattern-books for builders and clients include more styles. That does not, however, mean that during the 19th century all these styles were really used. Favourites changed with fashion. The architecture became the coming and going of period styles.

In accordance with the typological eclecticism there was a kind of distribution according to types and styles. Neo-classical style was particularly well-suited to public buildings such as museums, law courts, and Neo-Gothic style to religious buildings such as churches and mausoleums. This idea constantly recurred throughout the 19th century. Greenhouses, covered markets and halls, exhibition pavilions, passages and utility buildings[5] were built in a modern iron or steel style, churches and vicarages in a medieval, Byzantine, Roman or Gothic style, public buildings and apartment blocks in a classical Italian or French style.

This architectural culture, which was already extremely rich in the middle of the century, continued to take on different shades and forms until the end of the century.

After 1850 this eclectic architectural culture favoured an intermingling of styles in all the European countries. It led to changes in the **styles of the turn of the 20th century**, when the art and also the architecture searched for new ways instead of using historical architectural elements or motifs. These movements against the Historicism at the turn of the century were different in different areas, and had also different names. In England it was the Arts and Crafts movement, in France and in Belgium Art Nouveau, in Germany Jugendstil, in Italy Art Liberty or Art Floreale, in Austria and in Hungary Secession.

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Art Nouveau was used in a wider sense; all of the European styles at the turn of the century were called Art Nouveau. They all belong to the **European Art Nouveau movement**. Here in Central Europe **Secession** became such an overall name of the turn-of-the-century styles.

Afterwards in the first quarter of the 20th century buildings without decoration or ornaments were erected. Only the function determined the form of the buildings. This new period became known as **Modern** or **International Modern**, in other words twentieth-century style or today's style.

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Notes to the text:

[1]**tholos** – круглое в плане сооружение (*греч.*)

[2]**peripteros** – периптер, тип древнегреческого храма, окруженный колоннами

[3]**barrel-vault** – цилиндрический свод

[4]**ground plan** – основной план

[5]**utility building** – технические сооружения

VOCABULARY

axis – ось
bare – голый, пустой
clump – группа (деревьев)
distant – прошлый
distribution – распределение
emergence – появление, возникновение
to foster – благоприятствовать
grove – роща
intermingling – перемешивание, смешение
landscape – ландшафт
to observe – соблюдать
ogive – остроконечная арка
path – тропинка, дорожка
pointed arch – стрельчатая арка
previous – предшествующий
recur – повторяться
to select – отбирать, выбирать
semicircular – полукруглый
to succeed – иметь успех
surrounding – окрестности, окружение
vicarage – дом священника
winding – извилистый

1.4. EXERCISES

- **Insert English words instead of Russian ones:**

1. The return to nature (благоприятствовать) the emergence of a new architectural idiom.
2. This style laid out the buildings together with their (окружение).
3. In the period of Romanticism the architects turned to the medieval styles using (стрельчатые арки) in the Neo-Gothic style.
4. In the gardens a Baroque (ось) can't be observed anymore.
5. Classical buildings with their simple, geometrical forms were contrasting with the surrounding (ландшафт) garden.
6. Certain features (повторяться) constantly.
7. The architects could change the façade without changing (основной план).
8. Some irregularly (извилистые) paths, (рощи) and statues are laid out amongst the naturally grown, picturesque plants and (группы) of trees.

- **Replace the words in bold (A) by their contextual synonyms (B).**
  (A)

1. In the Romantic period there were also motifs and details of **distant** civilizations.
2. The name «eclecticism» originates from a Greek word, which means **choosing** according to quality.
3. Pattern-books for builders and clients **include** more styles.
4. Neo-Gothic style was well-suited to **religious buildings.**
5. The idea constantly **recurred** throughout the 19th century.
6. The eclectic architectural culture favoured an **intermingling** of styles in all the European countries.

(B) selecting, contain, mixing, repeated, mausoleums, ancient.

- **Using the vocabulary**
  Give English equivalents to the following:

благоприятствовать развитию, ландшафтный дизайн, возникновение новых форм, смешивать цвета, прошлый век, гулять в роще, голая стена, преуспеть в профессии, соблюдать правила, полукруглая арка, окрестности города, извилистая тропинка.

Give Russian equivalents to the following:

emergence of a new style, surrounding landscape garden, irregularly winding paths, big grove, clumps of trees, to use semicircular arches, clear-cut lines, monochrome surfaces, light and shade, bare walls of simplicity, barrel-vaults, utility building, vicarage near the church.

- **Comprehension**
  Are the following statements concerning the Text A true or false?

		True	**False**
1.	The Neo-Classical buildings with their simple, geometrical forms weren't contrasting with the surrounding landscape garden.		
2.	In the flowering of Neo-Classicism the architects could already study the classical buildings and motifs in books.		
3.	Neo-Classicism appeared after Romanticism in about 1770.		
4.	The name of Romanticism originated from the Greek word "Roman".		
5.	The name of Eclecticism means choosing according to quantity.		
6.	The beginning of the eclectic period was when the architects turned to the Renaissance style, instead of the classical or the medieval forms.		
7.	Neo-classical style was particularly well-suited to religious buildings.		
8.	Public buildings and apartment blocks were built in a classical Italian or French style.		

- **Match the questions on the left with the appropriate short answers on the right:**

1.	Does the name of Classicism refer to the classical ancient art and architecture?	Yes, it did.
2.	Did the return to nature foster the emergence of a new architectural idiom?	Yes, it does.
3.	Could the architects use the classical forms properly as in ancient times?	No, it didn't.
4.	Did the symmetrically planned Baroque garden-architecture succeed?	Yes, there were.
5.	Were there motifs and details of distant civilizations in the Romantic period?	Yes, they could.
6.	Was Neo-Gothic style well suited to public buildings?	No, they didn't.
7.	Were all of the European styles at the turn of the century called Art Nouveau?	Yes, they were.
8.	Did the architects erect the buildings with decoration or ornaments in the first quarter of the 20th century?	No, it wasn't.

1.5. READING

- **Read and translate the text.**

TEXT B

THE ARCHITECTS IN GREAT BRITAIN

(abridged from «Building that changed the World»)

The most interesting developments were taking place in Great Britain. In consequence of the early and strong industrialization a problem between the serial production and individuality was developed here already in the mid 19th century. Then was founded a society of the fine arts, the **Pre-Raphaelite Brotherhood**. They turned to the art of the Middle Ages. They admitted that the art before the Raffaello Santi's birth, before 1483 was natural and deep hearted.

John Ruskin (1819-1900) was a theorist, who aided the Pre-Raphaelite Brotherhood. He preached in his book, in «The Seven Lamps of Architecture», that the building must be truthful first of all. Even John Ruskin said in 1853: «Ornamentation is the principal part of architecture».

The step from theory to practice was taken by **William Morris** (1834-1896). He founded a firm for designing and making furniture, fabrics, wallpaper, carpets, stained glass. «Not until the artist becomes a craftsman again and the craftsman an artist, can art be saved from annihilation by the machine» – this was his belief. William Morris was important as a founder of modern architecture. He envisaged a new type of popular architecture based on historical models. He wanted to bring the home into line with the new realities of society. He believed that houses should not be status symbols, but simply buildings fitted to the daily needs of the people who lived in them. He refused, however, to come to terms with technology, the synthetic materials, and industrial methods, which were being developed so rapidly at the time.

«Red House», this brick house was built by the architect **Philip Webb** for (and with) William Morris, at Bexley Heath in Kent in 1859-1860. The building is notable for the refinement of its red brick bonding and the freedom in the treatment of the tiled roof.

English modern – «Red House» of William Morris (arch. Ph. Webb)

The modern simplicity of its architectural language, roofs varying according to the part of the building they covered, staircase tower attached to the main structure, projecting chimney stacks – these were all features of the style of the «Red House».

Richard Norman Shaw (1831-1912) had an influence on the architecture of the turn of the century next to Philip Webb. His architectural style depends on simple forms and clear arrangement, and is generally called «Queen Anne». Shaw mixed motives derived from different styles. He enjoyed playing with motifs of different centuries. He executed many buildings including churches and administrative buildings. He is particularly famous for a series of residential houses, which are designed to fit into row houses on a street.

The **Old Swan House** in London from 1876 was probably the most important of these. The character of the building is given largely by the main material used, brick. The three storeys are symmetrical within themselves, but are clearly distinguished from each other and differently composed. Here the symmetry is perfect but Shaw seems to have sought an imaginative variety in the design of the windows. The ground floor has a few narrow windows of different widths.

The first floor is emphasized by three wide bow-windows. The second floor has seven narrow, Gothicizing windows with alternation between flat and bay windows. The third store also has seven windows, but in other form and pattern. The three gabled windows in the roof form the upper edge of the composition. Shaw placed particular emphasis on the organization of the rooms inside. In this building, with its obviously eclectic style, models from the past are so harmoniously and artistically incorporated that architects were influenced by it. The building forms a starting point for twentieth-century residential architecture.

«Queen Anne» style – Old Swan House (arch. R.N. Shaw)

A generation of architects came from Shaw's studio[1], who followed Morris's ideas and his

own forms. These young architects founded the **Arts and Crafts Movement**.

The most brilliant of the members of Arts and Crafts Movement all was **Charles F. Annesley Voysey** (1857-1941). His novel designs for fabrics, wallpapers, furniture and metalwork especially had such a revolutionizing effect as Morris had. The unaffected nature of Voysey's architecture gives its charm. The boldness of bare walls and long horizontal bands of windows were novelty. His buildings of the 1890s came nearest to the idiom of the Modern Movement.

This house, planned by Voysey in **Broadleys, Windermere** in Cartmel in Lancashire, in 1898, became fashionable in the following decade. Its abstract vocabulary, smooth and white surfaces, marked horizontal lines, arched bay-windows and low roofs slanting down to the windows are typical of Voysey's architecture. Its plan after Voysey's original design shows an Lshaped form. There is a clear division between living and service areas. Voysey used three bay-windows opening the rooms to the commanding view of the panorama.

Charles Rennie Mackintosh (1868-1928) was an original Scottish architect working at the turn of the century. In 1897 he received his first major commission for the building of the **Art School in Glasgow**, for which he won the competition. The first section of this building was completed in 1899, and became the sensation of Europe, and had a tremendous influence on continental architecture.

The Glasgow Art School is Mackintosh's best building. It has a long-shaped ground plan. On the street side are large drawing studios, excellently lit by the enormous front windows. At the back of the building are the teachers' rooms, offices, and other rooms. The left wing contains an assembly hall, the right a library, added in 1907-09. The front façade is regarded as most typical of Mackintosh's work. The entrance is emphasized by deliberate asymmetry.

The big studio windows are on both sides, four to the right, three to the left. Balance is restored by the tower and the windows just beside the entrance. The stone wall and iron railings along the street unite the two parts of the building in a symmetrical rhythm, producing the «disturbed symmetry» typical of Arts and Crafts Movement. A balance is achieved between stone, glass and metal. The stone provides the volume, the glass the rhythmical surfaces and the iron the linear connection between the two. The facade is distinguished by a combination of the long drawn-out, nostalgic curves with a straight, erect and resilient, angular framework.

Scottish modern – The Glasgow Art School
(arch. Ch.R. Mackintosh)

The importance of Mackintosh's building lies in the way he has solved a comparatively new building problem with the techniques available at the time, nonetheless respecting local Scottish tradition. A new universality can be seen in the equal emphasis of interior and exterior, and in interiors, including furniture, carpets and crockery.

For the next forty years, the first forty of the twentieth century no English name need here to be mentioned. Great Britain had led Europe and America in architecture and design for a long time, her ascendancy had come to an end. The art of landscape gardening and Adam's style had spread from Britain, the Gothic Revival had been conceived in Britain, the degradation of machine-produced applied art and the constructive reaction against it was due also to Britain. The domestic revival of Morris, Norman Shaw and Voysey was British and the new social conception of a unified art under architectural guidance too. And the first achievements of design completely independent of the past were British too.

- -

Note to the text:

[1]**studio** – однокомнатная квартира с небольшой кухней, совмещенной с комнатой; мастерская (художника)

VOCABULARY

achievement – достижение
alternation – чередование
angular – угловой, заостренный
annihilation – уничтожение
applied art – прикладное искусство
bay window – окно с выступом
to bond – связывать, скреплять
bow-window – полукруглое окно
chimney stack – дымовая труба
crockery – посуда (глиняная, фаянсовая)
deliberate – преднамеренный; нарочитый
to derive – происходить
to disturb – нарушать
to emphasize – выделять
to envisage – предвидеть, представить себе
to execute – выполнять, создавать
fabric – ткань
fine art – изящные искусства
to fit into – подстраиваться
flat – плоский
arrangement – схема планировки
artist – художник
ascendancy – власть, влияние
to attach – прикреплять
band – полоска
gabled window – фронтонное окно
lit – освещенный
novelty – новизна, новшество
preach – проповедовать, свидетельствовать
to project – выступать (из плоскости)
refinement – изящество
residential – жилой
row house – дом сблокированного типа
to slant – наклоняться
stained glass – витражное стекло
staircase – лестница; здесь – ступенчатый
storey – этаж
tiled – черепичный
treatment – обработка, отделка
width – ширина

1.6. EXERCISES

- **Choose words above to put into the sentences below:**

1. «Red house» is notable for the freedom in the treatment of the … roof.
2. R. Shaw … many buildings including churches and administrative buildings.
3. The ground floor has a few narrow windows of different … .
4. The third storey has seven windows, but in other form and pattern.
5. The boldness of bare walls and long horizontal … of windows were novelty.
6. On the street side are large drawing … , excellently … by the enormous front windows.
7. Great Britain had led Europe and America in architecture and design for a long time, her … had come to an end.
8. The first … of design completely independent of the past were British.

- **Give the opposites:**

1. annihilation –
2. achievement –
3. to execute –
4. to disturb –
5. residential –
6. wide –
7. lit –
8. enormous –
9. front –
10. interior –

- **Arrange the following words in pairs of synonyms:**

storey, crockery, residential, to make, ascendancy, progress, lit, treatment, material, to originate, floor, novelty, influence, living, news, dish, finishing, chimney, ladder, to derive, stack, staircase, fabric, lighted, achievement, to execute.

- **Match the following words with their definitions.**

fine art	a person who produces works in any of the arts that are primarily subject to aesthetic criteria
applied art	a part of a building through which smoke rises into the outside air
chimney	plates, dishes, cups, and other similar items, especially ones made of earthenware or china
fabric	art produced or intended primarily for beauty rather than utility
crockery	the texture of the woven, knitted or felted material
artist	the application of design and decoration to everyday objects to make them aesthetically pleasing

LEADING RESEARCH CENTRES

To be successful as a scientist, it is important not only to have a Ph. D., but to have earned it at the right place. From the standpoint of rightness, American universities may be divided into three groups. The first is made up of those institutions to which the term «leading» may appropriately be applied. They include Chicago, Cal Tech, the University of California at Berkeley, Columbia, Harvard, Illinois, M.I.T. (= Massachusetts Institute of Technology), Michigan, Princeton, Stanford, Wisconsin, Yale, and perhaps two or three others. These are the universities whose professors get the biggest research grants, publish most scientific papers, serve on the most important government committees, win most of the scientific prizes, and are most likely to be acknowledged as leaders in their fields … Ranking just below these twelve are universities like Minnesota and Indiana and U.C.L.A. (University of California at Los Angelos), where scientists and scholars of international renown are also to be found, but in such dense clusters as at Harvard or Berkeley … This is not to say that first-rate scientists are to be found only at first-rate universities – or that are no second-rate people at Berkeley and M.I.T. But the brightest students, like the brightest professors, tend to be found at the leading universities.

1.7. SPEAKING

- **Agree to the statements of your friend.**
  Use the following expressions of agreement:

You are right	You are quite (absolutely) right
It is quite true that …	I agree entirely with you …
What you say is correct …	N. is definitely right when saying that …

***Example*:**

- Mike is a post-graduate student at the Architectural department of the Kazan State University of Architecture and Engineering.

- You are quite right. He is a post-graduate student.

1. You work under Dr. Petrov, don't you?
2. You have graduated from the Kazan State University, haven't you?
3. You take part in the research carried on in your department. Am I right?
4. You have published several research papers in journals, haven't you?
5. You collaborate with your colleagues. Is it true?
6. You have obtained valuable information, haven't you?

- **Disagree to the statements of your friend.**
  Use the following expressions of polite disagreement:

I'm afraid you are wrong (mistaken)
What you say seems to be general opinion, but …
A large part of what you say is true, but …
As a general rule you are quite right, but in this case I think …
I agree with you to a certain extent, but …
I disagree with your assessment …

***Example*:**
- This research student has already passed all his candidate examinations, hasn't he?
- I'm afraid you are mistaken. He has only passed his exam in philosophy.

1. His friend has finished the experimental part of his dissertation, hasn't he?
2. Your colleagues do not assist you in your research. Am I right?
3. The article doesn't contain any valuable information, does it?
4. He has taken part in many international scientific conferences, hasn't he?
5. My coworker is rather an experimentator than a theoretical, isn't he?
6. He didn't use any new method in his research. Do you agree with me?

- **Ask and answer the following questions:**

Example:

Teacher: Ask your neighbour if he wants to take post-graduate courses at the Orenburg State University.

Student 1: Do you want to take post-graduate courses at the KSUAE?

Student 2: Yes, I do. I want to take post-graduate courses at the Kazan State University of Architecture and Engeneering.

1. Ask your neighbour what the subject of his thesis is.
2. … if he published any articles.
3. … where and when he published them.
4. … if there is much or little material published on the subject of his investigation.
5. … if the author of the article is a distinguished scientist in the field of architecture.
6. … if he is engaged in making an experiment.

- **Make up questions to which the following phrases are the answers.**
  The dialogue is between a research student and his scientific adviser.

Scientific adviser: …?

Research student: Yes, I did. I tried hard to find the necessary information in various journals. But I could find nothing.

Scientific adviser: …?
Research student: Yes, of course. I also looked through English literature. But my knowledge of English still leaves much to be desired …!

Scientific adviser: …?
Research student: Of course I will! I'm going to improve my English by attending the English language courses at the university.

- **Make up the brief dialogue using the following models as examples.**

Dialogue 1
Peter: Hallo, Mike!

Mike: Oh, Peter! Haven't seen you for ages! What are you doing here in Kazan? I know you live in Orsk.

Peter: You are quite right. But this year I have become a post-graduate student of the Kazan State University of Architecture and Engineering. Do you remember that I was interested in research work when a student?

Mike: Oh, yes, I do. And, of course, you want to carry on research in architecture. Am I right?

Peter: Absolutely right you are. I have a particular interest in this field of knowledge.

Mike: That's fine! I congratulate you on a good beginning. They say: «Well begun is half done». I wish you success in your research.

Peter: Thanks a lot.

Dialogue 2
Post-graduate: What is your opinion of my last article?
Professor: There is a great deal in it that is new, and a great deal that is true …
Post-graduate: Do you really mean …?
Professor: … but it, unfortunately, happens that those portions which are new are not true, and those which are true are not new.

Dialogue 3
Post-graduate: I hear you said my new article was the worst I ever wrote.
Professor: No, I didn't. I said it was the worst article anybody ever wrote.

- **Make up dialogues on the following situations.**
  If possible use the terminology of your own field of research.

The scientific adviser and his post-graduate are discussing the new idea that young researcher has put forward (выдвинул). The post-graduate is very talented and the prominent scientist is eager (очень хочет) to support and stimulate him.

Key phrases

To discuss one's idea; How very interesting; Let us see what we can do about it; there are gaps in (пробелы) your knowledge; I'll fill up my gap of knowledge in the library; I want to know everything possible in the field of my research; it is necessary to consider the facts.

- **Think of situations where the following proverbs can be used:**

Well begun is half done	Лиха беда – начало
A big ship sales in deep waters	Большому кораблю – большое плавание
Better be born lucky than rich	Не родись красивой, а родись счастливой
Failure teaching success	На ошибках учатся

- **Make a list of the most important points for a person to be qualified as a scientist in an English-speaking country. Consult the Internet.**

1 – Why undertake postgraduate study? There are various reasons for choosing postgraduate study but some reasons are more positive than others. Look through the texts below and get ready to discuss different motivating reasons to do a higher degree.

Tom Brown:

I Really Enjoy My Subject

This is a highly motivating reason to do a higher degree. It's worth considering the long-term implications of your choice. Does your choice of course fit in with your long-term career plans? That does not mean that you should only consider postgraduate programs related to your area of work interest. All further study programs will enable you to develop skills that you could market to an employer.

Emily Wright:

I Need It to Pursue My Chosen Career

This is an obvious positive reason for undertaking further study. Some career areas require a professional qualification. For other employment areas a postgraduate qualification, although not essential, will provide a distinct advantage to applicants, particularly when competition for places is fierce. In any case it will make you stand out from the crowd and get you a better job.

2 – Research the area of work that interests you to identify whether a postgraduate course would be necessary or advantageous to you.

Martin Scott:

I Don't Know What to Do – This Will Give Me More Time to Decide

Past experience suggests undertaking a further year or more of study is unlikely to lead to careers inspiration! If you choose a course for this reason, it is important to use the duration of the course to decide what options are open to you, what skills you have to offer, what you want out of a job or may be jobs, what jobs would suit you in general.

- **Apart from the above reasons you may have some others worth mentioning. If you disagree with something, debate and give your arguments. Make use of the vocabulary given below:**

to do science; to benefit the world / one's nation (to be a benefit for the world / nation); to represent the truth; to like unravelling / solving puzzles; to go in for / to take up research; to enjoy a problem-solving process; to be devoted to science; to be a devoted scientist; to gain enjoyment from research; to enjoy science; to examine the functions of science; to take something for granted; to have a belief in scientific values; one's dedicated search for scientific truth, etc.

- **Use the following situations to start a short talk:**

1. Your scientific adviser has looked through your paper meant for the conference. He is making some critical remarks now.
2. You are upset about your research findings. You can't get any positive result. Your friend tries to cheer you up.

- **Speak with your colleague about your scientific work using the following questions, statements and texts.**

QUESTIONS:

1. Are you a post graduate (a research) student?
2. When did you take your post graduate course?
3. Have you passed all your examinations yet?
4. When are you going to take your exam in English?
5. Who is your adviser (superviser)?
6. Do you work at your thesis? Have you started working at your thesis?
7. What part of your dissertation have you completed?
8. Have you got any publications on the subject you study?
9. When are you supposed to read (prove) your thesis?
10. What science degree do you expect to get?
11. In what field do you do (carry on) your research?
12. Are you a theoretician or an experimentalist?
13. What problems do you investigate?
14. Do you carry on research individually or in a team?
15. What is the object of your research?
16. What methods do you use (employ) in your work?
17. Is it difficult to analyze the results (data) obtained?
18. Can you claim that the problem you studied is solved?

19. What methods do you apply in your research? And why?
20. What are you going to prove in your research?
21. How can you formulate your hypothesis?
22. What is the problem you are investigating now (interested in)?
23. What does it deal with?
24. What is the core of the problem?
25. Is it sufficiently studied?
26. Does it involve certain difficulties?
27. What aspects does it include?
28. What kind of problem does it refer to?
29. Does the problem require a great deal of investigation?
30. Has it been discussed for a long time or is it a newly raised problem?
31. Is there a lot of information on this problem?
32. What foreign literature have you read on the problem?
33. Will it take much time to clear up all the aspects of the problem?
34. How do you plan your experiments?
35. How often do you record data during the experiment? (every hour, every two hours, etc).
36. What instruments and equipment do you use in your investigation? And why?
37. What views and data can your experiments (or research) prove or refute?
38. What illustrations are you preparing to demonstrate the results of your investigation?
39. What conclusions will you make if the results of your research are positive/negative?
40. What are the merits and demerits of the investigation that you have already carried out?
41. How will you continue your investigation? And why?

STATEMENTS:

1. The hypothesis fits experimental data.
2. The research probes in the various aspects of the subject.
3. We experimented with the new materials.
4. We hope to find the answer to this problem.
5. The work was subjected to criticism.
6. Out of his work came a substantial knowledge.
7. The theory and the results are too extensive to be given here.
8. The experimental results were analyzed with the help of high-speed computing machines.
9. I am afraid I don't know for certain if there are any direct (adequate, reliable) data regarding ...
10. I believe some information is available though I don't know what it is...
11. Yes, as far as we know there are some very interesting and, I dare say, very encouraging data about..., though at the moment I am not quite prepared to speak about them in detail.
12. Well, there must be rather adequate data at present since studies of the problem have been in progress for several years now (have long been under way)...

TEXTS: My research work

1. Last year by the decision of the Scientific Council I took post-graduate courses to increase my knowledge in architecture. So now I am a first year post-graduate student of the Kazan State University of Architecture and Engineering. I'm attached to the Architectural Department. In the course of my post-graduate studies I am to pass candidate examinations in philosophy, English and the special subject. So I attend courses of English and philosophy. I'm sure the knowledge of English will help me in my research.

My research deals with architecture. The theme of the dissertation (thesis) is …. I was interested in the problem when a student so by now I have collected some valuable data for my thesis. I work in close contact with my research adviser (superviser). He graduated from the Moscow State University 15 years ago and got his doctoral degree at the age of 40. He is the youngest Doctor of Sciences at our University. He has published a great number of research papers in journals not only in this country but also abroad. He often takes part in the work of scientific conferences and symposia. When I encounter difficulties in my work I always consult my research adviser. At present I am engaged in collecting the necessary data. I hope it will be a success and I will be through with my work on time.

2. I'm a designer in one of the Kazan architecture bureau. My special subject is graphic design. I combine practical work with scientific research, so I'm a doctoral candidate (соискатель). I'm doing research in designing which is now widely accepted in all fields of our life. This branch of knowledge has been rapidly developing in the last two decades. I have been working at the problem for two years. I got interested in it when a student.

The theme of the dissertation is … .

The subject of my thesis is … .

I think this problem is very important nowadays. My work is both of theoretical and practical importance. It is based on the theory developed by my research adviser, professor … He is head of the department at the Kazan State University of Architecture and Engineering. I always consult him when I encounter difficulties in my research. We often discuss the collected data. I have not completed the experimental part of my thesis yet, but I'm through with the theoretical part. For the moment I have 4 scientific papers published. One of them was published in the US journal. I take part in various scientific conferences where I make reports on my subject and participate in scientific discussions and debates.

I'm planning to finish writing the dissertation by the end of the next year and prove it in the Scientific Council of the Kazan State University of Architecture and Engineering. I hope to get a Ph.D. in Architecture.

- **Research the area of work you wish to enter to identify how potential employers would view applicants with postgraduate qualifications.**

What new experience and knowledge would you gain from the post-graduate course of study? What is your motivation for taking a post-graduate course?
Is it only because of helps for future career making?
Sum up all pros and cons and make a presentation in class.

1.8. TRANSLATING

- **Translate the text from English into Russian using the dictionary.**

TEXT C

BAUHAUS SCHOOL IN GERMANY AND OTHERS

(abridged from «Architecture of the 19th century and the turn of the century» by Agnes Gyetvai-Balogn)

Bauhaus is the common term for the **Staatliches Bauhaus**, an art and architecture school in Germany that operated from 1919 to 1933, and for its approach to design, that it publicized and taught. The most natural meaning for its name (related to the German verb for «build») is **Architecture House**. Bauhaus style became one of the most influential currents in Modernist architecture, and one of the most important currents of the New Objectivity. The Bauhaus art school had a profound influence upon subsequent developments in art, architecture, graphic design, interior design, industrial design and typography.

Bauhaus style – Building of Bauhaus school in Dessau (arch. V. Gropius)

The Bauhaus art school existed in three German cities (Weimar from 1919 to 1925, Dessau from 1925 to 1932, Berlin from 1932 to 1933), under three different architect-directors (Walter Gropius from 1919 to 1927, Hannes Meyer from 1928 to 1930, Ludwig Mies van der Rohe from 1930 to 1933). The changes of venue and leadership resulted in a constant shifting of focus, technique, instructors, and politics. When the school moved from Weimar to Dessau, for instance, although it had been an important revenue source, the pottery shop was discontinued. When Mies took over the school in 1930, he transformed it into a private school, and would not allow any supporters of Hannes Meyer to attend it.

Constructivism was an artistic and architectural movement in Russia from 1919 onward (especially present after the October Revolution) which dismissed «pure» art in favour of an art used as an instrument for social purposes, specifically the construction of a socialist system. Constructivism as an active force lasted until around 1934, having a great deal of effect on developments in the art of the Weimar Republic and elsewhere, before being replaced by Socialist Realism. Its motifs have sporadically recurred in other art movements since.

Constructivism – Club by Rusakov (arch. K.S.Melnikov)

Organic architecture is a philosophy of architecture, which promotes harmony between human habitation and the natural world through design approaches so sympathetic and well integrated with its site that buildings, furnishings, and surroundings become part of a unified, interrelated composition. Architects Gustav Stickley, Antoni Gaudi, Frank Lloyd Wright, Louis Sullivan, Bruce Goff, Rudolf Steiner, Bruno Zevi, Hundertwasser, Imre Makovecz and most recently Anton Alberts and Laurie Baker are all famous for their work with organic architecture. The term «Organic Architecture» was coined by the famous architect, Frank Lloyd Wright (1868-1959).

Organic architecture – Falling-water House (arch. F.L.Wright)

Brutalism is an architectural style that spawned from the modernist architectural movement and which flourished from the 1950s to the 1970s. The early style was inspired largely by the work of Swiss architect, Le Corbusier, and in particular his Unité d'Habitation (1952) and the 1953 Secretariat Building in Chandigarh, India. The term Brutalist Architecture originates from the French **béton brut**, or «raw concrete», a term used by Le Corbusier to describe his choice of material. In 1954, the English architects Alison and Peter Smithson coined the term, but it gained currency when the British architectural critic Reyner Banham used it in the title of his 1954 book, «New Brutalism», to identify the emerging style. The impact of the work of Le Corbusier on the modern architectural development is obvious. The style has been refined at times and experienced historic appreciation and resurgences into the twenty-first century. Brutalist buildings usually are formed with striking repetitive angular geometries, and often revealing the textures of the wooden forms used to shape the material, which is normally rough, unadorned poured concrete. Not all Brutalist buildings are formed from concrete. Instead, a building may achieve its Brutalist quality through a rough, blocky appearance, and the expression of its structural materials, forms, and services on its exterior. Many of Alison and Peter Smithson's private houses are built from brick, and Richard Rogers & Renzo Piano's Centre Pompidou often is regarded as a Brutalist structure. Brutalist building materials may include brick, glass, steel, rough-hewn stone, and gabion (also known as trapion).

Brutalism – Unité d'Habitation (arch. Le Corbusier)

- **Translate the text from Russian into English using the dictionary.**

TEXT D

ПЛАНИРОВОЧНЫЕ СХЕМЫ
ГРАЖДАНСКИХ ЗДАНИЙ СО СТЕНАМИ ИЗ КИРПИЧА
(фрагмент из учебника «Архитектура»)

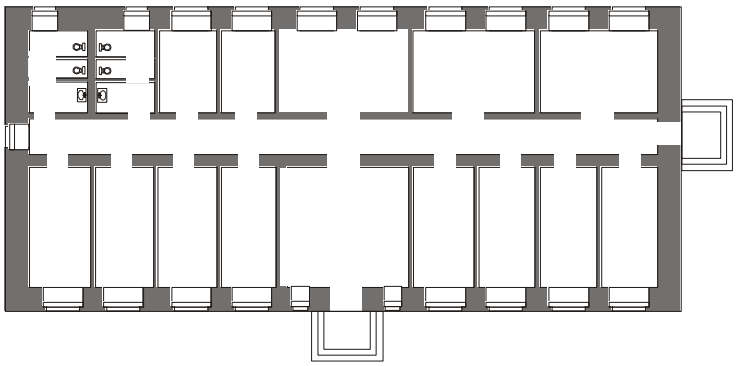
Планировочные решения гражданских зданий со стенами, построенными из кирпича, разнообразны, так как они отражают разные функциональные процессы, происходящие в зданиях. Все многообразие решений зданий с кирпичными стенами

сводится к обобщенным планировочным схемам. **Планировочные схемы** – это такие схемы, которые регулируют размещение помещений в зданиях в соответствии с функциональными, техническими и архитектурно-художественными требованиями.

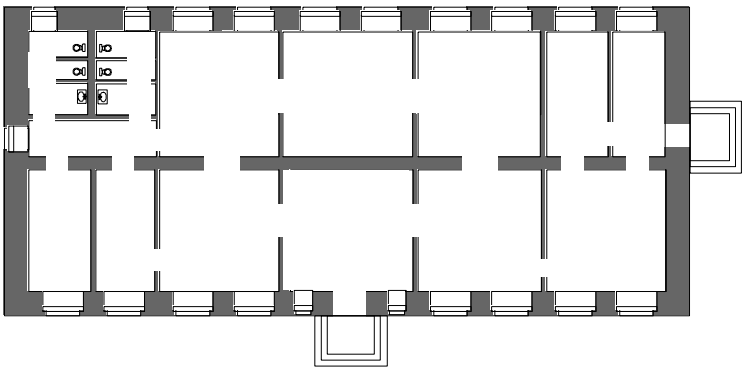
Планировочные схемы бывают следующих типов:

1 – коридорная (галерейная);
2 – анфиладная;
3 – центрическая;
4 – зальная;
5 – секционная;
6 – смешанная.

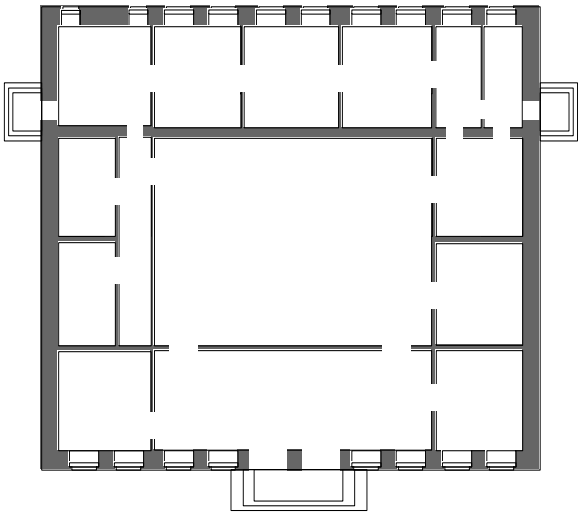
Коридорная схема планировки характеризуется расположением помещений с двух сторон вдоль коридора. При одностороннем размещении помещений вдоль коридора планировка называется **галерейной**, коридор в этом случае называют галереей, такая планировка характерна для зданий в южных районах с избытком инсоляции. Через коридор (галерею) осуществляется связь между помещениями. Коридорная планировочная схема широко применяется в учебных, административных, лечебных зданиях, а также в гостиницах и общежитиях.



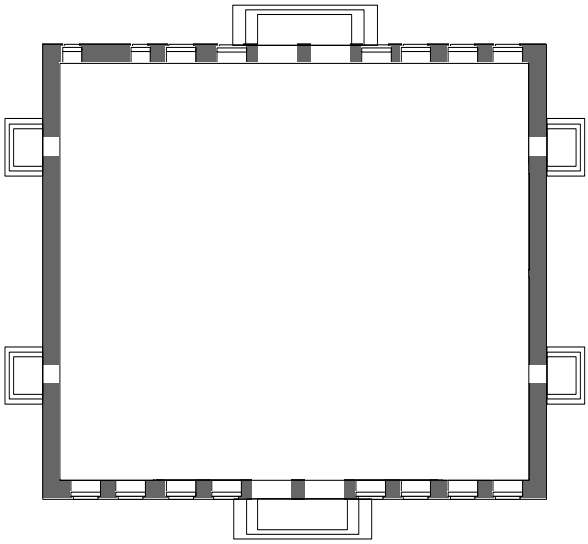
Анфиладная схема планировки предусматривает непосредственную связь между смежными помещениями, расположенными последовательно одно за другим. Анфиладная схема, имевшая прежде большое распространение в дворцовых, культовых и жилых зданиях, сейчас применяется редко. Сегодня по анфиладной схеме проектируют помещения музеев, выставочных павильонов, крупных торговых зданий.



Центрическая планировка – это такая, в которой четко выделяется одно, явно главное, большое помещение, а вокруг него организуются другие, которые являются вспомогательными, второстепенными, и значительно меньшими по размеру. В качестве примера можно привести здания цирков, театров, концертных залов. При этом главное помещение как правило не имеет естественного освещения.

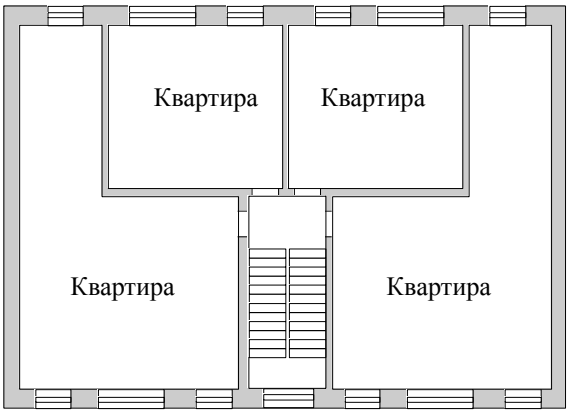


Зальная схема характерна для зданий, состоящих из одного большого пространства (помещения) на этаже: рынков, спортивных сооружений, гаражей. Внутри зальное помещение частично может быть заполнено вспомогательными функциями (рынки), или разделено на отсеки (гаражи).



Секционная схема характерна в основном для квартирных жилых домов. Секционная планировка предполагает организацию помещений в зданиях в виде секций с одинаковым расположением помещений в квартирах. Такой жилой дом включает в себя ряд повторяющихся, но изолированных друг от друга частей-секций. В секции

предусматривается лестница, лестничная площадка и от двух до четырех и более типов разнокомнатных квартир.



В многофункциональных зданиях как правило могут сочетаться одновременно несколько видов планировочных схем. В целом, такие схемы можно отнести к **смешанным.**

Например, в планировочном решении офисного здания торговой компании по продаже мебели могут сочетаться коридорная и зальная планировки, при этом в коридорной части здания размещаются деловые и административные помещения, а в зальной части располагается экспозиция мебели.

Для зданий спортивных школ также характерна смешанная планировка: помещения для тренировок и административные помещения можно размещать по коридорной схеме, а большой зрелищно-игровой зал со зрительскими местами и сопутствующими ему помещениями представляет собой вариант центрической планировки.

U N I T 2

PART 1
RUSSIAN BRICK ARCHITECTURE

PART 2
SCIENTIFIC CONFERENCE

2.1. GRAMMAR REVIEW

- **Infinitive Constructions (инфинитивные конструкции)**

Complex Object

А. Подлежащее + глагол-сказуемое + дополнение + инфинитив с to

*I know him **to be** a good architect.*
Я знаю, что он хороший архитектор.

*I expect you **to show** good results.*
Я ожидаю, что ты покажешь хорошие результаты.

*We thought him **to have taken part** in their experiment.*
Мы думали, что он принял участие в их эксперименте.

Б. Подлежащее + глагол-сказуемое + дополнение + инфинитив без to

*I saw him **draw** the plan.*
Я видел, как он начертил план.

Complex Subject

В. Подлежащее + глагол-сказуемое + инфинитив

***The project** was said **to be** very interesting.*
Сказали, что проект очень интересный.

***These scientists** happened **to work** on the same problem.*
Оказалось, что эти ученые работают над одной и той же проблемой.

- **Translate the sentences with Infinitive Constructions into Russian:**

I – A.

1. We expect these phenomena to have been investigated.
2. Everybody considers her to be a great architect.
3. We found that effect to have been unknown.
4. They thought the article to have been published recently.
5. Knowing him to be good at engineering, I asked him to explain this task.
6. The scientist expected his assistants to obtain some new data.
7. She meant him to do it.
8. They heard him deny it.
9. They announced it to be law.
10. The post-graduate expects the thesis defense to take place at the end of the next month.

I – B.

1. One can expect the scope of research to expand steadily.
2. Most people believe the amount of effort in science to be somehow correlated with the standard of living in the country.
3. Nowadays we see many new areas of research come into being as a result of unexpected breakthroughs.
4. One can watch more and more people move into architecture for research.

II – A.

1. Theoretical analysis is likely (is certain) to be used in the researches.
2. The system seems to be functioning well.
3. Mankind is sure to have entered the age of automation.
4. She appears to make progress in the research.
5. He is known to study ancient architecture.
6. It seems to be an exception to the rule.
7. The new method of investigation is believed to have produced good results.
8. Computers are thought to be divided into two groups according to the jobs they perform.
9. The result is expected to agree with theoretical predictions.

II – B.

1. Science is known to affect the lives of people.
2. Engineering is expected to dominate other sciences.
3. The results of these experiments are found to overlap.
4. The data are assumed to correlate with the present theory.
5. Some people seem to be disappointed in science.
6. He happens to work at the same problem.
7. The work is likely to contribute to the solution of the problem.
8. He is sure to argue about it.

III – A.

1. I am anxious for her to pass her exam.
2. The program for the examination of Ph.D is too difficult for the post-graduate students to translate.
3. It was unusual for him to go to the architectural bureau in the morning.
4. I waited for him to go on.
5. The table was small enough for the conversation to be general.
6. The most important thing for us is to finish construction in time.
7. He asked for the scientific papers to be brought.
8. He was so occupied in his research work that it made difficult for him to be away from home for several weeks at a time.

III – B.

1. This decision reflects a desire to make it as easy as possible for members of the association and other guests to attend the congress.
2. For such a large research center as this to become heavily involved in a single project in a fashionable field would be more than just a wrong practice, it would be a disaster.
3. The tendency for pure mathematicians to alienate mathematical research from anything that might be somehow associated with the idea of «utilization» is only too obvious.
4. For any scientific gathering to be a success, the organizing committee must be firm on more than one point.
5. There was a prevalent feeling at that time that for the laboratory to revive its past glory no efforts were intensive enough.

- **Learn to distinguish between indefinite and perfect infinitives.**
  Translate the sentences into Russian:

1. He is said to have graduated from Oxford University. He is said to avoid all sorts of arguments.
2. They seem to have taken advantage of the favorable conditions. He seems to mention the problem in the last chapter of his book.
3. He appeared to have lost interest in architecture altogether. The story may appear to be oversimplified.
4. He is known to have established an architectural bureau of his own. This scientist is known to be keeping in touch with the latest developments in his field of research.

- **Render in English:**

1. Это по всей вероятности оказывает влияние на все дальнейшее проектирование.
2. Результаты оказались в хорошем соответствии с теорией.
3. Решение этой проблемы, как известно, зависит от многих факторов.
4. Ожидается, что строительство будет закончено в этом месяце.

5. Большинство ученых ожидают, что в ближайшие годы архитекторы достигнут новых успехов.
6. Мы не смогли заставить его согласиться на изменение условий эксперимента.
7. Ваш научный руководитель хочет, чтобы вы сосредоточили свое внимание на одной задаче.
8. Я не ожидаю, что он закончит эксперимент вовремя.
9. Он всегда берется первым за такие проблемы.
10. Желательно, чтобы эти изменения были проверены до начала новой серии опытов.

2.2. READING

- **Read and translate the text.**

TEXT A

HISTORY OF RUSSIAN BRICK ARCHITECTURE

(abridged from «Russian Brick Architecture» by I. Korobina)

Nature, climate and tradition are responsible for Russia's wood architectural heritage. Byzantine daub, and later brick, were very precious, shape – retaining, long-lasting materials and were reserved for the most important buildings, such as cult sites, palaces and fortification complexes. However, even in wooden farmhouses, the oven – the most valuable fixture and symbol of the Russian house – was made from brick. The bricks were fired by hand and given the stamp of the master. Today they are considered valuable collector's items.

Legendary symbol of Moscow – Kremlin

At the beginning of the 16th century, Italian fortification builders replaced the white stone portions of the Kremlin's walls with bricks. The special «two-hand» bricks used to build the walls and legendary Kremlin towers were very large and weighed almost 8 kilograms each. More than 2 kilometers long, the red brick wall with the swallowtail-shaped[1] battlements has long been the most prominent symbol of Moscow. The Russian capital is not called «Red Moscow» for nothing.

The use of brick as a building material in Russia became widespread during the time of Peter the Great. «The window to Europe» offered the prospect of Dutch and German-style red brick buildings that were not hidden by a layer of render. In combination with the traditional

white decorative stones, this gave rise to a long series of masterpieces of Russian architecture. For example, during the time of Catherine the Great, the Russian architects Vasily Bashenov and Matvei Kazakov created one of the most outlandish buildings of Russian architecture out of red brick: the neo-Gothic palace complex at Tsaritsino with pointed bridges, figurative gates, galleries, pavilions and other fantastic features. Bricks with white decorative stones in the shape of freemason symbols proved the ideal material for implementing even the most sophisticated of fantasies.

Palace complex at Tsaritsino

The romantic style of Russian eclecticism at the end of the 19th and the beginning of the 20th centuries also appreciated the properties of bricks, which enabled so many complicated shapes, towers and minarets as well as round and pointed openings.

The works of Shervud, Chichagov and Pomerantsev – the architects of the History Museum, the Duma (Lenin Museum) and the Upper Trading Rows (GUM department store) – are noted above all for their particularly magnificent facade ornamentation. As a material, brick offered them the possibility of combining the most complicated patterns with lavishly contoured forms. According to them, the bricks themselves were the most important decorative element in architecture.

The History Museum
and the Upper Trading Rows

The industrial architecture of red brick buildings at the end of the 19th and the beginning of the 20th centuries in turn occupies its own chapter. Some of the most outstanding masterpieces of Russian architecture from an architectural and technical point of view were created at the time of Russia's industrialisation.

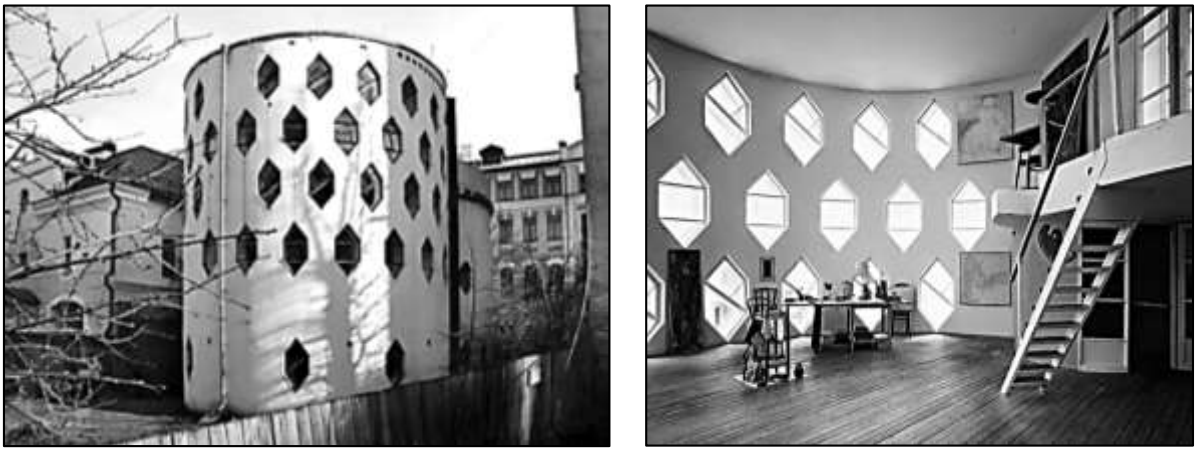
The use of brick as a building material not only created solutions to functional requirements, it also played a special role in matters of design and the utilization of space. The Danilovski factory in Moskow, the Red Flag textile factory in St. Petersburg by German architect Erich Mendelsohn, the Red Nail Factory by Yakov Chernikov and numerous other industrial buildings of the time symbolized Russia's progress.

Red Flag textile factory
in St.Petersburg

Club house «Freedom»

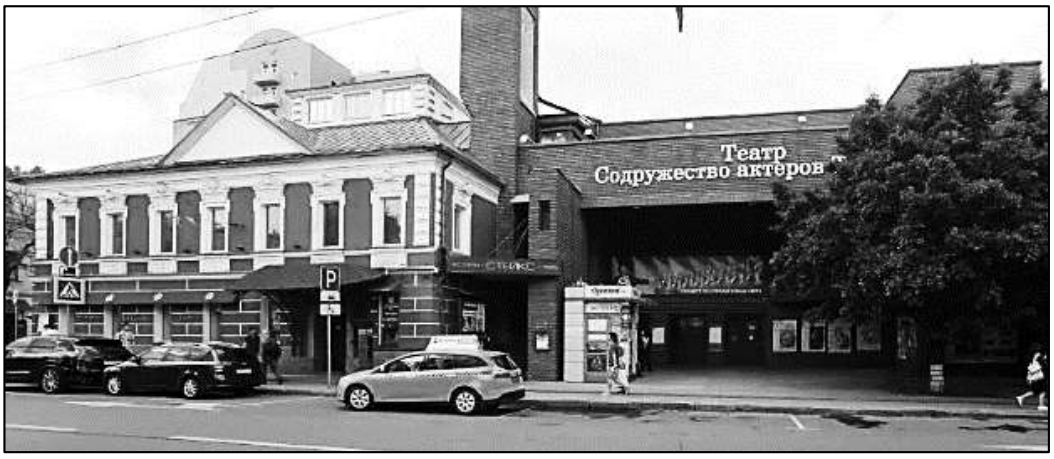
Even in the 1920s, when new building materials and technologies were growing in importance, many brick buildings were still being built, although the brick was hidden behind concrete. Konstantin Melnikov, who never conformed to styles, fashions and trends, was, it seems, the only architect who was not embarrassed to use brick façades for the Bachmetevcki Garage and his workers club house «Freedom».

Above all, his great knowledge of old Russian sacred brick buildings is thought to have given him the constructivist idea to build his legendary studio house in the form of two interesting cylinders. The brickwork, reminiscent of burst honeycombs, allowed not only the construction of cylindrical shapes but also the construction of cavities between the courses of bricks. This gave rise to the idea to use some of these cavities as windows and fill up the rest with damaged, unusable bricks and rubble, which simultaneously achieved excellent thermal insulation. The hexagonal windows were also «usable» as walls: depending on the changing needs of the family, they could either be opened up or bricked up. In this way, the ingenious Melnikov was able to create one of the most extraordinary houses in the world and keep expenditure on its construction to a minimum thanks to his detailed knowledge of the special properties of bricks.



Melnikov's house

The architecture at the time of Stalin, which declared the return to classical heritage as its most important principle, also continued to stand by brick buildings, even if the bricks were generally hidden behind a thick layer of render. Even when the country began to build estates of prefabricated buildings engaged masse and master bricklayers lost their qualifications due to lack of demand, the residential complexes for top-ranking Soviet functionaries continued to be build with brick. Living in a brick house was associated not only with comfort, but also with prestige. Bricks were also used for special, public buildings. However, as they did not comply with Soviet ideology and Soviet pathos, these buildings were generally sacrificed to the «white marble» pseudo-classicism of the Party and the political engine. The 1970s saw the reconstruction of the Taganka Theatre. This legendary theatre, dreamt of by all Soviet citizens, also lived up to its experimental and revolutionary reputation of the time through the use of bricks in the internal areas of the theatre.



Taganka Theatre

Some attempts at making brick facades a little more colourful yielded interesting and sometimes entertaining results. The facade of the Moscow InfoBank by architect Alexei Bavykin was finished with specially manufactured, sky-blue bricks. On clear days, the building blends with the sky, and on drab days it seems to lose its colour.

InfoBank in Moscow

Since the bank was built in the post-Soviet era, at a time when building materials were in short supply, the bricks were coloured with a standard blue dye, with the result that a blue mark would appear around the building each time it rained, and even the grass turned bluish with the passage of time. This unintentional effect gave the building's architecture a futuristic touch.

- -

Notes to text:

[1]**«two-hand» bricks** – двуручный кирпич – красный обожженный кирпич, из которого возводились стены и башни Московского Кремля

[2]**swallowtail-shaped** – в форме хвоста ласточки

VOCABULARY

battlement – зубцы
to blend – смешивать, сливаться
bluish – голубоватый
to brick up – закладывать кирпичами
bricklayer – каменщик
cavity – полость, углубление
to conform – подчиняться
to comply – соответствовать
to contour – вычерчивать
daub – штукатурка
dye – краска, цвет
to embarrass – смущать
engine – механизм, движущая сила
entertaining – интересный
estate – территория строительства
expenditure – расход
farmhouse – сельский жилой дом
fixture – приспособление, элемент
fortification – оборонительное сооружение
freemason – вольный каменщик
gate – ворота
to give rise – приводить к возникновению
honeycomb – соты
implementing – реализация, осуществление
item – предмет, изделие
lavish – щедрый, обильный
outlandish – необычный
oven – печь
pointed – стрельчатый
prefabricated – сооруженный из готовых изделий, блочный
reminiscent – напоминающий
render – штукатурка
requirement – требование
rubble – щебень, некрупный камень
to sacrifice – приносить в жертву
sophisticated – технологичный
stamp – печать
utilization – использование
valuable – ценный
to yield – приносить, давать

2.3. EXERCISES

- **Insert English words instead of Russian ones.**

1. In wooden (сельские дома), the oven was the most valuable (приспособление) and symbol of the Russian house.
2. The bricks were fired by hand and given (печать) of the master.
3. Red brick buildings (приводить к возникновению) to a long series of masterpieces of Russian architecture.
4. Bricks proved the ideal material for (осуществление) even the most (технологичных) of fantasies.
5. Melnikov was able to create one of the most extraordinary houses in the world and keep (расход) on its construction to a minimum.
6. The bricks were generally hidden behind a thick layer of (штукатурка).
7. On clear days, the building (сливаться) with the sky.
8. The country began to build estates of (блочный) buildings.

- **Replace the words in bold (A) by their contextual synonyms (B).**

A.

1.	Byzantine **daub** was very precious long-lasting material.
2.	Vasily Bashenov created one of the most **outlandish** buildings of Russian architecture out of red brick.
3.	Some attempts at making brick façades a little more colourful **yielded** interesting and sometimes **entertaining** results.
4.	The bricks were coloured with a standard **blue dye**.
5.	The **properties** of bricks enabled so many complicated **shapes**, towers and minarets as well as round and pointed openings.
6.	The brick offered the possibility of combining the most **complicated** patterns with lavishly contoured forms.
7.	The **residential** complexes for top-ranking Soviet functionaries continued to be build with brick.
8.	White decorative stones in the shape of **freemason** symbols proved the ideal material.

B.

features, bricklayer, interesting, living, bluish, forms, paint, complex, unusual, gave, render.

- **Using the vocabulary**

Give English equivalents to the following:

расход на строительство, закладывать кирпичами отверстие, опытный каменщик, сложный механизм, щедрый человек, необычный узор, стрельчатая арка, жертвовать свободой, осуществление плана, давать хороший результат, сырая штукатурка.

Give Russian equivalents to the following:

fortification complexes, wooden farmhouse, old oven, valuable fixture, layer of render, lavishly contoured forms, unusable bricks and rubble, estates of prefabricated buildings, to conform to styles, entertaining results, blue dye, stamp of the master, valuable item, to give rise to the idea.

- **Comprehension**
  Are the following statements concerning the Text A true or false?

		True	False
1.	The oven – the most valuable fixture and symbol of the Russian house – was made from stone.		
2.	The bricks were fired by hand.		
3.	The special «two-hand» bricks were used to build the walls and Kremlin towers.		
4.	During the time of Peter the Great, the Russian architect Vasily Bashenov created the neo-Gothic palace complex at Tsaritsino.		
5.	K. Melnikov built his legendary studio house in the form of three interesting cylinders.		
6.	At the time of Stalin the bricks were generally hidden behind a thick layer of plaster.		
7.	Living in a brick house was associated with prestige.		
8.	The facade of the Moscow InfoBank was finished with specially manufactured, yellow bricks.		

- **Match the questions on the left with the appropriate short answers on the right:**

1.	Are the bricks considered valuable collector's items?	Yes, they did.
2.	Did Italian fortification builders replace the white stone portions of the Kremlin's walls with bricks?	No, they didn’t.
3.	Did the special «two-hand» bricks weigh almost 4 kilograms each?	Yes, they are.
4.	Did the use of brick become widespread during the time of Peter the Great?	No, it didn’t.
5.	Did «the window to Europe» offer the prospect of Dutch and French-style red brick buildings?	Yes, it did.
6.	Was the brick the most important decorative element in architecture?	No, they weren’t.
7.	Was Melnikov embarrassed to use brick facades?	Yes, it was.
8.	Were bricks used only for residential buildings?	No, he wasn’t.

2.4. READING

- **Read and translate the text.**

TEXT B

BRICK AS A SYMBOL OF RUSSIAN ARCHITECTURE
(abridged from Brick Award 2010)

Nowadays we live in an age of new technologies and building materials: glass, metal, reinforced concrete, polymers etc. Nevertheless as a material, brick still stands for sustainability and environmental friendliness. Numerous Russian architects profess that they prefer to build with bricks because they are long-lasting and undemanding.

This small-scale material, which competes with monolithic reinforced concrete, allows the construction of curved walls without the need for comparable formwork. Brick buildings require neither regular repairs nor expensive maintenance; instead, they offer a living envelope, comparable in some ways to human skin. Bricks always have slightly varying nuances of color, like the cell of the epidermis – they «breathe» in a literal and figurative sense. Bricks are an irreplaceable material for residential construction. Bricks were also commonly used in the construction of giant apartment blocks.

One of the most notable examples of this is the Falcon's Nest in Moscow. The architects of this project, Alexander Skokan and Valery Kanyashin, solved the problem of maximizing the use of space by alternating the red bands of brickwork with bands of glass verandas. It was the architects themselves, who likened their building to «gilled glasses».

Falcon's Nest in Moscow

The Danilovski fortress by Sergey Skuratov – a famous structure of contemporary architecture – continues the industrial romantic tradition of the beginning of the last century but also provides answers to the challenges of the present day. The office complex was designed as a «work factory».

Danilovski fortress

The Russian Golitsyn brick proved particularly suitable for the construction of a typical industrial building. It was manufactured in six different colour tones to the special order of the architects; this loosens up the giant and monotonous office façades, causing them to glimmer. One of the most prominent examples of new Russian architecture is the Moscow Contemporary Art Centre. The architect Mikhail Khazanov and his team brought new life to the former factory on Zoologicheskaya Road in Moscow.

Its brick walls are reminiscent not only of the production processes at the beginning of the last century but also of the artist Polenov, who founded the Artists Society in the neighboring building. The old red bricks form a pleasant contrast to the modern metal girders and steel elements of the facade. Like the advertising posters at the beginning of the last century, this building acts as a kind of propaganda for today's avant-garde culture.

Former factory on Zoologicheskaya Road

The building's walls have been partially reconstructed; bricks from the demolished, once legendary Hotel «Moskva» were used for the lost fragments of brickwork. In summary, it can be said that brick itself has become a symbol and taken over the role of mediator between past and future, as the extensive history of Russian architecture impressively demonstrates.

VOCABULARY

to advertise – рекламировать
to alternate – чередовать
contemporary – современный
to demolish – разрушать, сносить
envelope – оболочка
expensive – дорогой
formwork – опалубка
gilled – ребристый
girder – балка
to glimmer – мерцать
to loosen up – ослабить
mediator – посредник
cell – клетка
to compete – конкурировать
maintenance – техническое обслуживание ремонт
neighboring – соседний
poster – плакат
to profess – заявлять
reinforced concrete – железобетон
to repair – чинить
suitable – подходящий
sustainability – способность к длительной эксплуатации

2.5. EXERCISES

- **Choose words above to put into the sentences below:**

1. As a material, brick still stands for … and environmental friendliness.
2. Brick buildings offer a living … , comparable in some ways to human skin.
3. The old red bricks form a pleasant contrast to the modern metal … and steel elements of the facade.
4. Bricks always have slightly varying nuances of color, like … of the epidermis.
5. Like … posters this building acts as a kind of propaganda for today's avant-garde culture.
6. Brick itself has taken over the role of … between past and future.

- **Arrange the following words in pairs of synonyms:**

to demolish, middleman, to advertise, valuable, poster, to profess, repair, envelope, right, to destroy, maintenance, shell, modern, next door, to declare, suitable, girder, placard, mediator, to publicize, beam, neighboring, contemporary, expensive.

- **Give the opposites:**

1. to repair –
2. to demolish –
3. to loosen up –
4. contemporary –
5. expensive –
6. replaceable –
7. suitable –
8. curved –
9. valuable –
10. monotonous –
11. former –
12. pleasant –

- **Match the following words with their definitions.**

sustainable	the practice of assembling components of a structure in a factory or other manufacturing site
formwork	a thermally insulated chamber used for the heating, baking or drying of a substance
prefabrication	a parapet at the top of the wall
oven	based on low-energy use
battlement	cover or coat with soft, adhesive matter, as plaster or mud
daub	the structure of boards that make up a form for pouring concrete

- **Express your opinion.**

  - What is a home for you?

- **Memorise the following proverbs (пословицы) and discuss them.**

«East or West – home is best».
«There is no other place like home».

- **Discussion.**

In all the cities of our country there are some very old buildings. Sooner or later they have to be pulled down or reconstructed. In Moscow and St. Petersburg and other towns some parts of the old buildings are reconstructed and carefully preserved. In some others all old buildings are pulled down and modern comfortable structures of concrete and glass are being built. Do you think it is necessary to reconstruct old buildings or pull them down?

- **Look at the list of pros and cons. Think of some more.**
  Discuss the problem in groups in order to make a decision.

It is necessary to reconstruct old buildings?

FOR	AGAINST
1. Old buildings are historic monuments. 2. It is much cheaper to reconstruct old buildings than to built new ones. 3. The architecture of old buildings is much more beautiful than that of modern buildings.	1. Old buildings are not comfortable, they have no necessary conveniences. 2. The process of reconstruction takes a lot of time and needs qualified workers. 3. There is no place to build new houses. 4. City traffic can't go through old narrow streets.

- **Warm-up discussion.**

Do you have any important monuments in your country?
What can governments do to help protect important buildings and places?
What role do old buildings and new buildings play in modern society?
What changes have taken place in architecture in the past two decades?
Do you think it is necessary to protect old buildings?
Why do you think ancient buildings are able to last for thousands of years while modern buildings are not?
How do you think ancient civilizations constructed large buildings?

2.6. SCIENTIFIC VOCABULARY

SCIENTIFIC CONFERENCE

conference – конференция
to hold a ~ – проводить конференцию
to organize ~ – организовать конференцию
to host ~ – быть принимающей стороной (устроителем) конференции
to sponsor ~ – спонсировать конференцию
annual ~ – ежегодная конференция
regular ~ – очередная конференция
forthcoming ~ – предстоящая конференция
to take part (participate) in ~ – принимать участие в конференции
participant – участник
to run under auspices – проходить под эгидой (при содействии)
organizing committee – организационный комитет
to set up an ~ – учредить организационный комитет
preliminary announcement – информационное письмо
paper(s) – научная работа(ы), доклад(ы)
contributed ~ – доклады по инициативе участников
invited ~ – доклады по приглашению
poster ~ – стендовые доклады
review ~ – обзорные доклады
abstract (s) of the ~ – тезисы доклада
~ style guidelines **–** требования к оформлению тезисов
agenda – повестка дня
tentative / provisional ~ – предварительная повестка дня
on the ~ – на повестке дня
~ items – пункты повестки

letter/notification of acceptance or rejection – уведомление о принятии (доклада) или отказа
registration – регистрация участников конференции
~ fee – взнос участника
location and hours of – время и место регистрации
conference proceedings – сборник трудов конференции
opening/welcoming address – вступительное слово
working language – рабочий язык
speaker – докладчик
to deliver/present a report – выступить с докладом
simultaneous translation – синхронный перевод
to take the floor – выступить, взять слово
plenary session – пленарное заседание
workshops – секционные заседания/мастерская/семинар
discussion – обсуждение
panels ~ – обсуждение докладов специалистами
round-table ~ – обсуждение за «круглым столом»
issue/problem under ~ – обсуждаемая проблема
to exchange opinions (on) – обменяться мнениями
to talk shop – говорить на профессиональные темы
reasoning – ход мыслей суждения
social program(me) – культурная программа
to arrange a visit – организовать визит
to fix the date – установить дату
to close a conference – закрыть работу конференции
final sitting/session – заключительное заседание
closing speech – заключительное слово

2.7. EXERCISES

- **Read and translate the definitions of the following words:**

Science:

1. (the study of) knowledge which can be made into a system and which usually depends on seeing and testing facts and stating general laws: *It was one of the great discoveries in science. Science cannot answer all our questions;*

2. a branch of such knowledge. Especially: a) anything which may be studied exactly: *Driving a car is an art, not a science.* b) any of the branches usually studied at universities, such as Physics, Economics, etc.: *She was studying a science subject.*

- **Different adjectives relating to science may be used with this word:**

Pure (of a science or a branch of any study) – considered only for its own nature as a skill or exercise of the mind, separate from any use that might be made of it.
Applied (science) – put to practical use.
Practical (science) – related to actual experience or need.
Theoretical belonging to theory (= general laws and principles of science or a science).
scientist – a person who carries out new work in a science (physics, economics, etc.).
scientific – of, being, or concerning science or its principles or rules: *She had a scientific education. This is a fine piece of scientific writing. The scientific spirit has an interest in exactness.*
scholar – a person who knows much in a particular field of knowledge (refers mainly, though not exclusively, to the humanities).
work – 1) activity which uses effort, especially with a special purpose, not for amusement: *It takes a lot of-work to do a research. 2)* a job or occupation: *His work is in architecture, he is an architect.* 3) what one is doing, especially for payment: I *hear you 've changed jobs; is work difficult at the new place ? I am taking some work home to do this evening.* 4) what is produced by work: *This picture is my own work.*

- **Match English words and word-combinations with the corresponding Russian ones:**

1. to take place	1. стендовое заседание
2. committee chairman	2. справочное бюро
3. secretary-general	3. научный доклад
4. call for papers	4. обзор материалов
5. short abstract	5. основной докладчик
6. extended extract	6. иметь место
7. summary of the presentation	7. сборник материалов конференции
8. manuscript of the paper	8. выступить
9. attendee	9. принимать участие
10. accommodation	10. читать лекцию
11. information desk	11. председатель комитета
12. key-note speaker	12. автореферат
13. session	13. участник
14. review paper	14. генеральный секретарь
15. exhibition	15. краткий тезис
16. proceedings of the conference	16. действительный член Академии наук
17. scientific associate	17. подробный тезис
18. full member of the Academy of Science	18. заседание
19. to lecture	19. выставка
20. to take the floor	20. научный сотрудник
21. to take part in	21. научный доклад
22. poster session	22. место проживания
23. scientific contribution	23. рукопись доклада
24. contributed paper	24. дискуссия с участием специалистов
25. digest panel discussion	25. направление на высылку материалов для публикации.

- **It's useful to know what** adjectives **may be used** relating to work:

Laborious – 1) requiring great effort: *This is a very laborious work;* 2) showing signs of being done with difficulty: *He has a laborious style of writing.*
Hard-working – working hard: *She is a hard-working researcher.*
Industrious – hard-working: *What industrious people they are.*
Demanding – that needs a lot of attention or effort: *A new job may be very demanding.*
Strenuous – 1) taking great **effort;** needing a lot of work: **It's being a** *strenuous* **day.** 2) showing great activity; *She is a strenuous supporter of women's rights.*
Diligent – (of people and behaviour) hard-working; showing steady effort: *He is a diligent worker and deserves more pay. He made a diligent attempt to learn Russian.*
Painstaking – 1) careful and thorough: *Graphic design is painstaking work.* 2) hard-working and thorough: *He is not very clever but he is painstaking; he works hard.*

- **Arrange in pairs the words which are close in meaning:**

1 – participant, accommodation, speaker, to take place, exhibition, scientific associate, head, deputy director, to take the floor, to present a paper, seminar, overview paper, concurrent session, round table discussions.

2 – to submit a paper, display, assistant director, round tables, attendee, reporter, chief, workshop, housing, research associate, review paper, parallel session, to be held, to speak.

- **Arrange the following words in pairs of antonyms:**

1 – success, dependence, in general, interested, significance, order, approximately, to win, up-date equipment, theoretician, formal discussion, include.

2 – exclude, out-date equipment, failure, disinterested, disorder, accurately, practitioner, independence, in particular, insignificance, to lose, informal discussion.

- **Answer the following questions:**

Model:
- I'm concerned with Architecture. And what about you?
- I'm concerned with Architecture too.

1.	This panel session is concerned with the problems of regional construction. And what about the next panel session?
2.	One of the key speakers is concerned with the needs of university education in the region. And what about the other?
3.	The participants of this conference are concerned with green architecture. And what about for the coming conference?
4.	My friends concerned with the graphic design. And what about your friend?

- **Translate the sentences below using the given word-combinations:**

Give a lecture (a reception, a talk, a translation):

1. Дайте перевод этого предложения.
2. Речь, произнесенная профессором С., привлекла всеобщее внимание.
3. В честь участников конференции устроили прием.
4. Мне понравились лекции, прочитанные доктором П.
5. Профессор П. выступил на открытии конгресса (in the opening session).

Hold a conference (a meeting, a discussion, an examination, a reception):

1. Экзамен будет проведен в июне.
2. Дискуссия, проведенная на утреннем заседании, привлекла всеобщее внимание.
3. Когда состоится собрание?
4. Председательствующий выступил на приеме, устроенном после конференции.
5. Когда была проведена дискуссия?

Make a contribution (comment, discovery, an experiment):

1. Замечания, сделанные руководителем, очень полезны.
2. Мы проделали серию опытов на прошлой неделе.
3. Сделанное им открытие привлекло всеобщее внимание.
4. А. Смит внес большой вклад в развитие науки экономики.
5. Я не собираюсь выступать с какими-либо замечаниями.

- **Answer the following questions so that the answers would make a comprehensive account of your participation in the work of some scientific gathering.**

1. Have you ever had an opportunity to be present at a large scientific gathering?
2. Was it a regional or a national (international) conference (congress)?
3. When and where was it held?
4. Who was its president?
5. What was the most interesting paper presented at this scientific meeting?
6. How long did this conference last?
7. How many simultaneous sessions were held on the same day?
8. Was there any reception held after the final session?
9. Did you or any of your colleagues present papers at this conference?
10. Was your paper a success?
11. Was it discussed in detail?
12. Were there any discussions of general interest held during this conference?
13. What is your general impression of the conference?

- **Read and memorize the following useful models.**

Dialogue 1

A: When do I have to give my paper, Mr. Chairman? My name is George Brown.
B: Just a minute, Mr. Brown. Let me consult my notes. You know, there were some changes on the program. Yes. You come third on the morning session.
A: I'm sorry to trouble you but is there any chance to put off my talk for the evening session? I need to be somewhere else in the morning and it's very important.
B: All right. It can be done. You'll be the first in the evening, at five o'clock to be exact. Does it suit you?
A: Oh, it suits me fine. Thank you so much.
B: Not at all.

Dialogue 2

A: May I have you for a few minutes?
B: Why, sure. What can I do for you?
A: I've just heard your paper. I'm very interested in your research as we seem to work on the same problem.
B: Well, that sounds very interesting, isn't it? Shall we sit somewhere?
A: What about going to a cafeteria?
B: That would be fine.

Dialogue 3

A: My congratulations! Your paper was a real success.
B: Thank you. I'm very glad it was received so well.
A: Could we discuss some points which are not very clear to me?
B: Oh, yes. Unfortunately, I had to omit many details.
A: I understand you had too little time at your disposal.

- **Being a conference attendee you are sure to fill in a registration form like that:**
  Conference Registration Form
  (Please complete and e-mail or print & mail with check).

First Name; Last name:
Institution:
Email:
Address:
City; State; Zip code:
Country; Tel.; Fax:
Preferred day and time for presentation: (Please circle):
Wed. Dec 8. am pm Thur. Dec. 9. am pm Fri. Dec 10 am pm.

- **Now think of the English version of a possible conference questionnaire; some points have been done for you.**

Имя / фамилия – …
Дата рождения – …
Гражданство – …
Образование – …

2.8. SPEAKING

- **Agree with the following statements. Use such introductory phrases as:**

you are quite right; it is really so; of course, it is; so it is; I quite agree with you; I side you.

1. The University scientific conference was held in February, wasn't it?
2. You are concerned with architecture, aren't you?
3. You have already taken part in the work of a scientific conference, haven't you?
4. The plenary meeting is usually followed by panel discussion, isn't it?
5. When a call for papers is received, we are to submit a summary of presentation, aren't we?

- **React to the wrong statements below. Use such introductory phrases as:**

you are wrong; I'm afraid, you are not right; I can't agree with you; I'm afraid you are mistaken; you seem to be quite wrong.

1. The paper presented by the speaker was not interesting, was it?
2. If I am not mistaken the University conference was held in March, wasn't it?
3. As far as I could gather from the text, there weren't any simultaneous sessions held during this congress, were there?
4. To my mind the atmosphere of the conference hall didn't give good opportunities for relaxed discussions between groups of experts.
5. There will be a few participants from our department at the conference.
6. It's unnecessary to submit a summary of your paper for the conference.

- **Make sure you understand the statements right by asking questions.**

Model:

a)
- The open ceremony was followed by a reception.
- Pardon me, what did you say? What was the open ceremony followed by?

b)
- The last morning session started with a general discussion.
- Sorry, I didn't catch what you said.
- What did the last session start with?

1. The most noteworthy paper was presented by Dr. Fox.
2. The convention participants came from different countries of the world.
3. The delegates were listening to Academician Shatalov.
4. The reception was addressed by Professor Smith.
5. Most of the delegates waited for the end of the discussion.
6. The roundtable concept was continued with a discussion.

- **Ask and answer the questions to the following statements:**

Model:

- Ask your colleagues if the summary of his presentation will be published.
- Will the summary of your presentation be published?
- Yes, it will be published in a month.

1. Ask your colleagues if he has completed writing the dissertation.
2. … if he is going to submit a contributed paper to the conference.
3. … what subject of his report is.
4. … if the summary of the presentation was published in the Digest of the Convention.
5. … when he received a call for papers.

- **Imagine you are delivering the closing part of your report at the conference. Use the following patterns**:

in the concussion, I would like to say …; summarizing very briefly, let me say …; that's all I have to tell you …; to sum up the talk, I'd like to say…; I would like to summarize … .

1. The symposium has given us sufficient food for thoughts.
2. Science knows no national boundaries and its development has become faster due to international cooperation.
3. Scientific exchanges and discussions are useful because they contribute to general scientific advance.
4. English has become the language of global communication.

- **Make up your own polylogue using the following model:**

Platonov: Pleased to meet you, Dr. Nakamoto.
Nakamoto: How do you do, Dr. Platonov? We've read many of your recent articles in Japan.
P.: I am glad that the results of our joint work can be used by our colleagues.
C: And this is Dr. Dupont whom I needn't to introduce to you.
P.: How are you, Dr. Dupont? It's such a long time since we met in Paris.

Dupont: I'm happy to see you here, in Manchester; and I should say that significant advances have been achieved by Dr. Coleridge's department, and we must be lucky to participate in their annual session.
P.: What is the main concern of your group?
C: Regional architecture is our main concern.
D.: And what about you, Dr. Platonov? What research are you doing now?
P.: We have a very interesting research programme to fulfil. It is mainly concerned with introducing computer science achievements into production. We do it in collaboration with research centers at several of our machine-building enterprises.
D.: Does Professor Romanov work in this field, too?
P.: Oh, yes, and he has produced a large number of publications of late.
D.: I know him very well. He was my supervisor when I worked on a part of my thesis (dissertation) in Moscow.
N.: One of his papers was published in Japan and provoked much discussion.
C: I can't boast the same. Though the staff is excellent, sometimes material problems arise.
P.: Still your results don't show much of it, Professor.
C: Glad to hear that.

- **Read and memorize the following dialogues:**

Dialogue 1

A: As far as I know you are conducting experimental study, aren't you?
B: Quite so. I am testing the main installation (unit) now. But there is some problem with the most suitable technique. It is open to question.
A: As I know a usual routine is taking the reading (показания) of the apparatus, writing down the measurements, carrying out observations.
B: Right you are. But the data obtained didn't completely confirm (correlate with) our previous assumption (предсказания).
A: Then you'd better consult the adviser.
B: I quite agree with you. I'll just meet him tomorrow, at 11 a.m.

Dialogue 2

A: How do you do, B?
B: How do you do, A? I'd like to know what the main concern of your group is.
A: Green architecture is our main concern. And what are you doing now?
B: We have a very interesting research programme to fulfill. It's mainly concerned with city planning. We do it in collaboration with several research centres.
A: And, by the way, who is your scientific superviser (adviser)?
B: Professor N. is.
A: Oh, if I am not mistaken, he has got a large number of publications of late (за последнее время).

B: You are quite right. One of his papers was published in Japan.
A: I wish you further success in your work.
B: Thank you. The same to you. (I wish you the same).

Dialogue 3

A: What's the subject of your thesis?
B: Well, the problem I am working at is concerned with the Russian brick architecture. And what about you?
A: As for me, it is connected with the restoration of ancient buildings.
B: Oh, there is much in common, I should say. And when are you going to complete your work and submit (present) your thesis to public hearing?
A: I hope, I'll do it in a year.
B: But I haven't passed my Master's degree examination in specialty.
A: You see. I'm busy with writing an essay now. I'll send it to one of the scientific periodicals.
B: Good luck to you. Bye-bye.

Dialogue 4

A: I've heard the Conference to be held on September 25-26 in Prague. Am I not mistaken?
B: Exactly so. I've got the first circular containing preliminary information on the conference. They ask to see the title and the abstracts of the paper to show your intention to participate in the conference.
A: Oh, am I not late?
B: Not at all. After that you'll be informed of the acceptance of your paper. And you'll receive a registration form.
A: I'd like to know what official languages of the Conference are?
B: Well, they are English and Russian.
A: I see. I'll try to deliver my paper in English, if it is accepted.
B: I believe you'll be a success.

- **Work in pair:**

a) Imagine you want to declare your desire to take part in the conference.
Make up a situation of your own using the following patterns:

1. I should like very much to attend your conference … .
2. Unfortunately, I could not manage to submit my application earlier … .
3. I would like to know if it is possible for someone from here to attend the conference.

b) Imagine you want to decline your invitation to the conference.
Make up a situation of your own using the following patterns:

1. I would be grateful if you could eliminate my name from the programme … .
2. I should like to thank you again for your invitation and to wish you all success at the

Meeting. I am sorry … .

3. In response to your letter I would like to inform you that I much regret … .

- **Make up dialogues on the following situation.**
  If possible use the terminology of your own field of science.

A Russian scientist is introducing his young collaborate to a foreign colleague. The young researcher has heard a lot about the foreign scientists.

Key phrases:

congratulations; to be a real success; I'd like you to meet my young colleague; to be one of the best young researchers at the university; How do you do? I'm very happy to meet you; I've read many of your papers and books on architecture; to find them extremely interesting; I've just finished a new book; to be published next year; I'll send it over to you as soon as it comes out; it would be wonderful; We are trying not to miss anything interesting in this field; to have a good command of three foreign languages; Oh, I wish I could read Russian literature.

- **Learn the useful phrases in speech:**

Руководитель (конференции, заседания, совещания)

1.	I give the floor to	Я предоставляю слово ... .
2.	I am afraid your time is up.	Боюсь, что Ваше время закончилось
3.	Are there any questions or comments on ... ?	Имеются ли вопросы или замечания по поводу ...?
4.	I would like the speakers to be brief.	Мне бы хотелось, чтобы выступающие были кратки.
5.	I would like to summarize	Мне бы хотелось подвести итог ... .
6.	Let me just interrupt you for a minute.	Позвольте мне прервать Вас на минуту.
7.	In order to open the discussion on this subject I would like to start with questions	Чтобы открыть дискуссию по этой теме, я хотел начать с вопросов … .
8.	May I have your attention, please.	Прошу вашего внимания.
9.	Speak from your place, please.	Пожалуйста, говорите с места.
10.	Take the floor, please.	Пожалуйста, говорите.
11.	Would you speak a little bit louder, please.	Вы не могли бы говорить чуть громче, пожалуйста.
12.	Speak to the point.	Говорите по существу.
13.	The answer is not full.	Ответ неполный.

Выделение важного:

1.	It should be said that	Следует сказать, что ... .
2.	It is interesting (of interest) to note that	Интересно отметить, что ... .

3.	That's one thing I'd like to stress very heavily.	На одну вещь мне хотелось бы обратить особое внимание.
4.	I want to reinforce the following.	Я хочу подчеркнуть следующее.
5.	The following is terribly informable (terribly well / badly needed).	Следующее представляется необычайно важным (информативно полезным, необходимым).
6.	I want to call (to draw / to invite) your attention to	Хочу привлечь (обратить / направить) ваше внимание к (на) ... .
7.	It should be kept in mind that	Следует помнить, что (Не следует забывать, что) ... .
8.	First (ly) ... / Second (ly) ... / Third (ly) ... / Fourth (ly)	Во-первых, ... / Во-вторых, ... / В-третьих, ... / В-четвертых, ...

Публичное выступление (доклад, лекция, сообщение)

Use the following phrases in speech:

Начало выступления:

1.	In my paper I want to highlight...	В своем докладе я хочу осветить ...
2.	The subject of my lecture (talk) is ...	Тема моей лекции(моего выступления) ...
3.	I'm going to be talking about...	Я собираюсь рассказать(поговорить) о ...
4.	Let me begin with ...	Позвольте мне начать с ...
5.	My introduction is going to be very little. I give you one or two sentences.	Мое выступление будет очень кратким. Я изложу его вам в одном-двух предложениях.

Переход от данной мысли к другой:

1.	Now I come to	Теперь я перехожу к ... .
2.	I'm coming on now to speak about	А теперь я перехожу к рассказу о ... .
3.	Now we may pass to the next item (on the agenda).	Теперь мы можем перейти к следующему пункту (в повестке дня).
4.	Here we can say	Здесь можно сказать ... .
5.	We may pass these details.	Мы можем опустить эти детали.

Выражение личного мнения о высказываемом:

1.	I (don't) think	Я (не) думаю ... .
2.	I (don't) believe	Я (не) верю ... .
3.	In my opinion	По моему мнению ... .
4.	In my view	На мой взгляд ... .
5.	What I say (am saying) is that	Как я считаю (по-моему) ... .
6.	I dare say	Осмелюсь утверждать, что ... .

7.	I am far from thinking (asserting) that	Я далек от того, чтобы думать (утверждать), что … .
8.	It's no exaggeration to say that	Не будет преувеличением сказать, что ... .
9.	I'm sorry to say that	К сожалению, я должен сказать, что ... .

Осуществление обратной связи с аудиторией:

1.	Any other points?	Будут другие мнения?
2.	Is that clear? Have I made my point clear?	Это ясно (понятно)?
3.	If there's anything you don't understand, please ask me.	Если вам что-нибудь не понятно, пожалуйста, спрашивайте меня.

2.9. TRANSLATING

- **Translate the text from Russian into English using the dictionary.**

TEXT C

АРХИТЕКТОРЫ РУССКОГО МОДЕРНА
(серия «Великие архитекторы» (под ред. А.Барагамяна)

Неповторимые образцы архитектуры русского модерна были построены на рубеже XIX-XX веков. Одними из самых ярких и наиболее плодотворных авторов, представлявших архитектуру модерна в России, считаются известные московские архитекторы Ф.О. Шехтель и Л.Н. Кекушев.

Семья Шехтеля была из обрусевших немцев. Федор Осипович родился в Санкт-Петербурге, учился в Саратове, но всю жизнь проработал в Москве. Большое влияние на выбор профессии Шехтелем оказал известный создатель Третьяковской галереи, собиратель картин и предметов искусства П.М. Третьяков.

Первые самостоятельные постройки архитектора датируются концом 1880-х годов. Одно из первых зданий – собственный дом из красного кирпича в Ермолаевском переулке в Москве, запроектированный еще пока в неоготическом стиле. В 1890-е годы Ф.О. Шехтель – уже состоявшийся архитектор, имеющий дорогие заказы, постоянных солидных клиентов, собственную мастерскую и помощников.

Особняки новой буржуазии начала XX века – большая страница творческой биографии Шехтеля. По мнению богатых клиентов и автора, особняки фабрикантов и банкиров не должны были уступать дворцам и усадьбам аристократии ни по роскоши, ни по уровню комфорта. Наиболее известный из особняков Шехтеля – памятник архитектуры модерна, дом миллионера С.П. Рябушинского. Сегодня этот шедевр

архитектуры будучи хрестоматийным объектом из учебника по истории архитектуры, является местом паломничества москвичей и гостей столицы.

Собственный дом Ф.О. Шехтеля

Особняк С.П. Рябушинского

Всем своим дальнейшим творчеством Шехтелю удалось создать национально-романтический, русский вариант модерна. Еще один из его известнейших шедевров – здание Ярославского вокзала в Москве, построенного в 1904 году.

Ярославский вокзал

Задачей автора было пристроить к существующему зданию вокзала лицевую часть с залом ожидания. Но именно шехтелевский фасад фигурирует в панораме площади трех вокзалов, выделяясь необычным ярким силуэтом и нарядностью цветовой гаммы. Художественное убранство Ярославского вокзала считается одним из лучших примеров синтеза архитектуры, живописи, скульптуры и декоративного искусства. Оформление интерьеров вокзала констрастирует с внешним обликом здания. Сочная пластика фасадов

здесь сменяется простотой и строгой геометричностью пространств, отделки, мебели, неброской простотой колористических решений.

Имя Льва Николаевича Кекушева – «архитектора-энциклопедиста», как его называли современники, – занимает в истории архитектуры русского модерна одно из ключевых мест. До сих пор в Москве и ее окрестностях сохраняется более 50 его произведений – особняки, доходные дом, больницы, железнодорожные сооружения.

Л.Н. Кекушев родился и провел детство в Вильно (Вильнюсе). В 1888 году он закончил Институт гражданских инженеров в Санкт-Петербурге, а с конца 1890-х переехал работать в Москву. В Москве к Кекушеву быстро пришел успех: за пять лет начинающий архитектор превратился в одного из самых именитых зодчих, обремененных множеством престижных заказов. Поистине судьбоносной стала встреча Кекушева с Саввой Мамонтовым, самым успешным московским предпринимателем и меценатом. Итогом их совместной работы стал проект гостиницы «Метрополь». Этот объект передавал композиционное новаторство и традиционно подчеркивал насыщенный декор главного фасада здания.

Гостиница «Метрополь»

Большое место занимает в творчестве Кекушева проектирование и строительство особняков для знати. Но первый особняк Кекушев построил для себя, в нем уже проявились отчетливые черты московского модерна. Однако позднее это здание было продано, и по сегодняшний день оно известно, как «особняк О.А. Листа».

В оформлении фасадов особняков архитектор помимо традиционного огнеупорного боровичского кирпича и монолитного бетона использовал ценные строительные и отделочные материалы: полированный черный гранит, мореный дуб для оконных переплетов, мрамор, бронзу, медь. Для большинства особняков Кекушева характерно стремление наиболее полно выразить в экстерьере объемно-пространственную структуру сооружений. В оформлении интерьеров мастерски проявился талант архитектора как мастера дизайнерских деталей.

Особняк О.А. Листа

Особняк А.И. Кекушевой

Со временем во многих районах Москвы индивидуальная застройка начала уступать место более крупным жилым зданиям – доходным домам, жилищу для богатой и респектабельной публики. Эти дома сочетали в себе вычурный внешний облик, насыщенные архитектурными изысками и деталями интерьеры, удобные планировки и оснащенность техническими устройствами и всевозможными удобствами. Примером такого жилого дома служит доходный дом И.П. Исакова по ул. Пречистенка.

Доходный дом И.П. Исакова по ул. Пречистенка

Этот объект, являясь одним из самых известных московских построек в стиле модерн, до сих пор сохраняет свой неповторимый облик. Тонкая игра света и тени, изобретательно запроектированные вычурные детали, изящное кружево балконов и скульптурный декор в полной мере демонстрируют качественный «кекушевский» модерн.

2.10. REVISION (INFINITIVE CONSTRUCTIONS)

TEST

VARIANT 1

- **Give Russian equivalents of the sentences:**

1. For scientific development to be of benefit for man, scientists must occupy themselves with problems that have direct bearing on our lives.
2. Modern architects are known to borrow their techniques from the ancient architecture.
3. How the application of his discovery will affect man is sometimes rather hard for the scientist to foresee.
4. The author devoted a special chapter of his book to what may be expected to dominate the science scene in the near future.
5. The method of inductive reasoning known to be established by Bacon leads from observation to general laws.
6. His idea was fruitful enough for others to take it up and develop it further.
7. For an original idea to be a product of one man's genius is quite natural. But for an idea to be transformed into a product, many people's effort is required.
8. Some people say that engineering rather than architecture is likely to be the central ground of the scientific advance during the remainder of our century.
9. There appear no reasons for anybody to object to this style of research.
10. In the design of a steel structure it is first necessary to decide the type of floor to be used to carry the loading.
11. The size and type of building, the material available, and economic considerations will determine the type of structure to be adopted.
12. The Egyptians seem to have made some use of iron a number of centuries before our era.
13. Contemporary architecture calls for a more careful study to be made of facing materials.
14. Some civil engineers consider prefabrication to be the main factor in industrialized building.
15. As for the speed of construction the new method proved to be satisfactory.
16. The layout of the factory will depend largely on the type of product to be manufactured.
17. Marble is known to be used for facing concrete or brick.

VARIANT 2

- **Give Russian equivalents of the sentences:**

1. Water supply is likely to be interrupted by accidents.
2. Helicopters are likely to win an important place on inaccessible building and constructional sites.
3. Water is known to bring about the chemical changes, which transform the materials from a mixture of stones and fine cement powder to a hard and homogeneous mass of concrete.
4. The greatest advantage which plastics are expected to give the world is that they will make the people no longer depended upon nature for their materials.
5. In addition to the possibilities of design and texture, the laminate is claimed to have very high resistance to chemicals and any kind of staining.
6. Laminate is expected to be used for decorative and functional covering of surfaces in a wide range of industrial and domestic applications.
7. The great Pyramid of Khufu is estimated to weigh 5750000 tons.
8. Egyptian pyramids are judged to be the most extravagant buildings ever considered.
9. In a pile group the down drag force on an individual pile is likely to be smaller than on a single pile.
10. Few efforts appear to have been made previously to consider the down drag force within different piles in a group.
11. There are cities where geographical location requires elaborate systems of water supply, and to provide a satisfactory supply of water in these localities becomes a large engineering task.
12. He does not appear to be concerned with the problem
13. He was not expected to spoil the sample.
14. The apparatus is not likely to withstand such low temperature.
15. He is not believed to represent the majority.
16. The idea does not seem to be remarkably advanced.
17. The discussion is not claimed to cover the whole range of present day research.

U N I T 3

PART 1
URBAN PLANNING

PART 2
RESEARCH PAPER

3.1. GRAMMAR REVIEW

- **The gerund (герундий)**

Tense	**Active**	**Passive**
Indefinite	building	being built
Perfect	having built	having been built

Функция	**Пример**	**Перевод**
1. Подлежащее	1. ***Building*** is not allowed here.	1. ***Строительство*** здесь не разрешается.
2. Именная часть сказуемого	2. His hobby is ***drawing*** picture.	2. Его любимое занятие – ***рисовать*** картины.
3. Дополнение а) прямое	3a.The building needs ***repairing***.	3а. Здание нуждается в ***ремонте***.
б) предложное	3b. They spoke about ***using*** of a new engine.	3б. Они говорили об ***использовании*** нового механизма.
4. Определение	4. There are different ways of ***obtaining*** this mixture.	4.Существуют различные способы ***получения*** этой смеси.
5. Обстоятельство	5. After ***receiving*** good results they stopped experiments.	5. ***Получив*** (после того как получили) хорошие результаты, они прекратили эксперименты.

- **Find the Gerund and define its meaning:**

1. Brick offered them the possibility of combining the most complicated patterns with lavishly contoured forms.
2. We are interested in restoring the old buildings in Russia.

3. They insisted on being sent the results of brick construction.
4. Living in a brick house was associated not only with comfort, but also with prestige.
5. The architects solved the problem of maximizing the use of space by alternating the red bands of brickwork with bands of glass verandas.
6. We thank you for sending us your project.
7. Some time was lost because of necessary preparing for construction.
8. We inform you of the restoration being successfully done.

- **Translate into Russian.**
  Define the Gerund and the Verbal nouns:

1. I'm fond of reading books about architecture. Reading always has been a pleasure for me.
2. The job of the engineer is making things, or if you like, imposing an idea or form on material.
3. His being invited to take part in this project is natural.
4. Architects sharpen their skills by participating in competitions.
5. He took part in the sittings of the committee.
6. The facade is unusual in having round towers.
7. This project passed through many stages before being realizes.
8. Optimizing choices in building community was the theme of a national symposium.

- **Answer the questions using the notes in brackets:**

Example:
Mike: Is your crane working now? (they / not / finish / repair / it).
You: No, they haven't finished repairing it yet.

1. Laura: Have you done the formwork? (I / give up / try)
   You: No, ……. .

2. Daniel: There's story here in the paper about a 3000-year-old building. (I / can / not / imagine / be)
   You: Good Lord …… so old.

3. Tom: Do you like Russian architecture? (I / enjoy / watch / it / on TV)
   You: Well, …….. .

4. Rachel: Whose idea was in to invite all these craftsmen? (suggest / have / a meeting)
   You: I'm not sure. Someone …….. .

- **Put in the verbs with these prepositions: for, in, like, of, on.**

Sophie: Where's that little stamp of yours?
Claire: Oh, it got broken. Henry knocked it off the table. Unfortunately he hasn't succeeded in getting (get) it to work again.

Sophie: Oh, what a pity.
Claire: It was only a cheap thing. In fact I'd been thinking … (buy) a new one. But Henry not only apologized … (break) it, he insisted … (buy) me a much nicer one. It's in the dining-room.
Sophie: Henry is such a gentleman.
Claire: He didn't really need to buy me one, but I didn't feel … (argue).

- **Comment on these situations.**
  Join each pair of sentences using a preposition and an ing-form:

***Model*:**
The contractor prevented the accidence on the site. It didn't take place.
The contractor prevented the accidence from taking place.

1. Laura blamed Trevor. He forgot the plan for construction.
2. The architects succeeded. They designed a beautiful building.
3. The customers complained. They didn't receive the goods.
4. Emma has accused Matthew. She says Matthew broke his contract obligations.
5. Melanie is insisting. She's going to prepare this drawing for David.
6. A new traffic scheme has stopped cars. They can't go into office in time.
7. Everyone congratulated Claude. He won the project competition.

- **Complete Emma's letter to her friend Kristy.**
  Put in a preposition and an ing-form:

1. Thank you for inviting (invite) me to come and see you next month. I'm already excited … (see) you again.
2. You must be very pleased … (get) the job you wanted. Congratulations. Personally, I wouldn't be keen … (travel) forty miles to work.
3. I apologize … (not write) sooner, but a week in bed with flu has prevented me … (do) anything. I haven't even felt … (write) letters until today. I must be getting better because I'm starting to feel bored … (do) nothing. I'm thinking … (go) back to work tomorrow.

- **Underline the Gerund:**

1. One of the ways of enhancing the beauty of architecture is by determining the quantity and quality of the architectural elements and their combinations.
2. I don't mind going to the construction site on Sunday.
3. «Do you mind my borrowing your engine»? asked he.
4. «Is this new project worth seeing»? «Certainly, it is», she answered.
5. «What is Mr. Smith doing»? «He is busy reading the contract».
6. What are his reasons for refusing this plan?
7. His coming late surprised everybody in the office.

- **Put the verbs in brackets in the correct form:**

1. Do you mind … (travel) such a long way to work?
2. Ann loves … (paint) but she hates … (draw).
3. I tried to be serious but I couldn't … (laugh).
4. You can improve your professional skill by … (do) a lot of reading.
5. Tom left without … (finish) his work on the site.
6. She ran five miles without … (stop).
7. They got into the house by … (break) a kitchen window and climbing in.
8. It's nice to go on holiday without … (have) to worry about money.

- **Choose the prepositions given in brackets (in, of, for, to, like, on):**

1. The role of the architect was merely confined … decorating the building's facades.
2. The architect's functions now extend into town planning and work activities that need buildings.
3. He insisted … buying me a new engine.
4. I'm looking forward … meeting this famous Russian architect.
5. Has he succeeded … finding a job yet?
6. The subcontractor apologized … keeping me waiting.
7. I'm thinking … buying a flat in a skyscraper.

3.2. READING

- **Read and translate the text.**

TEXT A

THE MEANING OF CITY

(abridged from «Urban forms for contemporary cities» by Carlo Berizzi)

«Architecture is the will of on epoch translated into space»
Ludwig Mies Van Der Rohe

Nowadays in architecture the word «City» has lost its traditional meaning because of many factors.

- The impossibility to identity the city with his citizens, historically typical in the European cities, as a result of the globalization process and the rapid changes at social dynamics. In the past the term «city» was strictly connected with the people that lived inside, and expressed too the character of the citizens through architecture as a unique subject.

- The difficulty to define the limits of the city extension, one time clearly expressed by walls that divided the different situation of the inner city and the outside with his land use for agricultural uses. Today many theories consider the territory as a unique element and the concept

of «City» is substituted by words as «Landscape» or «Territory». This condition allows agricultural and urban systems to live together in different way.

- The need to make the infrastructural system more efficient, to allow people to move easily and quickly in large areas has transformed the way to perceive, making everything present in the same urban scene with the some effect of a crazy remote control of a TV. Public spaces are still not considered to connect dynamically the different pan of the city but are considered local static part of a specific part.

- The use of the term «city» is used to identify urban areas from 5-10 thousands to 15-20 millions of inhabitants, making city a generic term without a unique and clear meaning. The increasingly complexity of land development dynamics, the increasing number of actors involved in the transformation process, as political or economical subjects, and the use of application models offered by urban planners and sociologists have substituted in most of his competences the architect that now cannot control the strategies of urban development. Only urban shape still remains a specific element of the architectural discipline for the urban problems. The need of form in architecture responds to the specific needs of man to recognize places, find orientation, define relationship between artifacts and landscape, give expressions and meanings in terms of identity and collective memory to a place, and other issues relating to linguistic and formal meanings of architecture.

Form includes in its definition of the two Greek words meaning «Morté» and «Eidos» referring to the visible forms and abstract ones, created by the mind. Depending on the scale of the project, the urban form could assume one or both the meanings. If we consider the need to recognize the places and orientation, we can say that increasing the scale of the project should aim at simplifying the architecture to give an uniform character to the whole (once was the character of the city and of the community) while the smaller scale was of the complexity; for example this was expressed with the relationship between the system of walls and gates of historic cities and the system of path and open spaces included in the fronts with their high levels of complexity.

The large scale of the city is perceived, as in Lynch's theory, through the systems of mobility, where the infrastructure is the main element and architecture acts in formal terms as an element in the landscape. In the scale of the city the form which we refer is the abstract one, provided by the infrastructural system and some singular elements that we need to orient ourselves. This kind of form is related to abstract figures as a ring road with its gates that refer to other places, or an urban grid or the underground lines. It is a conceptual form that allows our brain to elaborate the whole system.

The need of self-determination of each architecture makes the role of open spaces strategic to give meaning and to uniform the site.

The figures that characterize the infrastructure, as roads, nodes, or parking, must assume the character of identity that can only be expressed informal way, allowing even different uses and perceptions. It's the opposite situation that characterized open spaces and architecture in the historical city, where public space is three-dimensional, like an indoor environment where the walls are represented by two-dimensional facades from buildings.

Today the three-dimensional perception of architecture transforms the public area as two-dimensional plane, no more free and empty of meaning as in the modernist theory, but a plan equipped as an independent urban space, with proper form, as a starting condition for the architectural forms: a new morphological surface. In the morphological surface, architecture is free to impose its presence, to create relationships with other architectures.

Maybe this discounting of the utopia of the XX century filtered by the real estate conditions, is the only possibility to allow the definition of the contemporary urban shape.

VOCABULARY

to assume – принимать
complexity – сложность
to discount – (зд.) не принимать всерьез
to elaborate – тщательно разрабатывать
extension – развитие, расширение
generic – заурядный
grid – решетка
to impose – помещать, (здесь) навязать
landscape – ландшафт
node – центр пересечения
to perceive – воспринимать
perception – восприятие
proper – соответствующий
real estate – недвижимость
to remain – оставаться
remote control – дистанционное управление
ring road – кольцевая дорога
self-determination – самоопределение
to substitute – заменять
urban planning – городское планирование

3.3. EXERCISES

- **Insert English words instead of Russian ones.**

1. It is difficult to define the limits of the city (развитие).
2. The concept of «City» is (заменять) by words as «Landscape» or «Territory».
3. The term «city» is used as a (заурядный) one without a unique and clear meaning.
4. The increasingly (сложность) of land development dynamics, the increasing number of actors involved in the transformation process have substituted in most of his competences the architect.
5. Urban shape still (оставаться) a specific element of the architectural discipline for the urban problems.
6. The large scale of the city (восприниматься), through the systems of mobility.
7. It is a conceptual form that allows our brain (разрабатывать) the whole system.
8. The need of (самоопределение) of each architecture makes the role of open spaces strategic to give meaning and to uniform the site.

- **Replace the words in bold (A) by their contextual synonyms (B).**

A.

1. The word «City» has lost its traditional **meaning** because of many factors.
2. The term city was strictly **connected** with the people that lived **inside.**
3. Many theories **consider** the territory as a unique element.

4. The need of form in architecture responds to the specific **needs** of man to recognize places.
5. **Form** includes in its definition of the two Greek words meaning «Morté» and «Eidos» referring to the **visible** forms and abstract ones, created by the mind.
6. Walls are represented by two-dimensional **facades** from buildings.

B.

front elevations, visual, shape, requirements, regard, internally, linked, sense.

- **Using the vocabulary.**

Give English equivalents to the following:

ландшафтный дизайн, заурядный термин, расширение границ города, свернуть на кольцевую дорогу, стальная решетка, разработанный проект, процесс восприятия, сложность строения, оценка недвижимости, самоопределение личности, оставаться проблемой; видимые формы.

Give Russian equivalents to the following:

complexity of land development dynamics, the need of self-determination, to uniform the site, the way to perceive, the city extension, to identify urban areas, to remain a specific element, to elaborate the whole system, different perceptions, an indoor environment, proper form, to impose its presence, the discounting of the utopia.

- **Comprehension**

Are the following statements concerning the Text A true or false?

		True	**False**
1.	Nowadays in architecture the word «City» keeps its traditional meaning.		
2.	The impossibility to identity the city with his citizens is a result of the rapid changes at social dynamics.		
3.	Today many theories consider the territory as a unique element.		
4.	It is easy to define the limits of the city extension.		
5.	The term «city» is used to identify urban areas from 5-10 thousands to 15-20 millions of inhabitants.		
6.	In the past the term «city» was strictly connected with the people that lived outside.		
7.	The term «city» expressed the character of the citizens through architecture as a unique subject.		
8.	Public spaces are considered local static part of a specific part.		

- **Match the questions on the left with the appropriate short answers on the right:**

1. Is there the need to make the infrastructural system more efficient nowdays?	Yes, it is.
2. Is the concept of «City» substituted by words as «Landscape» or «Territory»?	Yes, there is.
3. Are public spaces still considered to connect dynamically the different plan of the city?	No, it isn't.
4. Is the superstructure the main element of the systems of mobility?	Yes, they are.
5. Does the urban form depend on the scale of the project?	No, it doesn't
6. Does form include two Roman words in its definition?	Yes, it does.

3.4. READING

- **Read the text.**

TEXT B

A NEW STRATEGY OF SUSTAINABLE NEIGHBOURHOOD PLANNING: FIVE PRINCIPLES

(abridged from «Urban forms for contemporary cities» by Carlo Berizzi)

UN-Habitat supports countries to develop urban planning methods and systems to address current urbanization challenges such as population growth, urban sprawl[1], poverty, inequality, pollution, congestion, as well as urban biodiversity, urban mobility and energy.

In recent decades, the landscape of cities has changed significantly because of rapid urban population growth. A major feature of fast growing cities is urban sprawl, which drives the occupation of large areas of land and is usually accompanied by many serious problems including inefficient land use, high car dependency, low density and high segregation of uses. Coupled with land use speculation, current models of city growth result in fragmented and inefficient urban space where urban advantage and city concept are lost.

Cities of the future should build a different type of urban structure and space, where city life thrives and the most common problems of current urbanization are addressed. UN-Habitat proposes an approach that summarizes and refines existing sustainable urban planning theories to help build a new and sustainable relationship between urban dwellers and urban space, and to increase the value of urban land. This approach is based on 5 principles that support the 3 key features of sustainable neighbourhoods and cities: compact, integrated, connected.

The five principles are:

1. Adequate space for streets and an efficient street network. The street network should occupy at least 30 per cent of the land and at least 18 km of street length per km^2.

2. High density. At least 15000 people per km^2, that is 150 people/ha or 61 people/acre.

3. Mixed land-use. At least 40 per cent of floor space should be allocated for economic use in any neighbourhood.

4. Social mix. The availability of houses in different price ranges and tenures in any given neighbourhood to accommodate different incomes; 20 to 50 per cent of the residential floor area should be for low cost housing; and each tenure type should be not more than 50 per cent of the total.

5. Limited land-use specialization. This is to limit single function blocks or neighbourhoods; single function blocks should cover less than 10 per cent of any neighbourhood.

Objectives of the Five Principles:

In supporting sustainable neighbourhoods, the Five Principles seek to:

1. Promote high density urban growth, alleviate urban sprawl and maximize land efficiency.

2. Promote sustainable, diversified, socially equal and thriving communities in economically viable ways.

3. Encourage walkable neighbourhoods and reduce car dependency.

4. Optimize use of land and provide an interconnected network of streets which facilitate safe, efficient and pleasant walking, cycling and driving.

5. Foster local employment, local production and local consumption.

6. Provide a variety of lot sizes and housing types to cater for the diverse housing needs of the community, at densities which can ultimately support the provision of local services.

Key features of sustainable neighbourhoods.

The Five Principles promoted by UN-Habitat are meant to foster sustainable urban development by creating livable and efficient neighbourhoods. Sustainable cities are prosperous, convenient, livable, and safe. A sustainable city would possess the following key features, which the Five Principles contribute to:

1. **A vibrant street life:** supporting and promoting street life by enabling a variety of activities, conducive frontage and street width, and reducing the presence and role of private transport. The Five Principles encourage high density and mixed land use which boost a lively street life. A high population density generates sufficient industrial and commercial service demand while mixed land use provides adequate manufacturing and service space. Cities consistent with the Five Principles are able to link demand with supply and thus stimulate a prosperous city street life which satisfies people's material and spiritual needs and creates a safe and vibrant city life. This is a key feature of sustainable cities.

2. **Walkability:** promoting walkability as a key measure to bring people into the public space, reduce congestion and boost local economy and interactions. A vibrant street life encourages people to walk or cycle around, while a rational street network enables necessary city administrative services to be offered within walking or cycling distance and ensures security. High density, mixed land use and a social mix make proximity to work, home and services possible. Walkability helps to reduce automobile reliance and thus alleviate relevant congestion, air pollution and resource depletion issues. It is healthier to «walk more and drive less»! Pedestrians add an incredible amount of vibrancy to city life.

3. **Affordability:** supporting affordability of transactions and economic activities, as well as of services and housing, by promoting proximity and reducing costs and building services for a diverse group of users. Proximity, brought about by applying the Five Principles, helps to reduce wastage of time and resources and thus brings down general service costs. Furthermore, the social mix principle tries to promote a rational distribution of urban public resources and provides adequate housing for different revenue groups through city planning regulations – ensuring social equity and promoting economic efficiency. An affordable and accommodating city is a core feature of a sustainable city.

- -

Notes to the text:

[1]**urban sprawl** – рост городов за счет сельской местности

[2]**walkability –** свобода передвижения пешком по городу

VOCABULARY

to accommodate – размещать
affordability – доступность, экономичность
to alleviate – ослаблять
biodiversity – биологическое разнообразие
to boost – поддерживать
to cater – предоставлять услуги
congestion – дорожная пробка
consumption – потребление
depletion – уменьшение, истощение
to diversify – разносторонне развиваться
dweller – житель
to foster – содействовать развитию
income – доход
inequality – неравенство
lot – земельный участок
neighbourhood – район, микрорайон
proximity – сближение
reliance – зависимость
revenue – доход
segregation – расслоение
speculation – рассуждение
sustainable – экоэффективный
tenure – собственность
to thrive – процветать

3.5. EXERCISES

- **Choose words above to put into the sentences below.**

1. This approach helps to build a new and sustainable relationship between urban … and urban space, and to increase the value of urban land.
2. There are 3 key features of … neighbourhoods and cities: compact, integrated, connected.
3. Five Principles encourage high density and mixed land use which … a lively street life.
4. Promoting walkability is a key measure to reduce … .
5. An … and accommodating city is a core feature of a sustainable city.
6. Cities of the future should build a different type of urban structure where city life … .

- **Arrange the following words in pairs of synonyms:**

revenue, lot, tenure, to boost, congestion, dependency, to thrive, property, to alleviate, dweller, to place, income, jam, neighbourhood, reliance, citizen, to accommodate, region, to diversify, affordability, to support, economy, to develop, plot, speculation, to flourish, argument, to weaken.

- **Give the opposites:**

1. inequality –
2. income –
3. to alleviate –
4. reliance –
5. depletion –
6. complexity –
7. rapid –
8. efficient –
9. urban –
10. advantage –
11. availability –
12. affordability –

- **Match the following words with their definitions.**

income	present and ready for use
tenure	the act of consuming, as by use, decay, or destruction
available	an area of land that has a particular quality or appearance
consumption	the holding or possessing of anything
landscape	a process or system that makes it possible to control something from distance by using electronic signals
remote control	money that is earned from work, investments, business, etc.

- **Read the famous quotations and discuss them.**

1. *«The city is not concrete jungle. It is the human zoo».*
(D. Morris)

2. «*A city isn't so unlike a person. They both have the marks to show they have many stories to tell. They see many faces. They tear thing down and make new again».*
(Rasmenia Massoud)

3. «*For those who lost, there will always be cities that feel like home».*
(Simon Van Booy)

4. «*Neighborhood is a word that has come to sound like a Valentine. As a sentimental concept, «neighborhood» is harmful to city planning. It leads to attempts at warping city life into imitations of town or suburban life. Sentimentality plays with sweet intentions in place of good sence».*
(Jane Jobes)

- **Find the correct definition for the each term**.

1.	observation	a)	a formal set of ideas that is intended to explain why smth happens or exists
2.	induction	b)	the process of using information or finding the answer to the problem
3.	deduction	c)	a method of discovering general rules and principles from particular facts and examples
4.	analysis	d)	an idea or explanation of smth that is based on a few known facts but has not yet been proved to be true or correct
5.	synthesis	e)	the act of watch smth carefully for a period of time, esp. to learn smth
6.	hypothesis	f)	the detailed study or examination of smth in order to understand more about it
7.	experiment	g)	the act of combining separate ideas, beliefs, styles; a mixture or combination of them
8.	theory	h)	a scientific test that is done in order to study what happens and to gain new knowledge

3.6. SCIENTIFIC VOCABULARY

RESEARCH PAPER

1. Presenting the topic of your research:

n.: study, investigation, research, paper;
v.: to deal with, to be devoted (to), to study, to investigate, to undertake, to examine;
adj.: detailed, thorough, extensive, comprehensive, preliminary, brief;
adv.: in detail, thoroughly, carefully, accurately.
The paper deals with… .
The study is devoted to… .
The investigation studies … .
The research of … is dealt with in the paper.
An extensive study of the problem of… has been undertaken in the paper.
A comprehensive analysis of … has been presented in the research.
The case of … has been thoroughly studied in the research.
The investigation deals with … .
… are dealt with in detail in the present research.

2. Defining the purpose of the research:

n.: aim, purpose, task;
v.: to determine, to reveal, to establish, to describe, to provide, to present, to be designed (for) …, to be intended…, to be aimed (at) … ;
adj.: main, chief, primary, principal;
conj.: in order, so that.
The aim of the study is to determine the value … .
The research is aimed at revealing the ways of … .
The main purpose of the paper is to establish the regularities in … / the difference in … .
The investigation is designed to simplify the procedure of … .
The chief task of the research is to reveal the causes of… / the essence of … .
The research is intended for eliminating ambiguity … / undesirable effect … .
The research is aimed at providing evidence for … / new facts in support of … .
The aim of the investigation is to present systematic description of … .

3. Explaining the topicality and novelty of the research:

n.: topicality, novelty, advantage, merit, comparison (of … with), innovation;
v.: present, offer, combine, compose, resemble;
adj.: fundamental, chief, main, essential, obvious, certain, ordinary, standard, former, previous, expected, analogous (to), similar (to), identical (with);
adv.: formerly, previously, usually, commonly (used).

We offer a fundamentally new approach … .
The essential merit of our work is … .
The approach is not similar to that previously used … .
The novelty of the research can be seen … .
The research compares favorably with … .
Explanation is offered for … .
Since previous works suffered from considerable limitations … .
We tried to interpret the phenomenon of … .
We intended to overcome the difficulty of … .
Advantages and limitations of … are discussed for the first time … .
In contrast to identical works in the field of … our understanding provides … .
As opposed to commonly recognized classification … .
Unlike commonly recognized definition of … .

4. Describing <u>methods</u> applied:

n.: method, technique, approach, procedure;
v.: apply, present, follow, employ, use, allow, permit;
adj.: general, main, additional, modern, appropriate, reliable, effective, improved, promising, adequate, up-to-date, conventional, unconventional.
Modern methods of scientific analysis have been applied … .
Unconventional approach to … has been presented in the paper.
Appropriate technique has been used … .
Reliable methods of analyzing facts of … .
The comparative method is useful in … .
Methods of empirical and systematic analysis were used … .
The approach is especially helpful when … .
The approach is more flexible and permits … .
The methods of synchronic and diachronic analysis used in the study allow/ permit … .
The technique is best suited in evaluating … .
Comparison is made of the method generally adopted with that used in the investigation.
We have applied an alternative method which … .

5. Describing your <u>findings:</u>

n.: theory, hypothesis, correlation, discrepancy, assumption, findings, data, evidence, viewpoint, model, function, basis, dependence, influence, effect, interrelations;
v.: assume, present, provide, report, check, produce, verify, extend (to), find, establish, generate, produce, reveal;
adj.: primary, simple, complicated, accurate, satisfactory, certain, preliminary, convincing, contradictory, ambiguous, similar, general, complete, full, variable;
adv.: especially, particularly, specially.
It was found that … .

The data obtained enables us to determine the nature of … .
Our findings provide evidence for … .
Our findings make possible the application of … .
An analysis of … indicated that …, which made is possible … .
The principal advantage of the approach based on … .
Of special importance for … is … .
Of particular value for … is … .
The present observation supports the viewpoint … .
Obviously, it's due to the fact that … .
The influence of … on … has been revealed.
Little dependence of … on … has been observed.
This phenomenon is closely connected with … .
The validity of the assumption was questioned … .
The study has revealed a better understanding of … based on … .
These discrepancies are caused by … .
The findings are in agreement with … .
Certain correlation between … and … has been established.
From the analysis of the data it was determined that … .

6. Recommendations for further application and research:

n.: application, use;
v.: apply, use, suit, fit, enable, employ, permit, allow, serve;
adj.: helpful, applicable, wide, promising, limited, possible.
The findings may find practical application in … .
The present investigation enables as … .
This approach is applicable to … .
The method can be used in the studies on … .
The approach is best suited for the investigation of … .
The findings are especially helpful when … .
Another method of treating … is recommended.
The approach will make it possible to … .
Our observations can be particularly efficient when investigating … / for the study of … .
We make a suggestion as to how … .
… can be used (can be of use) if we study … .
… can be helpful to determine … .
It is suggested that … should be.

7. Reporting on the results of your research, drawing conclusions:

n.: result, conclusion, viewpoint, opinion, assumption, correctness, proof, evidence;
v.: obtain, present, provide, report, check, collect, summarize, sum up, find, extend (to), state, confirm;

adj.: final, certain, complicated, convincing, satisfactory.

It has been shown that … .

It's concluded that … .

The results obtained show/confirm/indicate … /… made it possible to conclude / to draw a conclusion that … .

Thus, it may be stated that … .

Therefore we came to a conclusion that … .

The above said led us to a conclusion … .

As a consequence, a conclusion is made … .

Results from experiments prove … .

These factors are shown to be irrelevant to … .

… were described with particular emphasis on … .

New data on … were obtained.

As a result of the investigation it was observed … .

As a result of the study some practical recommendations can be given.

The results indicate that additional work is needed to improve … .

We reported our results at … .

3.7. SPEAKING

- **The final aim of post-graduates studies is submission of the dissertation for hearing at the session of the Academic Council. On the eve of the defense procedure abstract of the thesis is to be issued, it being a digest of the research made. In the abstract a researcher is to present certain scientific points since abstracts are designed in accordance with the established pattern. Thus, you should be able to state the purpose of your investigation, define its subject, object, describe the methods applied, to ground its topicality and novelty, underline the results obtained, state your personal findings, the practical value and possibilities for further research and application.**

- **Speak on your research paper dwelling upon the following issues.**

– composition of the dissertation;

– problems discussed in the introductory part;

– topicality and novelty of your research;

– methods of scientific analysis applied;

– your findings (anticipated results);

– assessment of the results obtained;

– practical application;

– possibility for further research;

– your reports, articles on the problem under research.

- **Complete the sentences supplying them with information on your own research activities.**

1. The present paper deals with … .
2. The research is aimed at … .
3. An attempt has been made … .
4. We have applied the method of … .
5. The method has been applied together with … .
6. Some features of the phenomenon have been described with the help of … .
7. We wanted to have a full view of … .
8. It's argued that … .
9. The paper abounds in … .
10. On the basis of the comparison made … .
11. Interdependence between … has been revealed.
12. Research into … provides an answer to the question … .
13. The research provides the answers to a multitude of questions facing … and gives us the tools which … .
14. The main provisions of the research have been reported at … .
15. Some disputable issues have been discussed in … .
16. The reliability of the results obtained can be verified … .
17. The results of the investigation have been reflected in the form.

3.8. TRANSLATING

- **Summarizing translation can be helpful for you while composing the topic «My work on the dissertation».**

1. К концу срока обучения в аспирантуре аспирант должен представить текст своего диссертационного исследования для обсуждения на одном из заседаний кафедры.
2. После обсуждения на кафедре, внесения необходимых изменений и исправлений работа получает рекомендацию к защите.
3. Диссертация предоставляется для рассмотрения членами соответствующего Ученого совета и заслушивается на одном из его заседаний.
4. На защите претендент кратко излагает основные положения диссертации, цели исследования, обосновывает его актуальность и новизну, полученные результаты и возможности практического применения.
5. Все выносимые на защиту положения должны быть отражены в автореферате диссертации, который в сжатой форме представляет проделанное диссертационное исследование и рассылается за месяц до защиты.
6. После доклада соискателя выступают официальные оппоненты с критическим анализом проделанной аспирантом работы.
7. Если у присутствующих есть желание выступить, они вправе это сделать.
8. Соискатель обязан ответить на все поступившие в устной или письменной форме вопросы.

9. Ход заседания записывается, с тем чтобы позднее была возможность приобщить стенограмму заседания к документам по его защите.
10. Наконец, после соблюдения всей процедуры защиты, проходит тайное голосование членов Ученого совета относительно присуждения претенденту ученого звания кандидата наук.

- **Translate the text from Russian into English using the dictionary.**

TEXT C

ГРАДОСТРОИТЕЛЬНЫЙ ОБЩЕСТВЕННЫЙ КОМПЛЕКС

(фрагмент учебного пособия «Архитектурное проектирование градостроительного общественного комплекса)

Крупный градостроительный общественный комплекс как объект проектирования является сложным многофункциональным организмом. Он предназначен для осуществления самых различных видов городской общественной деятельности в едином пространстве.

Общественные комплексы подразделяются на следующие типы:

- деловые;
- развлекательные;
- обслуживающие;
- зрелищные;
- торговые;
- учебные;
- спортивные и другие.

Принципы проектирования объемно-планировочной организации комплекса основаны на взаимосвязи и взаимном дополнении процессов, протекающих в отдельных функциональных элементах комплекса. При этом в случае необходимости отдельные элементы могут быть изолированы и существовать в режиме самостоятельного функционирования.

Общественный комплекс является распространенным архитектурно-градостроительным ансамблем. Это один из самых ответственных и важных городских объектов. При формировании эстетически полноценной городской среды на него возлагается задача пространственно-композиционной доминанты.

Сочетание функциональной сложности общественного комплекса с ответственностью его градостроительной роли делает его одним из самых сложных объектов проектирования. Архитектору приходится решать целый ряд функциональных, эстетических и конструктивных задач как на общем градостроительном уровне, так и на уровне отдельного здания и его элемента.

Разработка проекта градостроительного общественного комплекса студентами предполагается на 5 курсе обучения, так как только на этом этапе обеспечивается теоретическими знаниями и навыками проектирования, приобретенными на лекциях и практических занятиях по профессиональным дисциплинам.

Обучение проектированию начинается с малого: с разработки отдельных архитектурных элементов (наличник окна, портал входа, балкон и пр.), с разработки предметной среды города или поселка (монумента, остановки общественного транспорта, беседки или мостика), с разработки фрагмента городской среды (детской игровой площадки, зоны отдыха в парке, фрагмента городской рекреации).

Далее обучение проектированию продолжается разработкой общественных зданий с последовательным усложнением функционально-планировочных и архитектурно-конструктивных задач: 1-2 этажные здания, предназначенные для несложных функциональных процессов, с мелкоячеистой объемно-планировочной структурой и площадью не более 200 кв. метров (небольшой объект торговли, объект питания, объект бытового обслуживания, объект развлечения и пр.).

На старших курсах образовательного процесса проектирование связано с разработкой 2-4-х этажных зданий, предназначенных для усложненного функционального процесса, в объемно-пространственной структуре которых имеется крупногабаритное помещение с пролетом не менее 18 метров, требующее безопорного перекрытия (торговое здание с выставочным или демонстрационным залом, объект развлечения или досуга с игровым или зрелищным залом, объект спорта), крупное общественное здание (банк, офис, театр, дворец спорта, ресторан).

Выполнение проекта на тему «Общественный комплекс» является завершающим этапом обучения проектированию, обобщающим все приобретенные знания за время последовательного выполнения вышеперечисленных проектов.

Проектируемый общественный комплекс следует рассматривать как самостоятельный архитектурный ансамбль, имеющий законченную целостную пространственно-планировочную композицию. Однако, такой комплекс, проектируемый в урбанизированной городской среде, связан с нею множеством связей, влияющих на содержание и облик комплекса и в значительной мере определяющих их. Исходя из этого целью учебного проекта является формирование архитектурного ансамбля общественного комплекса в качестве фрагмента урбанизированной городской среды.

Для достижения этой цели должны быть решены следующие задачи проекта:

- определение общих параметров общественного комплекса, соответствующих месту его проектирования;

- поиск индивидуальной и выразительной образной идеи формирования общественного комплекса с использованием художественно-композиционного строя архитектурных форм;

- решение объемно-пространственных задач при проектировании общественного комплекса с учетом потребностей и особенностей функционально-технологических процессов с максимальным использованием возможностей конструктивных и инженерных систем;

- разработка проекта в соответствии с идеей формирования общественного комплекса градостроительным требованиям к месту его проектирования.

Далее приводится содержание комплекса элементов проекта градостроительного общественного комплекса, включающего в себя ситуационный план, схемы анализа территории, генплан, план-генплан, разрезы, развертки и панорамы комплекса.

Ситуационный план – это схематичная карта города (части городской территории) с указанием места проектируемого комплекса. На схематичной карте должны быть изображены основные транспортные и пешеходные коммуникации, характеризующие доступность проектируемого объекта, должна быть дана функциональная характеристика зоны расположения объекта, характеристика этажности зоны расположения.

В случае расположения проектируемого объекта в зоне регулируемых ограничений (охранных зонах памятников природы, архитектуры) на схематичной карте графическим языком (цветом, штриховкой) должны быть изображены требования по ограничению (функционального использования, этажности, морфологических характеристик).

При необходимости на ситуационном плане указываются главные композиционные связи в зоне расположения проектируемого объекта. В целом, в масштабе ситуационного плана вскрываются самые важные общегородские требования к проектируемому объекту.

Анализы территории проектирования выполняются на геологической подоснове территории в заданных границах.

На схеме функционального анализа территории изображаются и выделяются цветом или штриховкой существующие функциональные зоны (общественная, жилая, производственно-обслуживающая и другие), или отдельные функциональные объекты, выявляется этажность зон или отдельных сооружений застройки, а также ее культурно-историческая или архитектурно-художественная ценность. Обозначаются сохраняемая и подлежащая сносу застройка. Кроме этого, результаты анализа излагаются в виде текста.

На схеме анализа транспортных и пешеходных коммуникаций на территории, отводимой под проектируемый комплекс, обозначаются трассы дорог и интенсивность движения на них транспорта и людей. Обозначаются трассы, проходящие по самой территории, а также по примыкающим территориям. Выделяются места слияния первых и вторых трасс. Указываются существующие остановки городского пассажирского транспорта, пешеходные переходы, автостоянки и их связи с основными общегородскими транспортными и пешеходными коммуникациями. Результаты анализа транспорта и пешеходных коммуникаций также излагаются в виде текста.

На схеме анализа системы озеленения и благоустройства проектируемой территории выявляются крупные и мелкие зеленые зоны, характеризующие в целом анализируемую территорию. При наличии на территории проектирования отдельной высокоствольной зелени на схеме указываются места и виды деревьев. При наличии значительных по площади озелененных территорий выполняется отдельная схема существующего озеленения. Результаты анализа также излагаются в текстовой форме.

Генеральный план является одним из основных чертежей проекта, раскрывающих авторский замысел функционального, объемно-пространственного и пространственно-планировочного решения общественного комплекса. На чертеже генплана показываются:

- застройка территории комплекса (вид сверху);

- автотранспортные съезды с городских улиц и заезды на территорию комплекса, подъезды к каждому сооружению комплекса и паркингу; в случаях решения автостоянок на подземном или надземном уровнях показываются съезды или въезды на эти уровни;

- пешеходные тротуары, аллеи, площадки, дорожки;

- благоустройство и озеленение территории комплекса;

- линии разрезов.

Генплан сопровождается экспликацией сооружений комплекса и технико-экономическими показателями.

План-генплан общественного комплекса, в отличие от генплана, проектируется в более крупном масштабе. План-генплан представляет собой изображение застройки территории комплекса с разработкой планировочного решения каждого сооружения комплекса на уровне 1-го этажа. При этом полностью раскрываются как функционально-планировочное решение объекта в целом, так и взаимосвязи между отдельными зданиями комплекса. На чертеже плана-генплана показываются главные и второстепенные входы в здания и крыльца к ним. Чертеж плана-генплана сопровождается экспликацией помещений каждого из проектируемых в комплексе объектов.

Разрезы проектируемой территории характеризуют рельеф поверхности территории и иллюстрируют связи между отдельными сооружениями комплекса на надземных и подземных уровнях. На чертеже разреза показываются:

- линия разреза поверхности земли с расстановкой отметок;

- разрезы сооружений или их частей с расстановкой отметок, попадающие под линию разреза, указанную на чертеже генплана;

- изображения сооружений комплекса, видимых с линии разреза.

Развертки комплекса выполняются по главной городской улице, частью которой он является. На чертеже развертки показываются:

- фасады сооружений комплекса, формирующие фронт застройки главной улицы, и фасады сооружений комплекса, отстоящих от фронта застройки, но видимых с главной улицы;

- фасады соседствующих с комплексом сооружений;

- силуэты сооружений дальнего плана, расположенных по фронту развертки.

Панорама. В случаях решения архитектурного ансамбля общественного комплекса в качестве активной вертикальной доминанты возникает необходимость в доказательствах приемлемости этого решения. Для этого разрабатывается панорама городской застройки с встроенным в нее изображением архитектурного решения комплекса. При необходимости панорама дополняется видовыми кадрами городской застройки.

APPENDIX «A»: ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

THEME № 1 / ИНФИНИТИВ (THE INFINITIVE)

- **Инфинитив** (the Infinitive) произошел от отглагольного существительного (the Verbal Noun). Как неличная форма глагола, близкая к существительному, инфинитив выполняет в предложении все те синтаксические функции, которые выполняет существительное, а именно: подлежащего, дополнения, обстоятельства, определения, части составного именного и простого сказуемого и, кроме того, части сложного составного сказуемого. В английском языке имеется шесть форм инфинитива, которые соответствуют четырем группам времен, два из которых имеют форму страдательного залога (для переходных глаголов).

- **Способы перевода инфинитива в различных функциях:**

1. ***Инфинитив в функции подлежащего*** переводится *русским инфинитивом* (неопределенной формой глагола) или *существительным*:

To solve this problem is very important. – Решить эту проблему (задачу) очень важно.
To solve this problem is very important. – Решение этой проблемы является очень важным.

2. ***Инфинитив в функции обстоятельства*** также переводится с помощью *русского инфинитива* или *существительного*, реже – с помощью *глагола и деепричастия*:

To solve this problem we had to involve experts. – Чтобы решить (для решения этой проблемы) эту проблему, нам пришлось привлечь экспертов (обстоятельство цели).
This method is good enough to achieve reliable results. – Этот метод достаточно хорош, чтобы получить (он мог получить) надежные результаты (обстоятельство следствия (после слов *enough, too, so/such as*).
Hydrogen and oxygen unite to form water. – Водород и кислород соединяются, образуя (и образуют) воду (обстоятельство сопутствующих условий).

3. ***Часть составного именного сказуемого***: глагол-связка to be переводится словами *заключается в том, чтобы; состоит в том, чтобы или* совсем не переводится:

The problem is to do everything without delay. – Проблема – сделать все без промедления.

The aim of our research work is to find the necessary data. – Цель нашей исследовательской работы заключается в том, чтобы найти необходимые данные.

4. ***Определение*** переводится придаточным определительным, выражающим долженствование, возможность или будущее время, или глагольным сказуемым:

The issue to consider next deals with investment policy. – Вопрос, который будет рассматриваться далее, касается инвестиционной политики.
I have a lot of problems to solve (to be solved) now. – У меня сейчас много проблем, которые необходимо решить. (Мне сейчас необходимо решить много проблем.)
He was the first to offer his hand to me. – Он был первым, кто (который) протянул мне руку.

Устойчивое словосочетание:

For many years to come. – На многие грядущие годы (годы вперед).

5. ***Вводный член предложения:***

To begin with, I would like to thank you for coming. – Прежде всего (вначале) мне бы хотелось поблагодарить Вас за то, что Вы пришли.
To be honest, it's a surprise for me. – Если быть честным (честно говоря), для меня это неожиданность.

Выражения с инфинитивом в функции вводного члена предложения:

to anticipate a little – забегая несколько вперед
to be sure – несомненно
to conclude (to sum up) – в заключение (суммируя)
needless to say – само собой разумеется
notto mention – не говоря уже о
to put it in another way – иначе говоря
to say nothing of – не говоря уже о
so to speak – так сказать
suffice it to say – достаточно сказать,что
that is to say – то есть
to tell the truth – по правде говоря

6. ***Дополнение*** переводится *русским инфинитивом*:

We are planning (want) to finish the work today. – Мы планируем (хотим) закончить работу сегодня.

THEME № 2 / ПЕРЕВОД ИНФИНИТИВНЫХ ОБОРОТОВ

В современном английском языке имеется три вида **инфинитивных оборотов**, или конструкций с инфинитивом:

1. ***Объектный инфинитивный оборот*** (the Objective-with-the-Infinitive Construction);
2. ***Субъектный инфинитивный оборот*** (the Subjective-with-the-Infinitive Construction);
3. ***Инфинитив с предлогом for*** (the for-to-Infinitive Construction).

1. Объектный инфинитивный оборот

Конструкция «объектный (винительный) падеж с инфинитивом», или «объектный инфинитивный оборот», состоит из «*вводящего» глагола, местоимения в объектном падеже или существительного в общем падеже и инфинитива*. В предложении эта конструкция выполняет функцию сложного дополнения (Complex Object).

Do you expect him to come? – Ты полагаешь, что он придет?
I know her to be a good student. – Я знаю, что она хорошая студентка.

Этот оборот употребляется после глаголов, выражающих:

1 – желание и намерение: *to want, to wish, to desire, to intend, to mean;*
2 – умственное восприятие:*to know, to think, to consider, to believe, to suppose, to expect, to imagine;*
3 – приказ, разрешение, просьбу: *to order, to ask, to allow, to have, to make;*
4 – чувственное (физическое) восприятие: *to see, to hear, to feel, to watch, to observe, to notice* (после этих глаголов инфинитив употребляется без частицы to);
5 – чувства и эмоции: *to like, to love, to hate, to dislike*.

На русский язык этот оборот переводится придаточным дополнительным предложением с союзами *что, чтобы, как.* Существительное или местоимение становится подлежащим, а инфинитив – сказуемым русского придаточного предложения. Следует обращать внимание как на форму предшествующего глагола, так и на форму самого инфинитива. Indefinite Infinitive передается глаголом в настоящем (иногда в прошедшем) времени, Perfect Infinitive передается глаголом в прошедшем времени. После глаголов to expect, to hope чаще всего передается глаголом в будущем времени.

We expect the government to provide assistance to the needy population. – Мы ожидаем, что правительство окажет помощь малоимущим слоям населения.

2. Субъектный инфинитивный оборот

Конструкция «именительный падеж с инфинитивом», или «субъектный инфинитивный оборот», состоит из *подлежащего, «вводящего» глагола и инфинитива. В предложении она выполняет функцию сложного подлежащего* (Complex Subject).

He is said to have made a good report. – Говорят, что он сделал хороший доклад.
They are known to have been working on this issue for a year. – Известно, что они работают над этой проблемой уже год.

Этот оборот употребляется после глаголов, выражающих:

1 – умственное восприятие: *to think, to consider, to know, to expect, to believe* и т.д.;
2 – чувственное восприятие: *to see, to hear* и т.д.;
3 – утверждение, предположение, сообщение и т.д.: *to suppose, to report, to prove, to turn out, to appear, to seem, to say*.

а также после словосочетаний:

to be (un)likely – вероятно, маловероятно, вряд ли;
to be certain, to be sure – обязательно, наверняка.

Глаголы *to come out, to turn out* оказываться, to seem казаться, to appear оказываться, *to prove* оказываться, *to happen* случаться употребляются в действительном залоге и при переводе всегда приобретают характер вводных слов. Остальные глаголы употребляются в форме страдательного залога, например, *is believed, is considered, is reported, is said* и др. и при переводе также приобретают характер вводных слов. В целом на русский язык субъектный инфинитивный оборот передается неопределенно-личным предложением.

The people of all ancient civilizations are known to have made maps .Известно, что люди всех древних цивилизаций составляли карты.
She doesn't seem to be interested in her specialty. Кажется, она не интересуется своей специальностью.
The temperature is unlikely to fall these days. Маловероятно (вряд ли), что температура понизится в эти дни.

Следует обратить внимание на перевод следующих слов в конструкции Complex Subject:

(he) is reported to ... – передают /сообщают / сообщается, что (он) ...;
(he) is believed to ... – полагают /считают, что (он) ...;
(he) is considered to ... – считают /считается, что (он) ...;

(he) is thought to ... – считают / думают, что (он) ...;
(he) is understood to... – по имеющимся сведениям (он) ..., считают/считается, что (он) ..., согласно договоренности (он) ...;
(he) is expected to ... ожидается/ предполагается, что (он) ...;
(he) is alleged to ... говорят / считают, что (он) якобы ...;
(he) is heard to ... имеются сведения, что (он) ...;
(he)is seen to ... считается/ рассматривается / рассматривают, что(он) ...;
(he) is felt to ... считают, что(он) ... ;
*(he)seems to ...*кажется, что (он) ...;
*(he) appears to ...*по-видимому, (он) ... ;
*(he)is likely to ...*по-видимому, (он) ..., похоже на то, что (он) ..., по всей вероятности / вероятно (он) ...;
(he) is unlikely to ... маловероятно, чтобы (он) ..., едва ли / вряд ли (он) ...;
(he) happens (happened) to ... случайно (он) ..., случилось так, что (он) ...;
*(he) is sure (certain) to ... (*он) обязательно/ наверняка / определенно ... .

3. Инфинитив с предлогом *for*.

Этот оборот состоит из *предлога for, существительного в общем падеже или местоимения в объектном падеже и инфинитива.* Он переводится на русский язык придаточным предложением. Тип предложения зависит от функции, выполняемой оборотом в предложении. Чаще всего этот оборот употребляется в функции обстоятельства и переводится предложением с союзами *чтобы, для того чтобы.*

For the results to be reliable you must have them tested again and again. – Для того чтобы результаты были надежными, вам нужно их проверить снова и снова.
It is for you to decide whether to come or not. – Вам решать, приходить или нет.

THEME № 3 / ГЕРУНДИЙ (THE GERUND)

Герундий является неличной формой глагола. Он имеет свойства как глагола, так и существительного и всегда выражает действие как развивающийся процесс. В русском языке соответствующая форма отсутствует: *understanding* – понимание; *speaking* – говорение; *dancing* – танцы.

Герундий всегда употребляется после:

а) глаголов: *to remember, to like, to hate, to finish, to mind, to keep, to continue, to avoid, to forgive, to enjoy, to deny, to fancy, to dislike* и др.;

б) глаголов, управляющих предлогами: *to burst out, to give up, to go on, to put off, to depend on, to hear of, to insist on, to know of, to object to, to prevent from, to rely on, to result in, to succeed in, to think of* и др.;
в) словосочетаний с предлогами: *to be aware of, to be sure of, to be worth (while), to be afraid of, to be astonished at, to be displeased / pleased with, to be famous for, to be fond of, to be glad at, to be interested in, to be proud of, to be surprised at* и др.;

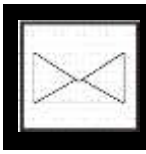
Функции герундия во многом сходны с функциями инфинитива, также сочетающего свойства существительного со свойствами глагола. Существует 4 способа перевода герундия: именем существительным; неопределенной формой глагола; деепричастием; придаточным предложением в составе сложноподчиненного предложения.

There are different ways of solving this problem. – Имеются различные способы *решения* этой проблемы.
One can demonstrate this by making a very simple experiment. – Можно продемонстрировать это, *сделав* очень простой эксперимент.
Thank you for coming. – Благодарю вас за то, *что пришли*.
I am fond of collecting stamps. – Я люблю (обожаю) *коллекционировать* марки.

Сложный герундиальный оборот (The Complex Gerundial Construction)

Подобно всем неличным формам глагола, герундий образует обороты. Сочетание *герундия с предшествующим ему притяжательным местоимением или существительным в притяжательном* или *в общем падеже* называется сложным герундиальным оборотом. Такой оборот представляет собой эквивалент придаточного предложения и обычно переводится придаточным предложением, соответствующим синтаксической функции герундия в предложении и вводимого словами *то что, тем что, как, после того как.*

My friend's having a good knowledge of English is the result of his hard work on the language. – То, что мой друг обладает хорошим знанием английского, является результатом его упорной работы над языком.



APPENDIX «B»: TEXTS FOR SPECIAL PURPOSES

BRICK AND OTHER MATERIALS IN ARCHITECTURE

BRICK MANUFACTURE

The argillaceous materials used to manufacture bricks must be easily workable and not contain any large hard components or lumps of lime. The latter can cause splitting of the brick when it is exposed to damp. The clay can contain lime, but it has to be evenly distributed. It is an advantage if the clay is well mixed with sand. Clay with too little sand is not easy to shape, but has the advantage of not shrinking so much when drying or being fired. Sand can be added to clays that are too 'fatty'. An idea of the quality of a clay can be found through some simple tests. It must easily form into a ball and keep the prints made by the fine lines of the hand. During drying it must become hard without too many fine cracks. One thousand square meters of clay can produce about 650 000 bricks per meter of depth. The clay does not usually lie too deep in the ground, so it is relatively easy to extract. This is usually done by first scraping away the soil, then extracting the clay and, after re-planning the area, placing the soil back again. After the clay has been extracted from the ground, it is covered with water. It then used to be worked by hand with a special hoe or by ramming. The latter method was preferred because it made small stones in the clay obvious. This operation is now carried out by a machine which grinds the clay down to a fine consistency. Additives to reduce its fattiness can be put in the clay and the mixture is then well kneaded. If the clay is stored for between one and three months in an out-house it becomes more workable and produces a better quality final result.

Sand can be used to make the clay leaner, but slag, fly ash and pulverized glass are also suitable. These not only reduce the amount of shrinkage, but make the clay easier to form. The porosity of brick can be increased by adding materials which burn out when the stone is fired, leading to higher insulating values and better moisture regulation. Materials that can be used for this are sawdust, dried peat, chopped straw or pulverized coal. Porosity can also be increased by adding 15–20 per cent of materials that evaporate through heating, such as ground lime, dolomite or marble, which produce carbon dioxide when fired. These additives bind the released sulphur and fluorine into harmless compounds such as gypsum. Insulating materials such as fossil meal can be added in parts of up to 90 per cent. Fossil meal is a form of earth which consists of air-filled fossils from silica algae. The resulting block has very good insulation value and high porosity. Around Limfjorden in Denmark there is a clay containing fossil meal (about 85 per cent) which occurs naturally. It is called molere, and has a complete brick industry based around it. The resources, however, are very limited.

Forming

Clay needs a water content of approximately 25 per cent in order to be formed. The forming is carried out mechanically by forcing the clay through a die or by just knocking the clay by hand into a mould. Mechanical hand presses are also used. The industrial die presses out the clay through a mouthpiece as a long sausage with a cross-sectional area allowing for shrinkage. Different sizes of mouthpiece and square or round pegs form holes in the clay sausage. Roof tiles can also be produced in this way. The sausage is cut into blocks on a bench. Mobile dies also have equipment to prepare the clay before pressing, and are used where there are smaller deposits of clay. Handmade bricks are made by placing the clay into wooden or metal moulds in the same way as earth blocks, and striking with a piece of wood. The moulds are sprinkled with sand or dipped in oil or water between strikings. A 'brickstriker' and two assistants can produce 2000 ordinary bricks, 1200 flat roof tiles, or 600 profiled tiles in a day. Even if machine cut bricks are considerably more economical, the handmade brick with its rustic character is more attractive as a facing brick. As recently as 1973 it was estimated that 99 per cent of all bricks produced in India were handmade.

Drying

The unfired brick products are stacked for drying under an open roof for one to two months. For all-year-round manufacturing, bricks need to be stacked inside. This increases energy consumption a good deal, as storage rooms need to be very large. In modern brick factories, special drying houses are kept very hot for two to five days.

Firing

When clay is heated up to boiling point, the water in the pores evaporates, and at 200–300°C the hydrate water evaporates. After this change the clay will not revert to a soft clay with the addition of water, unlike an air dried earth block. Even in the Roman Empire bricks were not fired in temperatures higher than 350–450°C, and this is the case in a great many buildings that still stand today, e.g. the Roman Forum. If fired at higher temperatures, the particles in the stones are pushed nearer to each other and the brick becomes harder. Between 920 and 1070°C the material begins to sinter. If the temperature is increased even further, the blocks will smelt. Higher temperatures are used in the production of fire-proof bricks and porcelain, using special clay mixtures. To a well trained ear, the temperature at which a brick was fired can be assessed by hitting it with a hammer. The higher and purer the sound, the higher the temperature of the firing. This is especially useful when recycling old bricks. Clay containing iron turns red when fired, whereas clay containing more than 18 per cent lime turns yellow. There are many different colour variations, determined by the amount of oxygen used during the firing process. Red brick can vary from light red to dark brown. Chamotte is produced from clay with a low iron and lime content. This can withstand temperatures of up to 1900°C and is classified as fire-proof. In certain products the brick can be glazed or coloured by the manufacturer using compounds such as oxides of lead, copper, manganese, cadmium, antimony and chromium. To set the glaze onto the brick requires a secondary firing until the glaze smelts. The temperature of this firing should be well under the brick's firing temperature so that it does not lose its form or slide out.

Kilns

Many different types of kiln have been used over the years, but almost all belong to one of three main types: the open charcoal kiln, the circular kiln or the tunnel kiln. It is interesting to note that development of the kiln and the baking oven have run parallel. The open charcoal kiln is the earliest type, used in smaller brick works as late as the early twentieth century. It consists of two permanent, parallel kiln walls in brick. At the bottom of the walls or between them at the ends there are a series of openings for feeding the fuel. Clay blocks to be fired are stacked up according to a very exact system. The top layer is a solid layer of ready-fired bricks with some openings for the smoke. They are then covered with earth. The firing takes about two days of intensive burning. The bricks are left in the kiln to cool down slowly over a period of several days before the earth and the bricks are removed. A brick factory should have two or three kilns to guarantee continuous production. Firing in an open charcoal kiln is not very economical with regard to energy consumption. If production is local, the compensation for this is that transport energy is drastically reduced. A small, unusual and totally new version of the open charcoal kiln has recently been developed in the Middle East. The kiln is in fact a whole house, which is fired. The clay blocks are stacked up into walls and vaults in their air-dried state There is a hole in the roof and an air duct in the ground to feed the fire. A thick layer of earth is placed over the whole building and a huge bonfire is then lit inside the building. A door or hole in the roof is required so that the fire can be loaded with wood. After a couple of days, firing is complete. The building then needs a couple of days to cool down. The earth is removed, the windows are knocked out and any cracks in the walls are filled. The Hoffman kiln, unlike the charcoal kiln that has to be cooled after each firing, can be kept in continuous use. The firing zone can be simply moved from chamber to chamber. Each chamber is firing for a set period before the heat moves onto the next chamber. A complete rotation takes about three weeks. The bricks are fired with sawdust or fine coal-dust sprinkled down through small openings in the roof of the chambers. In modern brickworks where circular kilns are still used, it is more usual to use oil as a fuel. The tunnel kiln came into use after the Second World War. The kiln can be up to 120 m long and is divided up into a warming-up zone, a firing zone and a cooling zone. The unburned clay bricks are placed on a truck which moves slowly through the kiln. The energy source can be coal, gas, oil or electricity.

In the brick industry there is a big difference in the energy consumption of different kilns. The open charcoal kiln uses approximately twice as much energy as the circular kiln, while the circular kiln uses slightly less energy than the tunnel kiln. Energy consumption during firing in the circular kiln and the tunnel kiln varies a great deal depending upon the product being fired, and falls considerably with lower firing temperatures, to about 60 per cent for medium fired products.

Sorting

There is an uneven distribution of heat in an open charcoal kiln. The bricks at the outside are usually less well fired than those in the middle. There is some shrinkage in the circular kiln, but much less than that occurring in the open kiln. Tunnel kilns give the most even heat distribution and shrinkage is minimal, even if the outermost bricks have a tendency to sinter.

RUSSIAN BRICK ARCHITECTURE: LATE MOSCOVITE PERIOD (1630–1712)

After the Time of Troubles the church and state were bankrupt, unable to finance any construction works; an initiative was taken by rich merchants in Yaroslavl, on the Volga. During the 17th century, they built many large cathedral-type churches with five onion-like cupolas, surrounding them with tents of bell towers and aisles. At first the churches' composition was sharply asymmetrical, with different parts balancing each other on the «scale-beam» principle (e.g., the Church of Elijah the Prophet, 1647-50). Subsequently the Yaroslavl churches were strictly symmetrical, with cupolas taller than the building itself, and amply decorated with polychrome tiles (e.g., the Church of John the Chrysostom on the Volga, 1649-54). A zenith of Volga architecture was reached in the Church of St John the Baptist (built 1671-87) – the largest in Yaroslavl, with 15 cupolas and more than 500 frescoes. The brick exterior of the church, from the cupolas down to the tall porches, was elaborately carved and decorated with tiles.

The 17th century Moscow churches are also profusely decorated, but they are much smaller in size. Earlier in the century, the Muscovites still favoured tent-like constructions. The chief object of their admiration was the «Miraculous» Assumption Church in Uglich (1627): it had three graceful tents in a row, reminiscent of three burning candles. This composition was extravagantly employed in the Hodegetria Church of Vyazma (1638) and the Nativity Church at Putinki, Moscow (1652). Assuming that such constructions ran counter to the traditional Byzantine type, the Patriarch Nikon declared them un-canonical. He encouraged building elaborate ecclesiastical residences (such as the Rostov Kremlin on the Nero Lake which featured five tall churches, many towers, palaces, and chambers). Nikon designed his new residence at the New Jerusalem Monastery which was dominated by a rotunda-like cathedral, the first of its type in Russia.

Since the tents were banned, the Muscovite architects had to replace them with successive rows of corbel arches (kokoshniki), and this decorative element was to become a hallmark of 17th century Moscow flamboyant style. An early example of the flamboyant style is the Kazan Cathedral on Red Square (1633-36). By the end of the century, more than 100 churches in the fiery style were erected in Moscow, and perhaps as many again in the neighbouring region. Among the more splendid examples are the Moscow churches of the Holy Trinity at Nikitniki (1653), St Nicholas at Khamovniki (1682), and Holy Trinity at Ostankino (1692). Probably the most representative flamboyant-style structure was the Church of St Nicholas (the «Grand Cross») in the Kitai-gorod, brutally destroyed at Stalin's behest.

As Russian architecture degenerated into the purely decorative, it was also influenced by the Polish and Ukrainian Baroque. The first baroque churches were small chapels built on the Naryshkin family estates near Moscow, so the name of Naryshkin baroque is often applied to this style. Some of these churches are tower-like, with cubic and octagonal floors placed atop each other (the Saviour Church at Ubory, 1697); others have a ladder-like composition, with a bell tower rising above the church itself (the Intercession Church at Fili, 1695). The Baroque and flamboyant-style decoration is often so profuse that the church seems to be the work of a jeweler

rather than a mason (e.g., the Trinity Church at Lykovo, 1696). Perhaps the most delightful example of the Naryshkin baroque was the multi-domed Assumption Church on the Pokrovka Street in Moscow (built 1696-99, demolished 1929). Its architect was also responsible for the «red and white» reconstruction of several Moscow monastic structures, notably the Novodevichy Convent and the Donskoy Monastery.

The Baroque style quickly spread throughout Russia, gradually replacing more traditional and canonical architecture. The Stroganov merchants sponsored construction of majestic Baroque structures in Nizhny Novgorod (the Nativity Church, 1703) and in the remote tundra region (the Presentation Cathedral in Solvychegodsk, 1693). During the first decades of the 18th century, some remarkable Baroque cathedrals were built in such eastern towns as Kazan, Solikamsk, Verkhoturye, Tobolsk and Irkutsk. Also interesting are the traditional wooden churches by carpenters of the Russian North. Working without hammer and nails, they constructed such bizarre structures as the 24-domed Intercession Church at Vytegra (1708, burnt down 1963) and the 22-domed Transfiguration Church at Kizhi (1714).

Post-Revolution (1917-1932)

In the first year of Soviet rule all architects refusing to emigrate (and the new generation) denounced any classical heritage in their work and began to propagate formalism, the most influential of all Revivalist themes. Great plans were drawn for large, technically advanced cities. The most ambitious of all was the Tower of the Third International, planned in 1919 by Vladimir Tatlin (1885-1953) – a 400-meter spiral, wound around a tilted central axis with rotating glass chambers. Impossible in real life, the Tatlin Tower inspired a generation of constructivist architects in Russia and abroad. The Shukhov Tower, rising 160 meters (520 fit) above Moscow, was completed in 1922. According to the initial plans the Hyperboloid Tower by Vladimir Shukhov (with a height of 350 meters (1,150 fit) had an estimated mass of 2200 tones (2200000 kg), while the Eiffel Tower in Paris (with a height of 350 meters (1150 fit) weighs 7300 tones (7300000 kg). An important priority during the post-revolutionary period was the mass reconstruction of cities. In 1918 Alexey Shchusev (1873-1949) and Ivan Zholtovsky founded the Mossovet Architectural Workshop, where the complex planning of Moscow's reconstruction as a new Soviet capital took place. The workshop employed young architects who later emerged as avant-garde leaders. At the same time architectural education, concentrated in the VKHUTEMAS, was divided between revivalists and modernists.

In 1919 Petrograd saw a similar planning and educational setup, headed by experienced revivalist Ivan Fomin (1872-1936). Other cities followed suit, and the results of the work carried out there were to make dramatic changes in traditional Russian city layout. The first large-scale development templates were drawn there. The city was planned as a series of new wide avenues, massive public structures and the improvement of workers' housing with heat and plumbing. The first apartment building of this period was completed in 1923, followed by a surge of public-housing construction in 1925-1929.

In Petrograd from 1917 to 1919 the first example of the new style was built on the Field of Mars – a monument, «Strugglers of the Revolution», designed by Lev Rudnev (1886-1956). This complex consisted of a series of simple, expressive granite monoliths and became the focal point for further development in Soviet sculptural and memorial architecture. The most famous construction of this time, however, was Lenin's Mausoleum by Alexey Shchusev. Originally it was a temporary wooden structure, topped by a pyramid, with two wings (for entry and exit). In 1930 it was replaced with the present building, built of stone. The combination of dark red and black labradorite enhanced its slender, precise construction.

The rapid development of technological processes and materials also influenced constructivist elements in structure design. During the erection of the Volkhov Hydroelectric Station (1918-1826, architects O. Munts and V. Pokrovsky), the traditional outline on the window arches is still used (despite concrete being used in construction). The Dnieper Hydroelectric Station (1927-1932), built by a collective of architects headed by Viktor Vesnin (1882-1950), has an innovative design featuring a curved dam with a rhythmic pattern of foundations. Creative unions played a large role in the architectural life of 1920s Russia. One of these was the Association of New Architects (ASNOVA), formed in 1923, which promoted the idea of synthesising architecture and other creative arts to give buildings an almost sculptural feeling. These buildings were to serve as visual points for the orientation of a human in space. Members of ASNOVA also designed Moscow's first skyscrapers, none of which were realised at the time (1923-1926).

Another innovation from post-revolutionary Russia was a new type of public building: the workers' club and the Palace of Culture. These became a new focus for architects, who used the visual expression of large elements combined with industrial motifs. The most famous of these was the Zuev Club (1927-1929) in Moscow by Ilya Golosov (1883-1945), whose composition relied on the dynamic contrast of simple shapes, planes, complete walls and glazed surfaces. Symbolic expression in construction was a feature in works designed by Konstantin Melnikov (1890-1974), notably the Rusakov Workers' Club (1927-1929) in Moscow. Visually, the building resembles part of a gear; each of the three cantilevered concrete «teeth» is a balcony of the main auditorium, which could be used individually or combined into a large theater hall. The sharpness of its composition and the «transition» of internal space (called by Melnikov a «tensed muscle») made it one of the most important examples of Soviet architecture.

HOUSE WITH LANDING STAGE AT ZAVIDKIN MYS', MOSCOW, PIROGOVO

This house in the resort of Pirogovo is a vivid example of a new way of interpreting the Soviet architectural Avant-garde. The house's sculptural shape is immediately reminiscent of two works by Konstantin Melnikov: the pronounced diagonal of the staircase, continued by the console, refers us to Melnikov's Makhorka pavilion, and the facade on the side of the projecting cylinder to his Intourist garage. The structure's purpose as a yachtsman's house at a fashionable resort seems to contradict the collectivist spirit of the 1920-s until you remember that Melnikov

also designed a mansion for himself and thought seriously about how to organize relaxation in the countryside. It seems to have been the sculptural quality of the design that attracted the client, who opted for the most eccentric of the various versions put before him. On the other hand, the elite nature of this project – and the generous budget that went with it – has allowed the use of highly qualified labour and high-quality materials, things that leading Avant-garde architects were sadly lacking. The frame of glued spruce is of fairly complex construction, especially the «drum», which bears the weight of an enormous curving panel of stained glass made using the same technology as is used in the production of glass for cars. Another structural feature is the diagonally projecting parallelepiped with glazed side-end, the purpose of which is to allow those ascending the staircase to see sky in front of them. The interior of the house uses devices typical for the fitting out of yachts. There are various niches, pull-out sections, and sliding partitions (one such partition divides the owner's study, which is situated in the cylinder, from the upper staircase landing).

URBAN PLANNING: DESIGN STRATEGIES

Design strategy 1: The underground «ideal City»

This project deals with an innovative concept of new town as «foundation» act, proposing to build a settlement largely underground at least for the collective functions, while housing is located on the artificial reliefs which reclaim soil digging. A particular distribution structure allows to imagine a perimeter road network, also underground, while the urban functions are distributed around patios that take air and light from above. The ground is thus preserved and recovered for agricultural use, while the urban sustainability is guarantee by use of geothermal energy, biomasses, recovery of rainwater and lower energy impact of underground buildings.

Design strategy 2: An urban settlement in harmony with nature

This project deals with the trial of relationship between nature and town. On the contrary of what usually and historically have been done, by defining a sharp boundary to the urban settlements, the project deals with the existing pattern of agricultural fields and the relationship between housing and agricultural activity. The understanding of this relationship let the designers imagine a new kind of settlement, into which nature and urban features are linked together. It is the trial for a new idea of human settlement that organizes itself accordingly to landscape dimension and to nature rhythm and shapes.

Design strategy 3: the Town along the infrastructural axe

The project deals with a very clear spatial organization, that is both referred to the site and to the general masterplan on the Chongming island. In fact the new development of the territory includes an infrastructural axe with highway and fast railway system. The masterplan organizes the town along this linear axe with large urban spaces faced by the main collective function, and also the main square of the settlement. This project represents a model of linear city, as it could be extended even far from the site perimeter. Starting from clear references in the western architectural debate this project develops a urban idea that is as much clear as it is present in history of towns.

Design strategy 4: a water canals Town

Starting from the context that is agricultural and with many canals, this project develop the idea of an urban settlement that is set along some canals that are both landscape elements but belongs also to the infrastructural net. The ecological feature of this town is strictly linked to the water treatment, through innovative hypothesis in terms of cooling and microclimate benefits. History of town and architecture shows, both in western and eastern cultures, different techniques for building along the water.

Design strategy 5: the Linear City as mega-structure

This project deals with the hypothesis of working with big shapes, and particularly with the idea of collecting all of the functions inside just one building. This urban idea has some strong references both in super structures or mega structures developed in the Sixties. Some recent realizations also evoke the horizontal development of these complex kind of buildings. The urban strategy stresses the existence of a dense built portion of the site, that let the most of the surface to be used for ecological uses as agriculture and green areas.

Design strategy 6: reinterpreting the traditional Chinese Town

This project works very strongly with traditional dwellings typology, the courtyard house, to develop an urban idea that is close to historical Chinese towns. Starting from a basic grid of urban settlement the masterplan deals with housing neighborhoods, green areas and landscape elements like water canals, public and collective functions or spaces. The result looks original and contemporary, even if the strong reference to the history makes it perfectly comprehensible.

CITY ARCHITECTURE

Any community consists of examples of architecture but in another sense the community itself is the form of architectural planning. A true community grows and changes, and its change is a symptom of its life. In Europe and in the original settlements of North and South America the modern city grew up around an older core, and down to our days these cores have continued to have a powerful influence on new plans. Certain urban layouts which have been repeated automatically are still looked upon as standard forms.

The medieval town was a combination of camp, market, and sanctuary. The necessity for protection colored all its institutions, dictated the use of a defensive site on hillside or waterside. It led to the erection of walls separating the town from the country and allowing access only through guarded gates. The social functions of the medieval town were concentrated in a square. Medieval builders, in their handling of space and their bold contrasting of horizontal and vertical, still have something to teach the twentieth-century architect who knows no way of achieving height except by erecting skyscrapers.

The Baroque (or so-called Renaissance) city was formulated in the fifteenth and sixteenth centuries and was actually built in the seventeenth and eighteenth centuries. In the Baroque plan the old medieval market square is transformed into the traffic circle which the pedestrian crosses at a great risk.

The focus of this plan is no longer the church but the palace, the seat of a one sided, despotic power. In contrast with the medieval town, the Baroque city demands flat sites, straight continuous streets, and uniform building and roof lines. It was built for armies and wheeled vehicles. The typical Baroque form might be called the parade city: not only its soldiers but also its citizens and its buildings are on parade. Whatever is visible must submit to this geometry; the city is organized for show.

The Baroque plan, unlike the medieval, left a deep imprint on later generations; it became standard throughout Western civilization. This style preferred straight streets to curved ones ignoring the topography.

PRINCIPLES FOR MODERN TOWN PLANNING

Town or city planning today is based on a number of factors, other than mere psychological factors, as was the practice some decades ago. Even as recent as the beginning of the 20th century, town plans were prepared exclusively for engineers, architects or landscape architects, who focused their attention mostly to the alignment of avenues, and streets, the location of squares and plazas in general, to the three dimensional beauty and grandeur of the city or town. They paid very little attention to the more important sociological aspects of the town.

No doubt, schools, hospitals, and other amenities were provided to serve the town, but their position, and location were not usually to the best advantage of inhabitants. A school might have been located at the end of a beautiful avenue, just to achieve architectural climax; but the designer forgot entirely about the school children, who had to tread a long way, along the avenues full of traffic, and finally reach the school, after passing through a number of squares and circles.

Today the design of a city or town, is approached from a different angle altogether. The sociological and economic considerations are far more important than the physical than the physical environments or the alignment of avenue and roads. In the present day planning, more consideration is given to next problems:

- easy access to the place of work or in other words, journey to work;
- the destination and location of various social amenities, such as schools, hospitals, shopping centres and parks for each neighbourhood, so as to be within easy reach of people;
- proper distribution of open places for recreational purposes of different age-groups.

Principles of Town Planning

1 – There should be no haphazard methods in the planning.

2 – Drastic use of powers, to control and regulate the layout and growth of towns, should be made by the authorities.

3 – The system of zoning should be introduced. The city should be divided into industrial, commercial, residential and agricultural districts.

4 – Adequate space should be reserved for public recreations.

5 – Facilities should be made for growing food, and also development of farms, as near to the city as possible.

6 – If the plan is properly laid out, to allow for future development also, a good amount can be saved in acquiring property for street widening.

7 – Slums should not be allowed, and if existing in the town, should be pulled down and the surplus population provided in suburbs or extensions.

8 – The size of the city should be limited, by the provision of green belts etc.

GREEN ARCHITECTURE OF CITY

Planting of greenery cities – one of actual problems of our time. Different projects, realized in Russia and in the European countries, are called to help city municipal services, the directors of enterprises, architects and landscape designers to incarnate in life the initiatives on planting of greenery.

Large cities transformed to the middle of 20th age in «stone jungles», aggressive in relation to a man. In the whole world already a long ago came to the conclusion about the necessity of harmonization of city space. Flowers on the streets of European cities became the general and ordinary phenomenon, but they not at all cheer up less than from it. Too densely standings houses and asphalted streets sometimes do not abandon a place for laying out of flower-gardens. And here the vertical planting of greenery comes for help. Suspended floral containers, balcony boxes for plants, the floor bowls of unusual forms become the necessary attribute of many city streets today. They allow to economize space and do a little flowering oasis almost any corner of city.

Variants «revivals» facade

But such traditional measures the vertical planting of greenery of the European cities is not limited to. A facade, thickly strung by lianas, left off to be exceptional belonging of out-of-town villa. French, German, Swiss architects, workings in this direction, as early as 80s 20th ages created the standards of combination of architecture and vegetation, and in our time this practice got wide distribution. In office building in Santyago (Chile), built Enrike Braunom and Boreas of Uydobro, lianas, risings on the trellis-works of facade, remind jalousies, protecting internal apartments from a sun.

American architect Andzhela Danadeva converted the atrium of the recently built shopping center in Seattle in real hangings, more precisely, terrace gardens, where it is possible to find a little waterfall even. As a result this garden became the favorite place of meetings for the habitants of city.

Antifunctionalism

Telling about «green architecture» it is impossible not to mention work of Fridenraykha Khundertvassera – nearly brightest figure in architecture of end of 20th age. Khundertvasser was convinced an antifunctionalist – projects built by him deny everything, that added in modern architecture by an urbanism and standardization. A house, built Khundertvasserom in Vienna from 1977 to 1986, became by the architectural manifest. For us he is interesting foremost that on all flat elements of building - roof, balconies, terraces – earth was poured and trees, bushes,

flowers and simply lawn grass, are landed. As a result building looks as the forest with unusual buildings bedded in the middle of. So principle of harmonious union of man with nature, which Khundertvasser preached on words and in business, works. «Green roofs», propagandized by Khundertvasser, behave rather to the area of the horizontal planting of greenery. However lately architects carry out tests and on planting of greenery of vertical surfaces. So, English architects Khizer Ekroyd and Dan Kharvi began the experiments from that placed the seed of plants on the wall of the abandoned shanty in the medieval mountain hamlet of Italy. In 2003 Kharvi and Ekroyd adorned a grass the interior of the neglected church of Dilston-grouv in London, in a year – are walls of burial vault XVIII ages on the city cemetery of Riga. Then, already in Sweden, the couple of architects presented a floating lawn on the court of public.

«Vertical gardens»

For other side of La-mansh lives and works the French botanist and designer Patrick Blank, known in the whole world as an inventor of «vertical gardens». Usually hanging gardens are traditional horizontal trays, gap-filling earth and set on a vertical frame above each other. In Blank's «vertical gardens» no trays are present, and all thickness of setting, not counting escapes, does not exceed a few centimeters. And its weight is small enough and does not create loadings on the walls of structure. The whole system of fastening of plants variety of which almost restrictedly nothing is here foreseen. Such garden is a metallic frame, fastened on a wall. Landing to 30 different plants on every square meter of composition, it is possible to create surprising on relief vertical landscape. Through the network of tubes, hidden after a plastic, nourishing solution, containing mineral elements, necessary for their growth, acts to the plants. A building wall, hidden after such decoration, is not moistened thus - water to it does not pass and inflicts no damages. The first composition Patrick Blank created in 1988, and since his creations adorned the walls of a few ten of buildings. It is hotels, shops, headquarters of different companies. Thus «vertical gardens» found application both outside of buildings and from within. It is even possible to find them in a few private houses. The latest creation of Patrick Blanka decorates the new Paris museum of Kuay Branl. It was opened only in June, 2006 and at once became one of sights of Paris. And on a current year realization of a few projects of Form is set in Malaysia, Qatar, Belgium, Vietnam and Korea.

GREEN BUILDING

Green building (also known as green construction or sustainable building) is the practice of creating structures and using processes that are environmentally responsible and resource-efficient throughout a building's life-cycle: from siting to design, construction, operation, maintenance, renovation, and deconstruction. This practice expands and complements the classical building design concerns of economy, utility, durability, and comfort. Although new technologies are constantly being developed to complement current practices in creating greener structures, the common objective is that green buildings are designed to reduce the overall impact of the built environment on human health and the natural environment by:

- efficiently using energy, water, and other resources;

- protecting occupant health and improving employee productivity;

- reducing waste, pollution and environmental degradation.

Green building practices aim to reduce the environmental impact of new buildings. Buildings account for a large amount of land use, energy and water consumption, and air and atmosphere alteration.

Green building brings together a vast array of practices and techniques to reduce and ultimately eliminate the impacts of new buildings on the environment and human health. It often emphasizes taking advantage of renewable resources, e.g., using sunlight through passive solar, active solar, and photovoltaic techniques and using plants and trees through green roofs, rain gardens, and for reduction of rainwater run-off. Many other techniques, such as using packed gravel or permeable concrete instead of conventional concrete or asphalt to enhance replenishment of ground water, are used as well.

On the aesthetic side of green architecture or sustainable design is the philosophy of designing a building that is in harmony with the natural features and resources surrounding the site. There are several key steps in designing sustainable buildings: specify «green» building materials from local sources, reduce loads, optimize systems, and generate on-site renewable energy.

1. The passage suggests that:

A – Green building is the practice of creating structures and using processes that are environmentally resource-efficient.

B – Green building reduces waste, pollution and environmental degradation.

2. The passage suggests that:

A – Green building practices aim to reduce the environmental impact of new buildings.

B – Green building practices aim to increase the environmental impact of new buildings.

3. The passage suggests that:

A – Permeable concrete is used instead of conventional concrete in green buildings.

B – Green building brings reduces and ultimately eliminate the impacts of new buildings on the environment and human health.

4. The passage suggests that:

A – «Green» building materials are taken from local sources

B – On the aesthetic side of green architecture or sustainable design is the philosophy of designing a building that is in harmony with nature.

TOWN PLANNING

That cities should have a plan is now admitted in our time of large-scale construction and plan-making has become an everyday activity. The purpose of a town plan is to give the greatest possible freedom to the individual. It does this by controlling development in such a way that it will take place in the interests of the whole population.

The new development absorbs or modifies an existing environment, and so before it can be designed it is necessary to find out about that environment. It is also necessary to do research

of the trends of population growth, the distance from work to home, the preferences for different types of dwelling, the amount of sunshine in rooms, the degree of atmospheric pollution and so on. After the survey is complete a forecast of future development is made in the form of a map, or series of maps: the master plan or development plan. As no one can be certain when the development is to take place and since a society is an organic thing, with life and movement, the plan of a city must be flexible so that it may extend and renew its dwellings, reconstruct its working places, complete its communications and avoid congestion in every part.

The plan is never a complete and fixed thing, but rather one that is continually being adapted to the changing needs of the community for whom it is designed. Until quite recent years town plans were always made as inflexible patterns, but history has shown that a plan of this description inevitably breaks down in time.

The flexible plan, preceded by a survey, is one of the most revolutionary ideas that man has ever had about the control of his environment.

Most towns today have a characteristic functional pattern as follows: a central core containing the principal shopping center, business zones, surrounded by suburbs of houses. Most town planners accept the traditional town pattern. In the preparation of a master plan they are preoccupied with the definition of the town center, industrial areas, and the areas of housing; the creation of open space for recreation, the laying down of a pattern of main roads which run between the built-up areas (thus leaving them free of through traffic) and connect them to each other.

The master plan thus has to define the ultimate growth of the town, but though the master plan is a diagram, and even a flexible one, it is the structure upon which all future development is to take place.

ARCHITECTURE AND EDUCATION

POSTGRADUATE EDUCATION

Academic Degrees Abroad

A degree is an academic qualification awarded on completion of a higher education course (a first degree, usually known as Bachelor's degree) or a piece of research (a higher/further degree, doctorate and so on). There exists considerable diversity of degrees in various countries. But in spite of the lack of equivalence of degrees some similarities can be found among certain groups of countries, particularly those of the British Commonwealth, continental Europe, America and the Far East. One can distinguish the principal types of academic degrees – bachelor, master, and doctor which represent different levels of academic achievements. The naming of degrees eventually became linked with the subject studied, arts is used for the humanities, science – for natural and exact sciences.

The Bachelor's Degree is the oldest and best known academic degree.

Some varieties of bachelor's, or baccalaureate, degrees are Bachelor of Arts (BA) degree and Bachelor of Science (BSc). Abbreviations vary between institutions. Other baccalaureate degrees offered by most universities are Bachelor of Education, Bachelor of Music, Bachelor of Business Administration, Bachelor of Divinity, Bachelor of Home Economics.

The Bachelor's degree can be attained by students who pass their university examinations, or in some cases other examinations of equivalent level. This normally involves at least three years of full-time study after passing the advanced level certificate of education at the age of about eighteen, so most people who become BA, BSc, etc. do so at the age of at least twenty-one. First degrees in medicine require six years of study, some others four. It is now quite usual for students in subject such as engineering to spend periods during their degree courses away from their academic studies, in industrial location so that they may get practical experience. A student of a foreign language normally spends a year in a country where that language is spoken.

Bachelors' degrees are usually awarded on the basis of answers to several three-hour examinations together with practical work or long essays or dissertations written in conjunction with class work. Degrees are classified. About a tenth (or less) of candidates win first-class, honours degrees, three quarters - second-class, and the rest – third class, or pass without fail. A person studying for a degree at a British university is called an **undergraduate.**

About 33 per cent of students continue to study for **degrees of Master** (of Arts, Science, Education, Business Administration, Music, Fine Arts, Philosophy, etc.). About 45 varieties of Master of Arts and 40 varieties of Master of Science degrees are reported. The degree of Master in general requires one or two further years of study, with examination papers and substantial dissertation. Bachelors' and Masters' degree can be conferred «with honours» in various classes and divisions, or «with distinction». This is indicated by the abbreviation «Hons» and is often a prerequisite for progression to a higher level of study. A minority (about 15 per cent) goes on further, preparing theses which must make original contributions to knowledge, for the most advanced degree of **Doctor of Philosophy (Phd) or Doctor of Science (DSc)**. Abbreviations

for degrees can place the level either before or after the faculty or discipline depending on the institution. For example, DSc and ScD both stand for the doctorate of science. Doctor's degrees in many foreign countries are of two distinct types: **professional or practitioner's degrees, and research degrees.** The former represent advanced training for the practice of various professions, chiefly in medicine and law. The principal ones are Doctor of Sc. Medicine,

Doctor of Dental Science of Dental Surgery, Doctor of Veterinary Medicine, Doctor of Pharmacy, and Doctor of Jurisprudence. These degrees carry on implication of advanced research.

Quite different in character are the research doctorates which represent prolonged periods of advanced study, usually at least three years beyond the baccalaureate, accompanied by a dissertation designed to be a substantial contribution to the advancement of knowledge. The most important of these is the Doctor of Philosophy, which represents advanced research in any major field of knowledge.

Second in importance and much more recent as a research degree is the Doctor of Sc. Education (Ed. D.) It was first awarded by Harvard in 1920, but was preceded by the equivalent Doctor of Pedagogy first conferred by New York University in 1891. The only other earned doctorates of the research type currently conferred by 10 or more institutions are the Doctor of the Science of Law and the Doctor of Business Administration.

POSTGRADUATE TRAINING PROGRAMS

All further education which comes after baccalaureate can be regarded as postgraduate education. It presupposes carrying a lot of research work, acquiring knowledge of new methodologies and new trends. It may lead to either a Master's degree (a three-year program of study) or PhD (usually a two-year course of study).

Postgraduate programs are either research degrees or taught courses

Taught courses last one or more years and are either designed so that you deepen your knowledge gained from your first degree or for you to convert you expertise to another field of study. Examples of these include changing to law to become a solicitor and training to become a teacher.

Degrees by instruction are very similar to undergraduate courses in that most of the time is devoted to attending lectures. This may take up the first eight or nine months of the course and is followed by written examinations. A period of research lasting from two or three months usually follows and the results of it are presented in the form of a thesis. Finally, an oral examination is held, lasting perhaps an hour or two, to test the knowledge accumulated throughout the year. Most programs, which involve classes and seminars lead up to a dissertation.

Research course is quite a different type of study from a taught course. First of all it lasts longer, for about three years providing Master's or doctorate qualifications. They allow you to conduct investigations into your own topic of choice and are of use in jobs where there are high levels of research and development. The most well-known research qualification is the Doctor of Philosophy (PhD, a three-year study program). There is a shorter version called a Master of Philosophy (MPh) which takes the minimum amount of time of two years. Both of these qualifications require the students to carry out a piece of innovative research in a particular area of study. Also possible is the research based on Master of Science (MSc) and Master of Arts (MA) degrees. A recent development is the Master of Research (MR), which provides a blend of research and taught courses in research methods and may be a taken as a precursor to a PhD.

It is a common practice for students to be registered initially for the MPhil and to be considered for transfer to the PhD after the first year of study, subject to satisfactory progress and to a review of the proposed research. All research degree programs involve an element of research training designed to ensure that students are equipped with the necessary skills and methodological knowledge to undertake original research in their chosen field of study. The training program includes the development of generic skills relevant to the degree program and a future career. Although the training element is not a formal part of the assessment for the

degree, it constitutes an important basis for research and may take up a significant part of the first year.

The start of a research degree involves a very extensive survey of all previous works undertaken in that area. At the same time, if a student is planning to carry out any practical experimentations, the necessary equipment must be obtained. This preliminary part of the study can take up to six months, but it is important to note that the process of keeping up to date with other work going on in the subject must continue throughout the entire period of the research.

The next stage of a research course usually involves collecting information in some way. This might be through experimentation, in the case of arts, social sciences or humanities degree. The important thing is that something new must be found.

This second part of the procedure takes about two years in the case of a PhD. The research is written up in the form of a thesis during the final six months of the three-year period. Typically, this will contain an introduction, methodology, results and discussion. As in the case with taught degrees, the research must then be examined orally. Occasionally, if the examiners are not completely happy with the work they may ask the candidate to rewrite parts of the thesis.

Hopefully, a good supervisor will make sure this does not happen!

CAREER PROSPECTS FOR POST-GRADUATES

Just getting a university degree isn't enough nowadays. Employers are increasingly looking for graduates who can hit the ground running. Postgraduate courses are monitored to match the needs of employers and make you «work ready». Each degree has been developed in response to current market demands for specific skills. Employers look for graduates who can demonstrate both breadth and depth of subject knowledge. Combining subjects in a degree program is a popular way of tailoring a course to reflect your career aspirations. Work experience plays a key role in making yourself employable. Some of the benefits are: the chance to put theory into practice; development of key skills; greater understanding of career choices; valuable career contacts for the future. Business is increasingly dependent on international trade, and employment opportunities demand well developed language skills. The course of foreign language will provide a broad range of language training opportunities for all students whatever course they are taking. To find the right career for you, you need to think about the occupations and jobs available – the skills, qualifications, experience and aptitudes you need and whether they are right for you. A postgraduate qualification from the BSU will be one that is recognized globally and will provide an excellent route to better career prospects. Major companies say they would rather employ students from the BSU. The University's graduates benefit from our tradition of strong ties with business and industry. We can say that our courses were more vocational, with students developing better jurisprudence, teamwork and communication skills. The BSU's high quality facilities and teaching and its interdisciplinary approach to research will enable you to make the most of research and learning opportunities available whilst studying for your scientific degree. It provides exceptional opportunities for research with commercial applications, drawing upon decades of working relationships with business and industry. All

students here receive «appropriate and relevant preparation, training and support for their development, helping them both to complete a high-quality doctoral thesis and to develop a range of knowledge, understanding and skills necessary for their future employment».

There are undoubtedly scenarios in which a generic or interdisciplinary approach would yield interesting results: for example, one could imagine how networking, team working, and some communication skills could be enhanced through contact with others outside one's subject area. Such elements of training must, however, be carefully handled, because the current crop of PhD students are surely busier than their predecessors, and are being required to professionalize earlier. Not only are they working to finish their dissertations within the three-year period of their awards; but also often teaching, attending conferences, making research trips, attending meetings, and engaging in other activities entirely appropriate to their stage of career.

It is clear that development of communication skills and participation in a research seminar are linked to an important professional activity: going to a conference and speaking about one's work. Students are explicitly prepared for this experience in a special session on «conference culture», in which they are given pointers about how to propose and present a paper, and are taught the conventions of an oral text. They are encouraged to use the conference as a way of raising their individual profiles, and as a springboard for future publications. The delicate issue of networking is also addressed. The session is also an appropriate opportunity to plant in their minds the idea of running a conference themselves, thus further enhancing their organizational skills. Conference activity forms an important part of the career of any academic; for postgraduates it is an important way of participating in academic debate, and «showcasing» their own work.

By the end of the second year of the program it can be seen together: the postgraduates are taught to make practical progress in the number of key areas of academic endeavor, with a view to having a significant body of experience by the time they complete their degrees. Introducing this information in the second year also helps to focus students' minds on the key question of whether or not these postgraduates pursue academic careers, they will almost certainly be required to undergo an interview in order to obtain gainful employment. It is therefore crucial to present them with opportunities to hone their skills in this area. By this stage of the program they will have had experience of delivering their material in a public forum, and will have made an attempt to develop their presentation skills; they should also have had other opportunities to defend their ideas, making a substantial, original contribution to knowledge in a specific area.

APPENDIX «C»: THE SIMILARITIES AND DIFFERENCES IN A SCIENTIST'S STATUS IN DIFFERENT COUNTRIES

SCIENTIFIC DEGRIES

Полноценное общение на научной конференции предполагает, что ее участники, с одной стороны, имеют достаточно ясное представление о положении, занимаемом в научном мире их коллегами, а с другой стороны, – умеют пояснять средствами английского языка свои научные позиции. Научный статус ученого в известной степени характеризуется рядом формальных показателей, среди которых: степень, звание, место работы, занимаемая должность, обладание специальными наградами, членство в различных обществах и ассоциациях.

Одним из важнейших показателей научной квалификации является ученая степень (degree). В англоязычных странах успешное окончание трех-, четырехлетнего курса обучения в высшем учебном заведении как правило приводит к получению степени бакалавра (Bachelor's degree):

- Bachelor of Science, сокращенно B.Sc./B.S. (естественные науки);
- Bachelor of Arts, сокращенно A.B./B.A. (гуманитарные науки);
- Bachelor of Fine Arts, сокращенно B.F.A. (искусство);
- Bachelor of Business Administration, сокращенно B.B.A. (управление) и т.д.

Степень бакалавра часто называется в англоязычных странах первой степенью (first degree). Например, ученый, изменивший свою специализацию, может сказать так: «I got my first degree in chemistry and then I switched over to the field of biology». Принято считать, что степень бакалавра соответствует диплому выпускника российского вуза с четырехлетним циклом обучения (бакалавра), сдавшего государственные экзамены.

Студенты, продолжающие занятия после получения первой степени (graduate / postgraduate students), могут претендовать на степень магистра (master's degree):

- Master of Science, сокращенно M. S.;
- Master of Arts, сокращенно M. A.;
- Master of Fine Arts, сокращенно M. F. A. и т.д.

Для получения этой степени после года или двух лет учебы и участия в исследовательской работе необходимо сдать еще ряд экзаменов и, как правило, представить диссертацию (thesis).

Принято считать, что степень магистра соответствует диплому выпускника российского вуза с пяти-, шестилетним циклом обучения, выполнившего и защитившего дипломный проект. Отметим, однако, что использование слова diploma по аналогии с русским словом диплом (свидетельство об окончании вуза) может привести к неточному

пониманию собеседником вашей мысли. Дело в том, что в англоязычных странах завершение курса обучения получением diploma как правило менее почетно, чем получение degree. Это обстоятельство можно учесть путем обращения к слову degree, когда речь идет о высшем образовании. Например, обладатель диплома инженера-химика может сказать: I have a master's degree in chemical engineering.

Следующая степень в англоязычных странах – это степень доктора философии (Doctor of Philosophy, сокращенно Ph. D.). Она присуждается представителям различных наук, как естественных, так и гуманитарных. Использование слова Philosophy в данном случае носит чисто традиционный характер и объясняется тем, что изначально оно имело более общее значение «наука вообще». Например, обладателем этой степени может быть ботаник: «I left English to go to Canada to be a student of advanced botany. In Canada I earned the degree of Master of Science and also Doctor of Philosophy». Часто степень доктора философии называют doctoral degree / doctor's degree / doctorate: «I attended a college in Arizona for my bachelor's degree and my master's degree. Then I got my doctoral degree at the University of Hawai».

Претендент на эту степень должен провести оригинальное научное исследование, как правило, в рамках специальной учебной программы (Ph. D. Program / studies), сдать ряд экзаменов и обязательно представить диссертационную работу (doctoral thesis / dissertation). Как правило, к работе над докторской диссертацией исследователь приступает после получения степени магистра: «I am twenty-six years old and have just completed my master's degree in science. And I'm going to begin my Ph. D. program next September in Canada».

Рассказывая о своем научном пути, ученые нередко называют степени магистра и доктора одним из сочетаний типа advanced / graduate / higher degree: «After graduation from Florida State University I received an advanced degree in economics at Duke University». Ученый может обладать сразу несколькими степенями в разных областях и от разных учебных заведений: «I have graduate degrees from the American University and the University of Miami in Florida».

Принято считать, что степень доктора философии соответствует ученой степени кандидата наук, что позволяет российскому научному работнику этой квалификации представляться доктором при общении на международном уровне. Понятие «ученая степень кандидата наук» может быть выражено, например, словом doctorate: «I got my doctorate in economics two years ago». При использовании сочетаний типа candidate's degree / candidate of sciences или candidate of chemistry / candidate of chemical science(s) и т.п. следует иметь в виду, что они, являясь дословным переводом с русского, будут понятны только тем зарубежным ученым, кто знаком с научными реалиями нашей страны, что ограничивает круг их употребления или, во всяком случае, требует дополнительных пояснений, например, таких: «I have a candidate's degree, which corresponds to the Ph.D. degree in your country». Не в пользу дословного перевода русского словосочетания «кандидат наук» как candidate of science(s) без соответствующих разъяснений говорят два обстоятельства. Во-первых, оно может быть интерпретировано носителем английского

языка по аналогии со словосочетаниями bachelor of science, master of science и тем самым создаст впечатление, что вы работаете в области естественных наук, а это может не соответствовать действительности. Во-вторых, необходимо учитывать, что слово candidate часто используется в сочетаниях Ph.D., doctoral candidate, где оно указывает, что данный исследователь работает над соответствующей диссертацией, но степени доктора философии еще не получил. Сочетание doctoral candidate может быть удачным эквивалентом русскому понятию *соискатель*. Сравните: Сейчас я являюсь соискателем степени кандидата экономических наук. – Now I am a doctoral candidate in economics.

Соответственно, для обозначения понятия *аспирант* наряду со словосочетаниями graduate / postgraduate student можно использовать и сочетание doctoral student. Особенно, если учесть, что оно точнее передает позицию аспиранта как исследователя, работающего над диссертацией, соответствующей докторской диссертации в англоязычных странах. Дело в том, что сочетания graduate student (амер.) и postgraduate student (брит.) употребляются для обозначения студентов, которые могут работать по программам, ведущим к получению степени как доктора философии, так и магистра.

Наряду со степенью доктора философии в англоязычных странах есть ряд почетных докторских степеней (honorary / higher / senior doctorates), присуждаемых сравнительно немногим ученым за долголетнюю и плодотворную научную деятельность. Среди них степени:

- Doctor of Science, сокращенно: D.Sc. (естественные науки);
- Doctor of Letters, сокращенно: Litt.D. (гуманитарные науки);
- Doctor of Laws, сокращенно: L.L.D. (юриспруденция) и ряд других.

Они не требуют проведения специальных исследований или написания диссертации и присуждаются по совокупности заслуг известным деятелям науки: «Dr. Green received an honorary D.Sc. in engineering from the University of Pennsylvania for his contribution in electromechanical science». Отметим, что ученый может быть обладателем нескольких или даже многих почетных докторских степеней. По-видимому, сочетание senior doctorate может быть использовано в устной речи для передачи русского понятия степени *доктора наук*: «I hope to get my senior doctorate within the next three years».

Однако здесь обязательно нужно пояснить, что степень доктора наук в нашей стране требует представления диссертации, а также, как правило, написания монографии. Например, можно сказать: «Our senior doctorate is not an honorary degree. It requires the writing of a dissertation and the publication of a monograph».

Использование сочетаний типа Doctor of Science / Doctor of the Sciences / Doctor of History / Doctor of Technical science(s) и т.д. для передачи степени доктора наук также может потребовать аналогичных разъяснений, если ваш собеседник не ориентируется в российских научных реалиях. В частности, можно подчеркнуть, что степень доктора наук является высшей ученой степенью в нашей стране, а многие из ее обладателей имеют звание профессора: «The Russian Doctor of Science degree is the highest research degree in this country. Many scientists having that degree are professors».

Кроме исследовательских степеней (research degrees), в англоязычных странах имеются также профессиональные докторские степени (professional degrees), которые присваиваются специалистам определенной квалификации в ряде областей, например:

- Doctor of Medicine, сокращенно: M.D. (медицина);
- Juris Doctor, сокращенно: J.D. (юриспруденция).

Отметим, что обладание профессиональной степенью в англоязычных странах фактически означает, что данный человек имеет квалификацию, отвечающую требованиям, выдвигаемым к специалистам этого плана соответствующей профессиональной ассоциацией. Например, для получения степени Juris Doctor в США необходимо как правило сначала получить степень бакалавра, а затем успешно закончить трехлетнюю юридическую школу (law school); для получения степени Doctor of Medicine – степени бакалавра, и закончить четырехлетнюю медицинскую школу (medical school) и интернатуру (internship).

Таким образом, профессиональные степени в англоязычных странах скорее соответствуют русским дипломам врачей и юристов, хотя и требуют большего времени для их получения, и не могут использоваться в качестве эквивалентов русским ученым степеням кандидатов и докторов медицинских и юридических наук. Обладатели этих степеней должны учитывать это обстоятельство и в случае необходимости дать, например, такое пояснение: «I have a degree which we call Doctor of Medical Science degree. It is our senior research doctoral degree in this field». Нередко человек является обладателем профессиональной и ученой степени, в частности, M.D. и Ph.D.

Наличие определенной ученой степени позволяет данному научному сотруднику занимать соответствующую должность в исследовательской организации. Например, можно прочитать такое объявление в научном журнале: «We are seeking a postgraduate biochemist (Ph.D.) with experience in protein chemistry to take up an interesting position in our research laboratories».

Названия должностей, которые научные работники могут занимать в государственных и частных исследовательских учреждениях, в том числе и в высших учебных заведениях, в англоязычных странах весьма разнообразны. В ряде случаев они отражают конкретную специализацию: assistant wild life ecologist, biochemist, plant physiologist, research chemist, senior economist. Позиции исследователей типа research assistant, senior research assistant, research associate, senior research associate, research fellow, senior research fellow и т.д., в названиях которых не обозначена научная дисциплина, встречаются как правило в высших учебных заведениях и относящихся к ним научных организациях. Обычно их занимают исследователи, претендующие на получение докторской степени или обладающие ею, что видно из следующего объявления: «Research associate: Applicants should have submitted their Ph. D. thesis or have a recent Ph. D. degree in biochemistry or chemistry».

Если место предназначено только для исследователя с докторской степенью, то в названиях появляется слово postdoctoral:

- postdoctoral research fellow;

- postdoctoral research associate;

- postdoctoral fellow.

Еще один пример объявления: «Postdoctoral Senior or Research Associate ship: The appointment is for three years and could start in September, 2005. Applicants must have a Ph.D. degree, or have submitted their thesis for Ph. D. before the starting date».

Добавим также, что позиция associate выше по рангу, чем assistant, и предполагает большую самостоятельность в научной работе. Следует отметить, что научные сотрудники типа postdoctoral fellow или research fellow занимаются исследовательской работой одновременно с повышением своей научной квалификации. Для этой цели им выделяется специальная стипендия (fellowship).

Следует отличать ученого, занимающего позицию research fellow или postdoctoral fellow, от fellow – действительного члена научного общества: Brown B.B., Fellow of the Royal Society. Слово fellow также используется для обозначения членов совета преподавателей колледжа или университета: «Grey G.G., Fellow of Balliol College, Oxford». Такое членство может быть и почетным: «White W.W., Honorary Fellow of University College, Oxford». Если ученый прекращает активную научную деятельность, но не порывает связей с университетом, его называют Visiting fellow: «I'm actually retired and now am called a visiting fellow which means I have no responsibilities and can enjoy myself».

В высших учебных заведениях англоязычных стран сосредоточены значительные научные силы. Как правило, ученые совмещают научную и преподавательскую деятельность и нередко делят свое время пополам: «I'm a botanist and a professor of ecology. I have what we call a fifty-fifty appointment. Fifty percent teaching. I teach undergraduate and graduate students, and then the remaining time is taken up with research».

Высшее ученое звание в англоязычных странах – профессор professor / full professor (амер.): professor of oceanology, professor of economics, professor of mathematics. За большие заслуги перед университетом ученый может получить звание почетного профессора (emeritus professor /professor emeritus): «Dr. Green, Emeritus Professor of Biochemistry, University of London». Как правило, обладатель этого звания не занимается активной научной и преподавательской деятельностью.

Что касается позиции профессора в вузах России, то она обозначается на английском языке словом professor. Доктора наук, имеющие это звание, могут использовать его для уточнения своего научного статуса относительно своих коллег с кандидатской степенью, например, при представлении зарубежному коллеге: «I'm Professor Petrov and this is my colleague Dr. Ivanov».

На ступеньку ниже профессора в иерархической должностной лестнице в британских вузах стоят reader: «Brown B.B., Reader in Criminal Law, University of Strathclyde»; principal lecturer: «Johnson J.J., Principal Lecturer in Criminal Law. Liverpool polytechnic»; senior lecturer: «Senior Lecturer, University of Birmingham»; в американских университетах – associate professor: «White W.W., Associate Professor of Economics, University of Alaska». Вышеприведенные сочетания могут быть использованы для приблизительной передачи позиции доцента в вузах нашей страны. Иногда для

обозначения соответствующего звания на английском языке в европейских неанглоязычных странах употребляется слово docent. Обратим внимание, однако, что в некоторых американских университетах этим словом называют преподавателей младшего ранга, не являющихся постоянными членами педагогического коллектива. Поэтому вряд ли можно считать английское слово docent удачным эквивалентом русскому слову доцент. Если же оно все-таки используется в устной речи, то не будет лишним соответствующее пояснение: «Now I occupy the position of docent which corresponds to associate professor or reader in English-speaking countries».

Следующая категория преподавателей в британских вузах известна как lecturer: «Jones J.J., Lecturer in Land Law, University of East Anglia», в американских – assistant professor: «Brown B.B., Assistant Professor of Economics, University of Texas». В вузах России аналогичную позицию занимает старший преподаватель. Помимо вышеприведенных аналогов, для обозначения этой должности можно употребить сочетание senior instructor. Во всяком случае им иногда пользуются авторы из англоязычных стран, когда они пишут о системе образования в нашей стране. Заметим, что дословный перевод на английский язык русского словосочетания «старший преподаватель» как senior teacher может соответственно потребовать дополнительных пояснений, ибо английское слово teacher в основном используется в отношении школьных учителей. Для обозначения группы младших преподавателей в англоязычных странах используются такие сочетания, как assistant lecturer (брит.) и instructor (амер.). В нашей стране примерно такую же позицию занимают *ассистент* и *преподаватель*. Говоря о своей работе, они могут использовать слово *instructor*: «I am an instructor in English».

Профессор в англоязычных странах как правило является одновременно и заведующим кафедрой (head of department): «S.S. Smith, D.Sc., Professor and Head of Department, Department of Economics». Таким образом, в круг его обязанностей входит административная преподавательская и научная работа. Говорит заведующий кафедрой экономики одного из американских университетов: «The main part of my responsibilities is administrative, because I have been running the Department of economics. So, it takes most of my time. But in addition to that I teach courses. I also supervise the work of graduate students and I try to find some time for my own research».

Несмотря на определенные отличия в организации и функционировании таких подразделений, как *кафедра* в нашей стране и department в вузах англоязычных стран, эти слова можно использовать в качестве ближайших эквивалентов: кафедра физики – department of physics и наоборот: department of modern languages – кафедра современных языков, но не факультет, как иногда ошибочно переводят сочетания подобного типа.

Слово *кафедра* нельзя переводить на английский язык как chair, так как данное слово используется лишь для обозначения поста заведующего кафедрой или лица, занимающего эту должность: см., например, два следующих объявления: «The Chair of Economics remains vacant»; «The University of California College of Medicine is seeking a Chair for the Department of Biological Chemistry».

Во главе учебного подразделения типа факультета, называемого в британских университетах faculty (faculty of arts, faculty of science, faculty of law, faculty of economics, etc.), а в американских – college или school (college of fine arts, college of arts and sciences, college of business administration, school of law, school of pharmacy, etc.), стоит dean (декан). Для передачи позиции декана в высших учебных заведениях можно использовать слово dean, соответственно заместителя декана – sub-dean / associate dean / assistant dean. Отметим, что в американских университетах есть ряд должностей, в названия которых входит слово dean: dean of students, dean of university, dean of faculty и т.п., но их функции отличны от функций декана в нашем понимании.

Добавим, что в американских вузах слово faculty обозначается основной преподавательский состав, в то время как в британских используется сочетание academic / teaching staff. В беседе с американскими учеными нужно иметь в виду особенность употребления слова faculty и в случае необходимости ввести соответствующие коррективы: «When I use the word «faculty» I mean by that a devision of the university and not the teaching staff».

Формально университет в странах с британским вариантом английского языка возглавляет chancellor, изредка посещающий его для участия в торжественных церемониях. Фактически университетом руководит ученый, занимающий пост vice-chancellor. Аналогичную функцию в американском университете выполняет president.

Для передачи позиции ректора вуза кроме вышеприведенных аналогов (vice-chancellor, president), можно воспользоваться и словом rector, которое применяется в европейских странах и будет понятно зарубежным ученым. В устной беседе никогда не помешает краткое пояснение: «The rector of our university, in America you would call him president, is a physicist by training».

По-разному в высших учебных заведениях англоязычных стран называются должности, обладатели которых занимают ключевые административные позиции: Vice president for academic affair, vice-president for research, pro-vice-chancellor и т.д. Ученый, занимающий должность, обозначенную словом provost, фактически отвечает за всю учебную и исследовательскую работу, проводимую в институте: «I was dividing my time between research and administration as Provost for MIT (Massachusetts Institute of technology), a position that put me in charge of all the teaching and research done at the Institute – everything in fact, except the Institute's financial matters and its capital equipment». Соответственно, для обозначения на английском языке позиции проректора в вузе можно воспользоваться сочетаниями: prorector, vice rector или deputy vice-chancellor; проректор по учебной работе – prorector for academic affairs; проректор по научной работе – prorector for research.

Что касается научно-исследовательских институтов и других организаций подобного типа, то в названиях должностей, которые занимают их сотрудники, часто встречается слово scientist без указанной научной дисциплины: assistant scientist, research scientist, senior research scientist, principal scientist, senior scientist и т.п. Представляется гидролог, специалист в области поведения рек: «I am a research scientist and my specialty is hydrology, behavior of rivers particularly».

В названиях научных должностей в государственных учреждениях как правило присутствует слово officer: scientific officer, senior scientific officer, principle scientific officer, research officer, senior research officer, experimental officer, senior experimental officer.

Для передачи на английском языке ученых званий *младший и старший научный сотрудник*, имеющихся в научно-исследовательских организациях, могут быть предложены различные варианты. Прежде всего заметим, что вряд ли целесообразно использовать в этом случае слово junior (младший), учитывая, что оно практически не встречается в данном контексте в англоязычных странах. Принимая это во внимание, можно предложить следующие пары для обозначения понятий «младший научный сотрудник» – «старший научный сотрудник» (без указания специальности): scientific associate senior, scientific associate, research associate – senior research associate, research scientist – senior research scientist или с указанием специализации: research physicist – senior research physicist, research chemist – senior research chemist. Представителям гуманитарных наук, видимо, следует остановиться на первом из предложенных вариантов, так как такие слова, как scientist и research как правило предполагают естественно-научную тематику исследования.

О научном статусе участника конференции можно судить и по занимаемой им административной должности: director of institute; deputy / associate / assistant director; head of department / division; head / chief of laboratory; head of group; project director / leader; head of section и т.д.

Подбирая английские эквиваленты названиям руководящих научных должностей типа *заведующий отделом, заведующий лабораторией, руководитель группы* и т.п., можно рекомендовать нейтральное и ясное во всех контекстах слово head: head of department, head of laboratory, head of group.

Отметим, что использование слова laboratory предполагает, что речь идет о естественно-научной тематике исследований. Поэтому сочетание «лаборатория гуманитарных дисциплин» можно передать по-английски the humanities group. Добавим, что за названием laboratory / laboratories может скрываться и крупная научная организация (Bell Telephone Laboratories), и ее руководитель (director), соответственно, имеет статус директора научно-исследовательского института. Важным показателем научных достижений ученого является вручение ему различных наград (medals, prizes, awards). Особое признание его заслуг в международном масштабе отмечается присуждением Нобелевской премии (The Nobel Prize). Свидетельством заслуг ученого является его избрание в члены ряда научных обществ, например, таких как Королевское общество (The Royal Society) в Великобритании, Американская Академия наук и искусств (The American Academy of Arts and Sciences), Национальная академия наук (The National Academy of Science) в США и т.п. Соответственно, в России высшие научные позиции занимают члены Академии наук (members of the Russian Academy of Science): члены-корреспонденты (corresponding members) и действительные члены (full members / academicians).

В заключение отметим, что научный статус участника конференции в известной мере определяет выбор той или иной формы обращения к нему в процессе общения.

CONFERENCES AND SYMPOSIA

Ежегодно в мире организуются сотни разнообразных международных научных встреч (scientific meetings). Большинство из них проходит в форме конференций (conferences), симпозиумов (symposia, ед.ч.: symposium), коллоквиумов (colloquia, ед.ч.: colloquium) и семинаров (seminars / workshops).

Регулярно собираются сессии (sessions) и генеральные ассамблеи (general assemblies, ед.ч.: assembly) научных обществ и союзов. Проводят свои совещания (meetings) члены различных международных комитетов и комиссий. Периодически международные ассоциации организуют представительные конгрессы (congresses). Популярны среди ученых деловые по характеру и образовательные по своей сути школы-семинары (schools / short courses / study days / institutes / teach-ins).

Познакомимся с основными реалиями научной конференции, включающими типичные компоненты, присущие данной форме научной коммуникации. Подготовка научной конференции начинается как правило с определения ее темы (theme of the conference/conference theme): 15th Pacific Science Congress. Theme: «Conservation, development and utilization of the resources of the Pacific». Обычно формулируется основная (central / major theme), или официальная, тема (official theme) конференции, которая может допускать широкий выбор вопросов для обсуждения (topics for discussion): «To provide a focus for the meeting, without in any way restricting the topics for discussion, the ISA (International Sociological Association) Executive Committee chose an official theme: Sociological Theory and Social Practice».

Иногда задается общая тема конференции (general theme), которая разбивается на несколько подтем (subthemes): «The general theme of the Congress: «Mankind's Future in the Pacific». This will be developed through seven related subthemes: «Energy and Mankind», «Nutrition and the Future of Mankind», «Options for Man's Future: A Biological View», etc. Устроителями научной конференции, обеспечивающим, в частности, ее финансовую поддержку (sponsors of the conference / conference sponsors), являются как правило несколько организаций (sponsoring organizations): «The Conference is sponsored by the International Union of Pure and Applied Physics, the American Physical Society and the University of Oregon».

Многочисленные вопросы подготовки и проведения конференции, а также обслуживания ее участников, находятся в ведении организационного комитета (organizing committee). Нередко для разработки научной программы конференции, приглашения и отбора ее участников формируется программный комитет (program committee). Встречаются и другие разновидности комитетов: местный организационный (local organizing / local arrangements committee), национальный организационный (national

organizing committee), дамский (ladies' committee), ответственный за программу для жен участников и членов их семей, и т.д.

Каждый из комитетов возглавляется председателем (chairman of the committee / committee chairman). Один из организаторов конференции исполняет обязанности ее руководителя в целом (general chairman).

Вся документация конференции находится в ведении ее секретаря (organizing secretary / secretary of the conference / conference secretary). Ключевые позиции на конгрессе занимают президент (president of the congress / congress president) и генеральный секретарь (secretary-general).

Когда принципиальные вопросы, связанные с организацией конференции, решены, и возможность ее проведения не вызывает сомнений, в соответствующих научных изданиях появляется информация о конференции в виде приглашения на присылку материалов докладов (call for papers). В этих публикациях указываются, в частности, сроки представления названия (title) и кратких тезисов (short abstracts) предполагаемого сообщения: «Titles and short abstracts should be submitted no later than January 31, 2005». В них также даются сведения о размерах тезисов и правилах их оформления: «A 300-word abstract, typed double-spaced (for a 15-minute presentation) should be submitted by April 30, 2005». Далее могут следовать заверения в том, что все тезисы будут рассмотрены и каждый автор будет своевременно информирован о решении организаторов конференции: «All abstracts will be acknowledged. You will be informed by August 31, 2005 whether your abstract has been accepted».

В ряде случаев необходимо представлять подробные тезисы (extended abstract) или два вида материалов: тезисы и автореферат выступления (summary of the presentation): «Each author will be expected to submit the following material: a 50-word abstract of the paper, a summary of the presentation (up to four pages)». Принятые тезисы как правило оформляются в виде сборника (volume of abstracts / abstracts volume), который распространяется перед началом конференции.

В настоящее время все чаще практикуется ознакомление участников с полными текстами докладов, отобранных для представления на конференции. В связи с этим предварительно публикуются материалы докладов в научных изданиях и даже выпускаются отдельные сборники докладов. В этом случае в информационном сообщении указывается срок представления рукописи доклада (manuscript of the paper): «In case your abstract is accepted you will be required to submit a final manuscript of your paper by December 31, 2005».

О научной конференции можно также узнать из информационных писем или циркуляров (announcements / circulars), рассылаемых заинтересованным научным учреждениям и отдельным ученым. Как правило, первое такое письмо (first announcement / circular) является одновременно и приглашением для участия в конференции: «The International Federation for Information Processing (IFIP) cordially invites you to the World Conference on Computers in Education to be held in Switzerland in July 2005».

Обычно в этом циркуляре имеется специальная заявочная форма (application / registration form), которая после заполнения отправляется по указанному адресу:

«Please complete this form and send it to the Congress Secretary for further information.
Name: ……..…….
Professional Title: ……
Address: ……...
Country ……
I hope to register for the World Conference on Computers in Education.
I intend to submit an abstract on the following topic …….
…….
……..
I will be accompanied by my spouse».

Ученые, откликнувшиеся на приглашение, попадают в список рассылки (mailing list) и соответственно обеспечиваются всеми информационными материалами по мере их публикации. Не включенные в список, должны обращаться непосредственно в организационный комитет конференции. Об этом они могут узнать из объявления в научном журнале: «Further information will be sent only to those who have accepted the invitation. Those who are not included on the mailing list should contact the Organizing Committee».

Основанием для участия в конференции может быть и личное приглашение, например, организатора (convener/organizer) секции, конгресса: «I extend to you a cordial personal invitation to participate in the sessions of this Section and to join the Congress Symposia and other Section meetings».

В ряде случаев решающим подтверждением участия в конференции помимо выражения принципиального согласия и отправки соответствующих документов и научных материалов является внесение регистрационного взноса (registration fee). Иногда важно внести этот взнос как можно раньше, ибо число участников конференции ограничено, и их регистрация проводится в хронологическом порядке (first-come basis registration): «Participation will be restricted to about 75 registrants in order to encourage audience interaction. Registration will be open on a first-come basis and is scheduled to be closed on or before I May 2005 depending on the response».

Внесение регистрационного взноса дает участникам право воспользоваться рядом дополнительных услуг, например, получить экземпляр тезисов или докладов, стать обладателем билета на прием или выставку и т.д. На что именно расходуется данный взнос, можно узнать из информационного сообщения: «Registration fee includes: participation in the Conference, a copy of the Proceedings and entrance to the Exhibition».

Обычно в информационном сообщении указываются рабочие языки (working languages) конференции: «Papers may be delivered in English, French or German, preferably English».

В бюро регистрации (registration desk) участники конференции получают специальный комплект печатных материалов (registration kit /package / file), в который обычно входит сборник тезисов, программа конференции (conference program), путеводитель (guide / guidebook) или карта-схема городских улиц (street-map), различные памятки (leaflets / pamphlets), содержащие полезную для участников информацию. Основные сведения о конференции обычно содержатся в буклете-программе (program booklet). Оперативная информация размещается на досках объявлений (notice boards) и демонстрационных щитах (bulletin boards). На представительских научных форумах выпускаются бюллетени новостей (news bulletins). Об их содержании и периодичности выхода можно узнать из программы конференции: «News Bulletins will be issued as required. Watch for them at the Registration desks. They will contain late program changes and special announcements of interest to the delegates». К услугам всех прибывших на конференцию – справочное бюро (information desk), где можно получить исчерпывающую консультацию по разным вопросам, связанным с обслуживанием участников и проведением ими свободного времени. На это обращает внимание следующее объявление: «The Information Desk consults the attendees for all general information including: entertainment, dining out, sightseeing, transportation, Internet and (photocopier) facilities».

В здании, где проходит конференция, обычно работает машинописное бюро (typing pool), почтовое отделение (post office), транспортное агентство (travel agency). К услугам участников – различные точки питания (cafeterias / snack bars / refreshment areas). Их информируют о том, где они могут вкусно и относительно недорого поесть: «Meals will be available at the University Cafeteria. Excellent meals in good restaurants may be obtained at reasonable prices».

Как правило в качестве места проведения конференции (conference premises / sits) выбирается специально предназначенное для этого здание (conference / congress / convention center), отель (hotel) или территория университета (university campus). Конференция на базе университета (university conference), естественно, дешевле и для организаторов, и для участников в смысле их размещения (accommodation / housing): «Accommodation is available at the university campus in inexpensive student rooms». В распоряжение участников предоставляются лекционные залы (lecture halls), комнаты для заседаний (meeting rooms), оборудуются специальные помещения – холлы (lounges) для неофициального общения.

На научных конференциях широко используется современное звукоусилительное (public address systems) и аудиовизуальное оборудование (audiovisual equipment): слайдпроекторы (slide projectors), видеомагнитофоны (videorecorders), оборудование для презентаций (power point systems). При демонстрации экспериментов в лабораторных условиях эффективно работает система замкнутого телевидения (closed circuit television). Для участников научной конференции обычно разрабатываются две программы: научная (scientific / technical program) и культурная (social program).

Начинается конференция специальным заседанием (ceremonial session / opening ceremony). Открывается конференция как правило приветственной речью (welcome

address) одного из руководителей конференции. Нередко открытие конференции проходит в деловой обстановке. В этом случае председательствующий на заседании ограничивается вступительным словом (introductory / opening remarks).

На пленарных заседаниях (plenary sessions) выступающие (speakers) представляют соответственно пленарные доклады (plenary addresses / lectures / talks / papers) и в ряде случаев – основные доклады, определяющие ход всей конференции (keynote addresses / papers).

Основной докладчик (keynote speaker) является как правило известным ученым, признанным авторитетом в своей области: «The keynote speaker will be Professor Brown, a distinguished economist from the University of London, who will talk about the past, present and future of economics».

Большой аудитории обычно адресуются обзорные (overview / review papers) и отчетные доклады (reports). Нередко организационный комитет представляет участникам возможность провести незапланированное заседание (impromptu meeting), если те высказывают такое пожелание. Об этом можно узнать, например, из такого объявления: «Groups wishing to hold impromptu meetings in the evening after the regular program may ask for room assignment from the Mexican Local Organizing Committee».

В основном все представленные на конференцию научные доклады (papers / scientific contributions) можно разделить на доклады по приглашению (invited / solicited papers) и доклады, заявленные по инициативе самих участников (contributed / free / uninvited papers). Последние как правило составляют программу параллельно идущих секционных заседаний (concurrent / parallel sessions), часто называемых симпозиумами (symposia): «The meeting contains 90 invited papers and 230 contributed papers organized into 24 symposia».

Отдельные доклады могут носить образовательный (обучающий) характер (tutorial papers): «The program will consist of invited and contributed papers, as well as workshop sessions. Some of invited papers will be tutorial in nature».

Возможен и такой вариант, когда предложенные темы обсуждаются до конференции в рабочих группах (working parties / groups), а затем представители этих групп (rapporteurs of working parties / groups) делают основные доклады (lead papers) на пленарных заседаниях: «The lead papers presented in plenary sessions represented experience in several different countries as well as in international institutions».

При ограничении во времени, особенно при отсутствии параллельных заседаний, один докладчик (repporteur of grouped papers) представляет ряд докладов в сгруппированном виде. Иногда проводятся совместные заседания (joint meeting) отдельных секций или даже конференций, чтобы их участники, представители разных областей науки, могли обсудить общие проблемы.

На конференциях нередко устраиваются специальные лекции (special lectures) для участников (а также публичные лекции (public lectures) для всех желающих), с которыми выступают известные ученые или общественные деятели. Важным элементом любой научной конференции является обсуждение докладов, или дискуссия (discussion), которой

обычно руководит председатель заседания (chairman of the session/session chairman). Используется и такая форма, как обмен мнениями с участием ведущих специалистов в присутствии широкой аудитории (panel discussion). Выступающие на этой встрече (panelists / members of the panel) освещают темы, предлагаемые ее ведущим (chairman of the panel discussion), и отвечают на вопросы коллег.

Проводятся на научных конференциях и обсуждения за «круглым столом» (round table discussions / round tables).

В последние время стали пользоваться успехом стендовые заседания (poster sessions), во время которых авторы-демонстраторы (presenters) представляют так называемые стендовые сообщения (posters / poster papers / poster presentations).

Обычно параллельно с проведением конференции организуются тематические выставки (exhibitions / exhibits / displays), в том числе имеющие коммерческий интерес (commercial exhibitions): «There will be a commercial exhibition of ultrasound equipment with the conference. Companies interested in exhibiting should contact the Conference organizer»; устраиваются демонстрации оборудования, приборов и материалов (shows / demonstrations): «The Physics show, where manufacturers present the latest models of research instruments, apparatus and materials, will be organized by the American Institute of Physics».

Гости конференции имеют возможность принять участие в разного рода профессиональных экскурсиях (professional / technical excursions), в том числе полевых экскурсиях (field excursions/trips). Успех научной конференции во многом определяется и тем, как подготовлена культурная программа и составляющие ее разнообразные мероприятия (social events), ибо именно в свободное время между участниками устанавливаются контакты, столь необходимые для плодотворного научного общения. Гости конференции посещают местные музеи (museums), картинные галереи (art galleries), театры (theatres) и концертные залы (concert halls).

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