**MINISTRY OF EDUATION AND SCIENCE OF UKRAINE**

**O. M. BEKETOV NATIONAL UNIVERSITY**
**of URBAN ECONOMY in KHARKIV**

Methodical recommendations for practical classes

on an academic discipline

# "FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES"

*(for first-year full-time students first (bachelor's) level of higher education specialty 191– Architecture and Town Planning)*

**Kharkiv**
**O. M. Beketov NUUE**
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## Contents

## PREFACE

Methodological recommendations contains tasks and exercises for first-year full-time students first (bachelor's) level of higher education specialty 191 – "Architecture and Town Planning" for practical classes and during independent study. Thematic content corresponds to the curriculum and work program: thematic vocabulary, lexical and grammatical exercises. The publication consists of 12 clearly structured units, a glossary, and additional texts with tasks. The publication may be useful for full-time, part-time, and distance learning students and English language teachers.

## Unit 1

# Types of Structures

### Task 1. Before you read the passage, talk about these questions.

1. What are some different buildings that people live in?
2. What are some different buildings that people work in?

### Task 2. Read the advertisement. Then, mark the following statements as true (T) or false (F).

1. The advertisement offers teaching positions to experienced architects.
2. Darren Fischer has experience designing large buildings.
3. Andrea Palomino primarily works on residences.

Start your career with a degree from BVSA! Learn how to design a variety of **structures.** Do you want to design family **residences?** How about sleek, professional **office buildings?** Then BVSA is for you. Many local **buildings** are works of BVSA graduates:

### Darren Fischer

Darren designed several **high-rises** and **skyscrapers** downtown. His current project is a **warehouse** for Samson Furniture Dealers.

### Andrea Palomino

Andrea mostly works on projects for the city. She is responsible for the new **school** and **hospital** in town. She also designed a **parking structure** for city vehicles. Now, the city wants her to design the new **airport.**

### Task 3. Match the words (1–5) with the definitions (a–e).

| | |
|---|---|
| 1) school | a) any structure with walls and a roof |
| 2) building | b) a structure with a large, open space inside |
| 3) high-rise | c) a structure with many stories |
| 4) warehouse | d) a structure where people work |
| 5) office building | e) a structure where people go to learn |

**Task 4. Fill in the blanks with the correct words:**

*parking structure  airport structure  residence  hospital  skyscraper*

1. The tallest building in a big city is usually a(n) _ ___ _.
2. The workers keep their cars in a(n)_____ during the day.
3. When people are sick, they go to a(n) _ _ ___.
4. A single-family house is an example of a(n) ____ _.
5. The city put up a small _____ at the bus stop to protect people from the rain.
6. People travel in and out of the _____ on planes.

**Task 5. Write a report about different types of structures (150–200 words)**

## Unit 2

# Parts of a Building

**Task 1. Before you read the passage, talk about these questions.**

1. What are the typical rooms in a house?
2. What are some rooms in a house that are used for storage?
3. What are some areas of an office building?
4. What are the safest ways to exit a building during an emergency?

**Task 2. Write a word or phrase that is similar in meaning to the underlined part, use the text.**

1. The CEO’s office is on the seventh level in the building.

f_ _ o _

2. In emergencies, exit the building through the stairs on the outside of the building.

_i r_ _ s c_ _ _

3. The receptionist greeted clients in the open area just inside the building's entrance.

l_ _ _ y

4. The openings in the wall let a lot of sunlight into the office.

_ _ nd_ _ s

5. The break room is down the narrow passage on the left.

_al _ _ay

I received your proposal for the Smith-Rogers design. The **office** needs a few changes.The client wants a larger **lobby** at the **entrance.** Right now, the design only has a small **vestibule.** Expand the area into the **hallway** behind it. Also, the **conference room** is too far from the **elevator.** It must be easily accessible from every **floor.** Maybe switch it with the restrooms. People need easy access to emergency **fire escapes.** In the current design, people will not fit through the **windows.** Make these larger. People may also need to find the **stairwells** quickly. Make sure these are easy to access.

Thanks,

Shirley

**Task 3. Place the words and phrases from the word bank under the correct headings.**

*conference* *room* *stairwell* *vestibule*
*elevator* *office* *entrance*

**Moving between levels** **Entering a building** **Working in a building**

**Task 4. Write a report about different areas in an office building (150–200 words)**

## Unit 3

# Shapes

**Task 1. Before you read the passage, talk about these questions.**

1. What are some different shapes with curved edges?

2. What architectural shapes are most commonly found in your country?

**Task 2. Read the webpage. Then, mark the following statements as true (T) or false (F).**

1. Custom shapes like polygons take longer to create than other windows.

2. Circles are more expensive than other window shapes.

3. Triangle-shaped windows are easier to clean than circle-shaped windows.

**Task 3. Read the sentences and choose the correct words.**

1. The window will have four sides that make a **circle** *I* **square**.

2. If a shape has only three sides, it is a **diamond** *I* **triangle.**

3. The architect built a(n) **arch** *I* **side** over the doorway.

Every house needs windows, so why not get creative? Make your windows special with custom designs from Living Portals! Most window designs are shaped like squares or rectangles. Do you prefer something more interesting? We'll tilt it to the side to make a diamond, or we'll curve it into an elegant arch. Do you want something really bold? Let us know at least a week in advance and we can create a custom polygon – like a triangle – to fit your design needs. And who says that windows must have straight sides? Check out our selection of circles and ovals. These smooth, round designs are beautiful and practical. You'll have no more difficult corners to clean and the price are the same as for our square windows!

**Task 4. Place the words from the word bank under the correct headings**

*side* *oval* *rectangle* *circle* *diamond* *corner* *polygon*

**Parts of a shape** **Shapes with curved edges** **Shapes with straight edges**

**Task 5. Read the text**.

A cuboid is the most popular building shape. Flat, simple faces make them easy to design and build. The interior space is easily divided into numerous cubes. However, great architects create buildings with virtually any 3D shape. Architects have used creative shapes for thousands of years. The ancient Egyptian pyramids are an excellent example. Another example is the cones atop early European churches.Today, unusual shapes make urban environments more exciting.

"The Gherkin" in London is a cylinder. Its rounded surface adds visual interest to the cityscape. Spheres and sphere-like shapes have a similar effect. Many sports stadiums are topped with domes, which are breathtaking from the interior and the exterior.

**Task 6. Match the words (1–6) with the definitions (a–f).**

| | |
|---|---|
| 1) 3d | a) a shape that is similar to half of a ball |
| 2) face | b) a shape with straight sides and a circular base |
| 3) cube | c) having the dimensions of length, width, and depth |
| 4) dome | d) a flat surface on something |
| 5) cylinder | e) a shape with six equal square sides |
| 6) pyramid | f) a shape with triangular side |

**Task 7. Write a report about different building shapes (150-200 words)**

## Unit 4
# Basic Math

**Task 1. Before you read the passage, talk about these questions.**

1. What are some ways to describe adding numbers together?

2. What is the process for finding an average?

**Task 2. Read the letter. Then, mark the following statements as true (T) or false (F).**

1. The plot cannot hold as many houses as planned.

2. The parks and roads on the original plot will occupy 500 acres.

3. The neighboring plot can hold more houses than the original plot.

**Task 3. Read the sentence pairs. Choose which word or phrase best fits each blank.**

**1 hundred** *I* **average**

**A .** The surveyor calculated the _____size of all the plots.

**B.** The architect is planning a development on a fifteen- acre plot.

**2 multiplied by** *I* **divided by**

**A.** Six _____ two equals three.

**B.** Two _____ three equals six.

**Task 4. Read the text**.

Hello James,

I surveyed the development land. The plot is eleven **hundred** acres. You can fit four hundred houses, as planned. They will have an **average** of 1.5 acres each. This breakdown includes the number of houses **multiplied by** the acres per house:

– 400 **times** 1.5 **comes to** 600 acres.

– The available space is 1,100 acres.

The houses require 600 acres. 1,100 **minus** 600 **equals** 500 acres. You can use that

for roads and parks.

Also, the neighboring plot is for sale. It is four hundred acres **(less** one hundred for roads):

– 400 minus 100 equals 300 acres for houses. 300 **divided by** 1.5 equals 200 houses. That's 200 houses **plus** your original 400 houses. It comes to 600 houses total. Think about it and let me know.

Rachel Graves, Surveyor

**Task 5. Place the words from the word bank under the correct headings.**

*equals plus and less comes to minus*

**Adding numbers** **Subtracting numbers** **Expressing results**

**Task 6. Write some sentences on terms as for calculations (4–5 sentences.)**

**Ex.** *If we need to sum numbers we use the term "plus".*

## Unit 5
# Measurements

**Task 1.Before you read the passage, talk about these questions.**

1. What are some common units of measurement in your country?
2. What is important when converting different units of measurement?

**Task 2. Read the text. Then, mark the following statements as true (T) or false (F).**

1. Three inches equal one yard.
2. One ton is equal to 2,000 cubic feet.
3. To determine cubic feet, multiply length, width, and height in feet.

**Length:**
12 inches = 1 foot
3 feet = 1 yard
**Area:**
1 acre= 43,560 square feet
**Volume:**
1,728 cubic inches =1 cubic foot
**Weight:**
16 ounces = 1 pound
2,000 pounds = 1 ton

Knowing your units is invaluable. For instance, you can determine how much concrete a foundation needs by multiplying length, width, and height in feet. That gives you cubic feet. One cubic foot of concrete weighs about 145 pounds. So multiply your cubic feet by 145. Then divide that by the weight of each bag of cement. The answer tells you how many bags you need.

## Task 3. Match the words (1–6) with the definitions (a–f).

| | |
|---|---|
| 1) inch | a) a unit of length that equals 1/12 of a foot |
| 2) foot | b) a unit of weight that equals 2,000 pounds |
| 3) yard | c) system that uses the ounce and the inch |
| 4) ton | d) a unit of length that equals 36 inches |
| 5) pound | e) a unit of length that equals 1/3 of a yard |
| 6) imperial | f) a unit of weight that equals 16 ounces |

## Task 4. Read the information.

You know imperial units. But what if you need metric measurements? Check the conversion chart below.

| | Metric Unit | Approximate Imperial Value |
|---|---|---|
| Volume | 1 liter | = 61.02 cubic inches |
| Weight | 1 kilogram | = 2.2 pounds |
| Length | 1 meter | = 3.28 feet |
| Area | 1 hectare | = 2.47 acres |

To convert metric units into imperial units, multiply.

15 liters to cubic inches: 15 x 61 .02 =915.30 cubic inches

To convert imperial units into metric units, divide.

12 pounds to kilograms: 12 + 2.2 =5.45 kilograms

**You can also convert within the metric system.**

| | Convert | To | By |
|---|---|---|---|
| **Volume** | liters | cubic centimeters | multiplying by 1000 |
| | | cubic meters | dividing by 1000 |
| **Weight** | kilograms | grams | multiplying by 1000 |
| | | tonnes | dividing by 1000 |
| **Length** | meters | centimeters | multiplying by 100 |

**Task 5. Talk about these questions.**

1. Why should architects understand both metric and imperial systems?

2. Why might some people prefer the metric system instead of the imperial system?

## Unit 6
# Materials

**Task 1. Before you read the passage, talk about these questions.**

1. What are some common building materials?

2. How are different materials commonly used in structures?

**Task 2. Read the information**.

**Cements&Aggregates**

Mix your own **concrete** with our **sand,** gravel, and cement, or choose our ready-mixed concrete. We'll even deliver it to your site!

**Bricks &Mortar**.

Low-maintenance bricks resist weather and fire. Unlike many contemporary styles, traditional bricks have a timeless, classic appearance.

**Natural & Manufactured** Stone O

Granite, marble, slate - we have it all! Construct durable floors and walls. Enhance your architectural features with decorative stone.

**Metal Beams &Bars**

Our **steel I-beams** are 98% **iron** and 2% carbon. They're built to last! Our rods of **rebar** come in 20, 40, and 60 feet. We also provide custom cuts.

**Task 3. Match the words (1-8) with the definitions (A-H).**

1) iron a) metal pieces that builders put in concrete to make it stronger
2) steel b) a material composed of iron and carbon
3) rebar c) a mixture of water, sand, and lime that helps bricks stay together
4) metal d) a grainy substance composed of tiny rock particles
5) sand e) a powder made up of sand and gravel
6) concrete f) a material used to make steel
7) cement g) a hard substance made with aggregate and cement
8) mortar h**)** a hard, shiny, malleable material

**Task 4. Before you read the passage, talk about these questions.**

1. What materials are typically found behind the walls in a house?
2. What materials are used to make fancy or decorative floors?

**Task 5. Read the email. Then, mark the following statements as true (T) or false (F).**

1. The company uses one type of plaster to create different textures.

2. The email recommends plastic windows instead of glass.

3. The email suggests using porcelain for fancy floors.

Hello Ms. Nolan,

Thank you for your interest in our services. Here is some information about the materials we use.

**Wall surfaces.** We offer the best **drywall** available. We create a variety of textures with our versatile **plaster.**

**Wall interiors.** Behind your walls, you will find a frame of sturdy **timber.** Also, we use strong **fiberglass** for plumbing and ducts. Thick **rubber** hoses and gaskets keep you safe from leaks.

**Windows.** We recommend traditional **glass** to most homeowners, but we also offer transparent **plastics** that are less expensive.

**Floors.** We have a wide selection of floor **tiles.** Do you want something fancy? Go with **marble** for your entryway or staircase.

**Fixtures.** We install beautiful kitchen and bathroom fixtures made from fine **porcelain.**

## Task 6. Match the words (1–5) with the definitions (a–e).

1) glass a) a delicate building material made from clay

2) marble b) a polished stone that is used as a building material

3) drywall c) a flexible material made from natural substances and chemicals

4) rubber d) a material made with paper and plaster

5) porcelain e) a transparent substance used in windows

## Task 7. You are an architect. Talk to Student A about materials for his or her home.

## Unit 7
# Qualities of an Architect

**Task 1. Before you read the passage, talk about these questions.**

1. What are some of the qualities of a good architect?

2. Why must an architect be both artistic and logical?

**Task 2. Read the job listing. Then, choose the correct answers.**

1. What does the architecture partnership do?

**A** educate architects about new drafting software

**B** build custom homes with unconventional designs

**C** cultivate enthusiasm for home design

**D** hold training on current trends in architecture

2. Which is NOT required of applicants?

**A** experience building custom homes

**B** knowledge of current drafting software

**C** ability to implement both artistic and logical solutions

**D** functional understanding of design trends

3. According to the listing, why should architects be able to think outside the box?

**A** because of the particular region that the company works in

**B** because they need patience to handle clients

**C** because the company places emphasis on dedication

**D** because clients have unconventional design ideas

**Task 3. Match the words and phrases (1–8) with the definitions (a–h).**

1) logical a) skilled with planning and arranging in an orderly manner

| | |
|---|---|
| 2) artistic | b) having a strong aesthetic sense |
| 3) organized | c) committed to an idea or purpose |
| 4) dedicated | d) able to solve problems rationally |
| 5) patient | e) educated and skilled in the use of current technology |
| 6) computer savvy | f) able to handle situations calmly and without rushing |
| 7) outside the box | g) ability to identify and appreciate small aspects of the overall whole |
| 8) attention to detail | h) done in an atypical or unconventional way |

## Task 4. Read the text.

A local architecture partnership is looking for creative, **dedicated** architect. We are seeking a candidate with experience designing residences. We want to work with someone who is **enthusiastic** about home design! Experience with custom home building is a plus, but not necessary. The ideal candidate will be **hardworking** and **computer savvy.** Up-to-date knowledge of drafting software is essential. A qualified candidate will have a working knowledge of design trends. Our partnership creates custom homes for clients in the southwest area. Candidates should be **persistent, organized,** and **patient** with our clients. Attention **to detail** is a must. Many of our clients have unconventional visions for their homes. Architects must be artistic and able to think **outside the box.** They must also think of **logical** solutions to design problems. Please send resumes and cover letters to the above email address. You can also send a hard copy by mail. Please visit our website for further contact information.

## Task 5. Read the sentence pairs. Choose which word best fits each blank.

**1 creative** *I* **persistent**

**A** _____ person will not give up easily.

**B** _____ people come up with unique ideas.

**2 hardworking** *I* **enthusiastic**

**A** _____ people put a lot of effort into their work.

**B** _____ people are very passionate about what they do.

**Task 6. Read the text.**

## Careers in Architecture

Are you planning on a career in architecture? If so, you probably want to be an **architect,** but some students don't understand the diversity of this field. Whether **self-employed** or with a **firm,** architects depend on relationships with other professionals. They interact daily with **clients,** surveyors, **contractors,** and **consultants.** Before any construction can begin, architects work with surveyors. For new construction, **land surveyors** and **geotechnical surveyors** usually assess the site first. **Building surveyors** are often called in to assess existing structures. Many engineers contribute to the project before and during construction. **Structural engineers** work with the architect to ensure the building's structural integrity. **Electrical engineers** and **mechanical engineers** design the building's utilities. **Acoustic engineers** handle noise reduction. This is especially important in apartment buildings.

Specialists allow architects to focus on what they do best. Some architects have specialties of their own, like **landscape architects.** No single person can become an expert in every field. Architectural teams work together to make building designs a reality.

**Task 7. Match the words and phrases (1–8) with the definitions (a–h).**

| | |
|---|---|
| 1) firm | a) working for oneself rather than an employer |
| 2) client | b) a business involving the partnership of two or more people |
| 3) contractor | c) a person who designs a building's heating and ventilation systems |
| 4) consultant | d) a person or company responsible for the |

physical construction of a building

5) self-employed — e) a person who measures and draws the existing landscape and buildings

6) building surveyor — f) a person responsible for making sure the building is safe

7) structural engineer — g) a person or entity for whom a job is performed

8) mechanical engineer — h) an expert who provides professional advice

**Task 8. You are a job applicant. Talk to Student A about your qualities as an employee.**

## Unit 8

# Design Factors

**Task 1. Before you read the passage, talk about these questions.**

1. What laws govern the construction of new buildings in your country?

2. Why do some areas have regulations about impervious surfaces?

**Task 2. Read the memo. Then, choose the correct answers.**

1. What is the purpose of the memo?

**A** to share the results of research into local zoning laws

**B** to explain why regulations are stricter in a particular area

**C** to compare new ordinances with the previous regulations

**D** to list necessary research for a new project

2. Which is NOT likely to affect construction?

**A** local construction ordinances

**B** required building setback

**C** laws regarding septic analysis

**D** relevant property easements

3. What is true about the architectural team?

**A** They have not worked in this district before.

**B** They miscalculated the new building's floor-area-ratio.

**C** They are waiting for a response to a building permit application.

**D** They need further research before they do a septic analysis.

## MEMO

Hello team,

Carson Chemical is our first project in Riverside Industrial Park. Since we are new to this area, we need to do some extra research. The **building occupancy classification** is Group H (high hazard). We need to look up local **ordinances** and **zoning laws.** There are a lot of **regulations** for chemical plant construction. We need to know the applicable building **code.**

What we need to find out:

– the exact **frontage** of our construction site

– the required degree of **setback**

– any **floor-area-ratio** restrictions for high hazard construction

– any regulations concerning **impervious surfaces**

With a Group H building, there are probably no property **easements.** However, we should double-check just in case. We need to **apply** for a **building permit** next month. Our plans should be up to code before we apply. In the meantime, we'll go ahead with the **septic analysis.**

Let me know if you have any questions,

Joe

### Task 3. Match the words and phrases (1–8) with the definitions (a–h).

| | |
|---|---|
| 1) law | a) a structure covered by materials that water cannot pass through |
| 2) code | b) a rule governing actions and enforced by the government |

| | |
|---|---|
| 3) setback | c) a local government regulation to support the general welfare of the public |
| 4) ordinance | d) the category given to a building depending on its usage |
| 5) easement | e) the required distance between a building and the edge of a lot |
| 6) septic analysis | f) a right to use property without owning it |
| 7) impervious surface | g) an examination of sewage and waste disposal systems |
| 8) building occupancy classification | h) a set of rules to which buildings must adhere |

**Task 4. Fill in the blanks with the correct words and phrases from the word bank.** BANK

*ordinance floor-area-ratio zoning frontage building permit apply*

1. The _ _____ is 3.0, or three times the buildable area.
2. A local prohibits buildings more than seven stories tall.
3. _____ keeps neighborhoods and industrial areas separate.
4. The contractors failed to display a(n) _____ __ at the site.
5. The architects are ready to _____ for a permit.
6. The plot's _____ is 40 yards.

## Unit 9
# Sketches

**Task 1. Before you read the passage, talk about these questions.**

1. What are the different types of architectural sketches?
2. What is the purpose of a conceptual sketch?

**Task 2. Read the webpage. Then, choose the correct answers.**

1. What is the purpose of the webpage?

**A** to offer advice on drawing effective sketches

**B** to compare the architect's sketches to someone else's

**C** to describe examples of the architect's past sketches

**D** to explain how sketches are used in building design

2. Why does the architect draw conceptual sketches?

**A** to highlight the design components of the space

**B** to provide a reference to the existing building

**C** to get a general idea of what the space will be like

**D** to explore the new design in greater detail

3. Which is NOT part of the design process described in the webpage?

**A** detailed pen and ink drawings

**B** abstract conceptual sketches

**C** rough pencil sketches of design components

**D** observational sketches for remodeling

## About the Design Process

When you build a home, you want to learn and trust your architect's process. Every architect is different, so many people don't know what to expect. My design process begins with a series of simple **sketches.** As we discuss your ideas, I generally **draw a conceptual sketch.** These are **rough** renditions of your new home in **pencil.** I usually do several **preliminary** sketches to explore different possibilities. These **abstract** drawings give me a general sense of the space. If you are planning a remodel, please bring some photos. They will show me what we are starting with. When I first visit a site, I start with **observational sketches.** I need to know what the existing space looks like. Next, I will draw the **analytical sketches.** These are more formal drawings in **pen** and ink. They show the designs **in detail.** Multiple analytical sketches will highlight different design **components.** From here, we will move into

the planning stages.

**Task 3. Match the words and phrases (1–8) with the definitions (a–h).**

| | |
|---|---|
| 1) pen | a) a writing implement that uses ink to make marks |
| 2) draw | b) a formal drawing that explores a specific design element |
| 3) rough | c) to create a two-dimensional representation of something |
| 4) sketch | d) a drawing of an existing building or landscape |
| 5) in detail | e) an abstract drawing done at the moment an idea is conceived |
| 6) conceptual sketch | f) imprecise or unfinished |
| 7) analytical sketch | g) a drawing done by hand |
| 8) observational sketch | h) including small elements of the design |

**Task 4. Read the sentence pairs. Choose which word best fits each blank.**

**1 preliminary** ***I*** **abstract**

**A** _____ sketches come before any other kind of sketches.

**B** _ _____ sketches are not literal representations of the design.

**2 component** ***I*** **pencil**

**A** An analytical sketch highlights a design _____

**B** Many architects prefer to draw in _____ _ _

**Task 5. You are an architect. Talk to Student A about the sketch you are drawing.**

## Unit 10
# Elements of Construction

**Task 1. Before you read the passage, talk about these questions.**

1. What are the basic structural elements of a building?

2. What are the benefits of framework construction?

**Task 2. Read the textbook chapter. Then, choose the correct answers.**

1. What is the chapter mainly about?

**A** a comparison of construction elements from different eras

**B** the pros and cons of a particular type of construction

**C** an analysis of different construction materials

**D** an introduction to structural parts of a building

2. Which of the following does NOT support a building's weight?

**A** a curtain wall

**B** a pile-driven foundation

**C** a slab-on-grade

**D** a load bearing wall

3. According to the passage, what is true of framework construction?

**A** It is supported by load bearing walls.

**B** It can be constructed with multiple types of materials.

**C** It is generally built on a pile-driven foundation.

**D** It is not recommended when using curtain walls.

### Text

Architects must understand the physical limitations of their medium. Without an understanding of **construction,** architects cannot understand a building's possibilities and limitations. There are several features that all buildings have in common. Among them are **foundations, roofs,** walls, and **openings.** Every building begins with a solid foundation. Most buildings have either a **slab-on-grade** or **pile-**

**driven foundation.** From here, the **structure** of the building begins to take shape. There are two main types of building structure. In **solid construction,** the walls **support** the building. In **framework construction,** a light **framework** holds the building together. This framework may be made of wood, metal, or even concrete. Architects must know the difference between different types of walls. **Load bearing walls** are integral to the structures of the building. Architects must plan in advance for openings like doors and windows. Non-load bearing walls provide much greater design flexibility. **Curtain walls** are exterior non-load bearing walls. Curtain walls allow an immense range of creative freedom.

**Task 3. Match the words and phrases (1–9) with the definitions (a–i).**

| | |
|---|---|
| 1) roof | a) to bear weight or prevent something from collapsing |
| 2) structure | b) the base of a building that touches the ground |
| 3) opening | c) a skeleton-like internal structural system |
| 4) foundation | d) a basic system that holds something together |
| 5) support | e) a building process in which the walls support weight |
| 6) construction | f) the external protective structure at the top of a building |
| 7) framework | g) a building process in which a skeleton-like structure supports weight |
| 8) solid construction | h) the process of assembling a building |
| 9) framework construction | i) an empty space that people or things can move through |

**Task 4. You are a contractor. Talk to Student A about a potential problem with a construction project.**

## Unit 11
# Construction Process

**Task 1. Before you read the passage, talk about these questions.**

1. What are the major phases of the construction process?

2. Why should clients do a walk-through of the building?

**Task 2. Read the blog. Then, choose the correct answers.**

1. What is the purpose of the blog?

**A** to explain standard safety procedures

**B** to announce the start of construction on a new housing project

**C** to introduce innovative new construction techniques

**D** to educate homeowners about the construction process

2. When will principal construction begin?

**A** after installing the plumbing and wiring

**B** after the construction documents are finalized

**C** after the inspector visits the property

**D** after the contractors grade the site

3. Which of these will NOT occur before the wiring is installed?

**A** The construction team will excavate the site.

**B** The owner will do a walk through of the building.

**C** The contractor will make a bid for the project.

**D** The builders will pour the foundation.

## Homeowner's Guide to the Construction Process

Construction can be a stressful process for first-time homeowners. Here is a guide to help you set your expectations:

Phase 1. **Paperwork.**

During this phase, contractors will make **bids** for the project. Remember to have an attorney review all of your **contracts!** When the **construction documents**

are finalized, the construction phase begins.

Phase 2. **Principal construction.**

It's exciting when contractors **break ground** on your new house. **Excavation** will be the first step in building your home. Next, the contractors will **grade** the site to create a level surface. Once the foundation is poured, the **framing** process will begin.

Phase 3. **Installation and finishing.**

As the walls go up, installation begins. The contractors will install **plumbing, wiring,** and other fixtures. They will finish walls, floors, and ceilings.

Phase 4. **Inspection.**

The inspector will make sure the house is up to code. After the inspection, you will do a **walk through** of the house. Congratulations, your new home is ready for move-in!

## Task 3. Match the words and phrases (1–8) with the definitions (a–h).

| | |
|---|---|
| 1) bid | a) the system by which electricity is distributed through a building |
| 2) contract | b) the process of covering rough surfaces and installing hardware |
| 3) wiring | c) an inspection done by a client prior to moving in |
| 4) framing | d) the process of putting fixtures into a building |
| 5) finishing | e) a legally binding document detailing costs and sponsibilities |
| 6) installation | f) the paperwork containing the details of a construction project |
| 7) walk-through | g) the process of building the underlying structure of the building |

8) construction documents h) a proposal for construction including costs and materials

**Task 4. Read the sentence pairs. Choose which word or phrase best fits each b ·**

**1 phase *I* inspection**

**A** Bidding is the first _____ of the construction process.

**B** The _____ ensures the safety and quality of the building.

**2 plumbing *I* excavation**

**A** During , the builders discovered that the ground was too soft for building.

**B** The architect changed the plans for the _____ in the bathroom.

**3 break ground *I* grade**

**A** To _____ at a site is to begin construction.

**B** To _____ a site is to level the soil for the foundation.

**Task 5. Descrsbe a construction process of your future house.**

## Unit 12
# Finished Building

**Task 1. Before you read the passage, talk about these questions.**

1**.** What are the final elements added to a building?

2**.** What is the purpose of door and window schedules?

**Task 2. Read the build sheet. Then, mark the following statements as true (T) or false (F).**

1. The trim and the cornices will be painted the same color.

2. One bedroom will have different doors than the other bedrooms.

3. The plan calls for multiple types of window frames.

4. Bay window in living room

**General notes/items to be completed**

1. Complete exterior **cladding** to protect from rain and other weather.

2. Apply knockdown **finish** to all drywall.

3. Install shutters for all windows.

4. Apply finish to dining room floors.

5. Apply knockdown finish to **drop ceiling.**

6. Paint exterior **trim** color GT 6992.

7. Install **cornice** molding around interior perimeter. Paint color GT 7632.

8. Complete installation of wood **siding.**

9. Complete all **interior finishing,** including all interior painting. Refer to notes for paint colors.

10. Apply caulking and finish to cornices around interior **partitions.**

**Door schedule: remarks** .....

1. Insulated door – paint color GT 7632

2. French doors for dining room area -–glass panel

3. French doors for master bedroom -–solid wood

4. Slab doors for bedrooms 2, 3, & 4

**Window schedule: remarks** .....

1. Insulated vinyl **frames** on ALL windows

2. Casement windows in the basement

3. Double hung windows in all bedrooms

4**.** Bay window in living room

## Task 3. Read the sentences and choose the correct words or phrases.

1. Mr. Pace requested a knife texture on the **drop ceiling** *I* **remarks.**

2. We checked the **window schedule** *I* **trim** to see which frames to order.

3. The contractors installed wooden **partition** *I* **siding** on the exterior.

4. The door **schedule** *I* **frame** contained information about the installation.

**Task 4. Match the words and phrases (1–8) with the definitions (a–h).**

| | |
|---|---|
| 1) trim | a) the decorative wood finish around windows and doors |
| 2) finish | b) the materials and process of covering the walls, floors, and ceiling |
| 3) frame | c) the stationary part of a window or doorway |
| 4) remarks | d) a protective covering added to an exterior |
| 5) cornice | e) a boundary that divides an interior space |
| 6) cladding | f) a decorative surface covering |
| 7) partition | g) a section of a schedule containing more information |
| 8) interior finishing | h) a decorative covering around the perimeter of an interior |

**Task 5. Write about final stage of a building construction process.**

# Glossary

## A

**Accredited** If something is accredited, it has demonstrated that it follows certain standards that aredefined by an official organization .

**Acre** An acre is an imperial unit used to measure area. It is equal to 4,840 square yards.

**Aggregate** Aggregate is grainy material such as gravel, broken stones, and sand that builders use to make cement.

**Airport** An airport is a building that is usually very large, where people board, depart, and wait for airplanes.

**Angle** An angle is a shape that forms where two lines meet each other.

**Angular** If something is angular, it has angles instead of curves.

**Arch** An arch is a shape that is curved at one end and has corners or an opening at the other end.

**Asymmetrical** If something is asymmetrical, it does not have two identical sides that mirror each other.

**Attic** An attic is a room at the top of a building, just below the roof.

**Average** An average is a number that represents a value in the middle of a set of values. It is calculated by adding several values together and then dividing the total by the number of values that were used.

## B

**Bachelor's Degree** A bachelor's degree is a certificate indicating that someone has completed an educational program, usually after four years of study, and is qualified to work in a particular field.

**Basement** A basement is a room below ground level.

**Bathroom** A bathroom is a room with a toilet and a sink, and often has a bathtub or shower.

**Bedroom** A bedroom is a room where someone sleeps.

**Bend** To bend is to move or extend along a curve.

**Brick** A brick is a rectangular block made of hardened clay used for building walls and similar structures.

**Brittle** If something is brittle, it is likely to break apart rather than bend or stretch.

**Building** A building is a structure that typically has walls and a roof, and is usually occupied by people for some purpose.

## C

**Calculus** Calculus is an advanced branch of mathematics that deals with rates of change and complex measurements of physical properties.

**Cement** Cement is a powder that builders mix with gravel and sand to make concrete.

**Centimeter** A centimeter is a metric unit of length or distance equal to 1/100 of a meter or about 0.39 inches.

**Circle** A circle is a shape that is round, in which each point along the edge is an equal distance from the center.

**Climb** To climb something is to move or extend upward along it.

**Closet** A closet is a small room or cabinet that is used for storage.

**Come to** To come to something is to equal a particular number after a mathematical operation.

**Concrete** Concrete is a hard building material made from a mixture of cement, gravel, water, and sand.

**Cone** A cone is a 30 shape that has a circle at the base and rounded sides that meet at a point at the opposite end

**Conference room** A conference room is a large room in an office building that is usually used for meetings.

**Corner** A corner is the part of a shape where two edges or lines meet.

**Cube** A cube is a 30 shape that has six square sides.

**Cubic centimeter** A cubic centimeter is a metric unit of volume equal to 1/1 000 of a liter or 0.6 cubic inches.

**Cubic foot** A cubic foot is an imperial unit of volume, equal to the space of a cube with a length, width, and height of one foot each.

**Cubic inch** A cubic inch is an imperial unit of volume. A cube with a length, width, and height of one inch each has a volume of one cubic inch.

**Cubic meter** A cubic meter is a metric unit of volume equal to 1000 liters or about 35.31 cubic feet.

**Cuboid** A cuboid is a 30 shape that has six square or rectangular sides.

**Curvy** If something is curvy, it has rounded surfaces.

**Cylinder** A cylinder is a 30 shape that has straight sides and a circle at each end.

## D

**Diamond** A diamond is a shape that has four straight sides that are all the same length and different angles where the sides meet.

**Dome** A dome is a rounded 30 shape that is similar to the top half of a ball.

**Drywall** Drywall is a material that is used to make walls, consisting of large sheets of paper and plaster.

**Durable** If something is durable, it lasts a long time and cannot

be broken easily.

**E**

**Elastic** If something is elastic, it can be stretched and returned to its original form.

**Elevator** An elevator is a machine that moves people or objects up and down in a building, from one floor to another.

**Emphasis** An emphasis is an academic subject that someone gives extra focus or attention to.

**Entrance** An entrance is a place where people can get in and out of a building, usually through a door.

**Equal** To equal something is to be precisely the same number or amount as something else.

**Examination** An examination is an official test of someone's knowledge or abilities.

**F**

**Face** A face is a flat surface on a 30 shape.

**Fiberglass** Fiberglass is a strong, rigid substance made from thin strands of glass that is used to create various products, including building materials.

**Fire escape** A fire escape is a set of stairs on the outside of a building that people use as an exit in case of emergency.

**Flat** If something is flat, it has a level surface without curves.

**Flexible** If something is flexible, it can be bent into a different shape easily.

**Floor** A floor is a section or level in a building that may be higher or lower than other floors.

**Foot** A foot is an imperial unit of length equal to 12 inches.

## G

**Garage** A garage is a room next to a house with a large door and is used for storing cars and other objects.

**Geometry** Geometry is an area of mathematics that involves the study of points, lines, angles, and the size and shape of figures.

**Glass** Glass is a hard material that is usually transparent and is often used to make windows.

**Grade** A grade is the measurement of how steep a slope is.

**Gram** A gram is a metric unit of weight equal to 1/1 000 kilogram or about 0.035 ounces.

## H

**Hallway** A hallway is a narrow passage that leads from one area to another in a building.

**Hardness** Hardness is the quality of how firm or solid something is.

**Heat flow** Heat flow is the transfer of hot energy to a cool area.

**Heavy** If something is heavy, it has great weight and may be difficult to move.

**Hectare** NA hectare is a metric unit of area equal to 10,000 square meters or about 2.47 acres.

**High-rise** A high-rise is a tall building with many stories.

**Hilly** If an area is hilly, it has many hills or slopes.

## I

**I-beam** An I-beam is a steel bar that supports heavy loads and which looks like a capital I.

**Imperial** If a measurement is imperial, it uses the system that is based on the ounce and the inch.

**Inch** An inch is an imperial unit of length equal to 1/12 of a foot.

**Internship** An internship is a temporary (usually unpaid) job in which students can gain practical work experience.

**Iron** Iron is a metal building material that is used to make steel.

## K

**Kilogram** A kilogram is a metric unit of weight equal to 1000 grams or about 2.2 pounds.

**Kitchen** A kitchen is a room that is used for preparing food, and typically has a sink, countertops, and appliances.

## L

**Landscape** A landscape is an area or region of land with a particular appearance.

**Laundry room** A laundry room is a room with a washing machine that is used for washing clothes.

**Level** If something is level, it is flat and even.

**Licensed** If someone is licensed, he or she has official approval from an organization or government body to do something.

**Lightweight** If something is lightweight, it is not heavy.

**Line** A line is a perfectly straight geometric figure that

passes through points in both directions.

**Liter** A liter is a metric unit of volume equal to 1000 cubic centimeters or about 61.02 cubic inches.

**Living room** A living room is a room in a home for general use, usually including furniture for sitting, a television, stereo, etc.

**Lobby** A lobby is an open area just inside the entrance to a building.

## M

**Maintain** To maintain something is to keep it current or functional.

**Major in** To major in something is to officially study a particular area or subject in order to earn a degree in that area.

**Marble** Marble is a type of smooth stone that is often polished and used as a building material.

**Metal** A metal is a building material that is hard, shiny, and malleable.

**Meter** A meter is a metric unit of length or distance equal to 100 centimeters or about 3.2S feet.

**Metric** If a measurement is metric, it uses the system that is based on the kilogram and the liter.

**Mortar** Mortar is a mixture of water, sand, and lime that is used to hold bricks and stones together.

**Multiply by** To multiply a number (x) by another number (y) is to add number x to itself y number of times.

## O

**Office** An office is a room or group of rooms where people

work or conduct business, usually at desks.

**Office building** An office building is a building in which people work (in offices).

**Opaque** If something is opaque, it cannot be seen through.

**Open** If an area is open, it is uncovered and does not have many features such as vegetation or buildings.

**Ounce** An ounce is an imperial unit of weight equal to 1/16 of a pound.

**Oval** An oval is a shape that is rounded and longer than it is wide, similar to an egg.

## P

**Parking structure** A parking structure is a building, usually with several levels, in which people park cars.

**Plaster** Plaster is made of sand, lime, and water and hardens when it dries.

**Plastic** A plastic is a lightweight substance made from chemicals that is used to create a wide range of products, including building materials.

**Point** A point is a precise position on a surface that has no dimensions.

**Polygon** A polygon is a shape that has three or more straight sides.

**Porcelain** Porcelain is a smooth, delicate substance that is made from heating clay.

**Pound** A pound is an imperial unit of weight equal to 16 ounces.

**Prerequisite** A prerequisite is something that someone is required to do before doing something else, such as a basic class that a student must take before taking an advanced class.

**Pyramid** A pyramid is a 30 shape with a polygon at the base and triangular sides that meet at a point at the opposite end.

## R

**Rebar** Rebar, or reinforcing bar, is a steel bar that is encased in concrete to make a structure stronger and able to support more weight.

**Rectangle** A rectangle is a shape that has four straight sides, with each side the same length as the opposite side.

**Residence** A residence is a building in which people live.

**Rigid** If something is rigid, it maintains its form and does not stretch or bend easily.

**Rubber** Rubber is a strong, elastic substance made from plants and often chemicals.

## S

**Sand** Sand is a loose, grainy substance made up of tiny rock particles.

**Segment** A segment is the part of a line located between two points.

**Sharp** If something is sharp, it has a thin point or edge.

**Skyscraper** A skyscraper is a very tall building that is usually found in large cities.

**Slope** A slope is an inclined area, generally on the side of a mountain or hill.

**Sphere** A sphere is a round 30 shape like a ball in which all points around the outside are an equal distance from the center.

**Square** A square is a shape that has four straight sides that are all the same length and four equal angles where the sides meet.

**Stairwell** A stairwell is an area that contains stairs for walking from one level to another in a building.

**Steel** Steel is an extremely strong metal made from iron and carbon.

**Steep** If something is steep, it inclines upward sharply.

**Straight** If something is straight, it continues in one direction, without curving or bending.

**Structure** A structure is something that is made of multiple parts and usually stands by itself.

**Surface** A surface is the top or outside layer of something

## T

**Terrain** A terrain is an area of land with particular physical features.

**Tile** A tile is a flat piece of stone or clay that is used to cover a surface, such as a floor or wall.

**Timber** Timber is wood that forms part of a building.

**Times** If a number is times another number, it is multiplied by that number.

**Ton** A ton is an imperial unit of weight equal to 2,000 pounds.

**Tonne** A tonne is a metric unit of weight equal to 1000 kilograms or about 2204 pounds.

**Topography** Topography is the physical characteristics of an area of land.

**Transparent** If something is transparent, it can be seen through easily.

## V

**Vegetation** Vegetation is all the plants in an area.

**Vestibule** A vestibule is a hallway that leads from an entrance to the main part of a building.

## W

**Warehouse** A warehouse is a building with a large, open space inside, typically used for storage.

**Wiring** Wiring is a system by which electricity, telephone, and other signals are distributed in a building.

## Y

**Yard** A yard is an imperial unit of length equal to 36 inches or 3 feet.

Appendix A (Texts with tasks)

## TEXT 1
## ARCHITECTURE

**Architecture** (in Greek *αρχή* = first and *τέχνη* = craftsmanship) is the art and science of designing buildings and structures. A wider definition would include within its scope the design of the total built environment, from the macrolevel of town planning, urban design, and landscape architecture to the microlevel of furniture.

According to the very earliest surviving work on the subject, Vitruvius' *De Architectura,* good building should have Beauty (Venustas), Firmness (Firmitas) and Utility (Utilitas); architecture can be said to be a balance and coordination among these three elements, with none overpowering the others. A modern day definition sees architecture as addressing aesthetic, structural and functional considerations. However, looked at another way, function itself is seen as encompassing all criteria, including aesthetic and psychological ones.

Architecture is a multi-disciplinary field, including within its fold mathematics,science, art, technology, social sciences, politics, history, philosophy, and so on. In Vitruvius' words, "Architecture is a science, arising out of many other sciences, and adorned with much and varied learning: by the help of which a judgement is formed of those works which are the result of other arts". He adds that an architect should be well versed in fields such as music, astronomy, etc. Philosophy is a particular favourite; in fact one frequently refers to the philosophy of each architect when one means the approach. Rationalism, empiricism, structuralism, poststructuralism, and phenomenology are some directions from philosophy influencing architecture. Architecture is also the art of designing the human built environment. Buildings, landscaping, and street designs may be used to impart both functional as well as aesthetic character to a project. Siding and roofing materials and colors may be used to enhance or blend buildings with the

environment. Building features such cornices, gables, entrances, and window treatments and borders may be used to soften or enhance portions of a building. Landscaping may be used to create privacy and block direct views from or to a site and enhance buildings with colorful plants and trees. Street side features such as decorative lighting, benches, meandering walkways, and bicycle lanes may either enhance or degrade the experience of a project site for passersby, pedestrians, and cyclists.

**Vocabulary:**

| | | |
|---|---|---|
| Craftsmanship | – | майстерність, |
| landscape | – | пейзаж |
| scope | – | масштаб, розмах, сфера |
| cornice | – | карниз |
| gable | – | фронтон |
| border | – | кромка |

**Task 1. Match words with definitions.**

| | | |
|---|---|---|
| 1) | architecture | a) someone who is walking, especially along a street or other place used by cars |
| 2) | town planning | b) the style and design of a building or buildings |
| 3) | built environment | c) the air, water, and land on Earth, which can be harmed by man's activities |
| 4) | pedestrian | d) places where there are buildings and roads, andnot the countryside |
| 5) | environment | e) the study of the way towns work, so that roads, houses, services etc can be provided as effectivelyas possible |

**Task 2. Fill in the gaps using words below.**

*privacy architect including designing science*

Architecture is the art and 1)_____of designing buildings and structures. Architecture is a multi-disciplinary field, 2)_____mathematics, science, art, technology, social sciences, politics, history, philosophy, and so on. An 3)_____should be an expert in music, astronomy and philosophy. Architecture is also the art of 4)_____the human built environment. Landscaping may be used to create 5)_____and block direct views from or to a site and add to buildings colourful plants and trees.

## TEXT 2

## WHAT DO ARCHITECTS DO?

Architects are designing the built environment that will surround us in the 21st Century. As professionals in the field of building design and construction, architects use their unique creative skills to advise individuals, property owners and developers, community groups, local authorities and commercial organizations on the design and construction of new buildings, the reuse of existing buildings and the spaces which surround them in our towns and cities.

The work of architects influences every aspect of our built environment. Because of their ability to design and their extensive knowledge of construction, architects' skills are in demand in all areas of property, construction and design. Architects' expertise is invaluable when we need to conserve old buildings, redevelop parts of our towns and cities, understand the impact of a development on a local community, manage a construction program or need advice on the use and maintenance of an existing building.

Architects work closely with other members of the construction industry including engineers, builders, surveyors, local authority planners and building control officers. They spend a lot of time visiting sites in Ukraine and abroad, assessing the feasibility of projects, inspecting building work or managing the construction

process. They also spend time researching old records and drawings, and testing newideas and construction techniques.

Society looks to architects to define new ways of living and working, to develop innovative ways of using existing buildings and creating new ones. We need architects understanding the complex process of design and construction to build socially and ecologically sustainable cities and communities.

**Vocabulary:**

Invaluable – неоціненний
impact – вплив
to manage – керувати
maintainance – експлуатація
surveyor – топограф
assess – оцінювати
feasibility – можливість виконання
sustainable – життєздатний

**Task 1. Find word combinations.**

| | |
|---|---|
| 1) professional | a) owners |
| 2) property | b) process. |
| 3) local | c) new ways |
| 4) construction | d) experts |
| 5) to define | e) community |

**Task 2. Answer the following questions.**

1. What do architects do?
2. When is the architect's expertise invaluable?
3. Who do they work closely with?
4. How do architects organize their activity?
5. What does society expect from architects?

**Task 3. Translate into Ukrainian.**

– professional experts
– design and construction
– unique creative skills
– commercial organizations
– the reuse of existing buildings
– energy efficient buildings
– to be invaluable
– manage a construction program
– surveyor
– to assess the feasibility of a project
– drawing
– construction technique.
– develop innovative ways
– sustainable cities

## TEXT 3
## SOUTHERN CALIFORNIA INSTITUTE OF ARCHITECTURE

**Task 1. Before reading match words with definitions.**

| | | |
|---|---|---|
| 1) | outnumber | a) the first level of university degree; BA |
| 2) | lecture | b) the art and practice of planning and designing buildings: |
| 3) | bachelor's degree | c) one of three periods of equal length that the year is divided into in some school |
| 4) | trimester | d) a university degree such as an MA or an MSc, which you get by studying for one or two year safter your first degree |
| 5) | master's degree | e) a long talk given to a group of people on a particular subject, especially as a method of teaching in universities |
| 6) | resident | f) to be more in number than another group |
| 7) | architecture | g) someone who lives or stays in a place such as a house or hotel |
| 8) | campus | h) someone who has completed a university degreecourse, especially for a first degree |

9) graduate student i) especially BrE a student who is doing a university course for a first degree

10) undergraduate student j) the land and buildings of a university or college

**Task 2. Read and discuss.**

**Southern California Institute of Architecture**

Southern California Institute of Architecture architect-training school. It was founded in 1972 in Santa Monica, California. Enrollment is roughly 500 students, with the numbers of undergraduates and graduate students being almost equal.
Men considerably outnumber women. About half the students are state residents, and approximately a quarter are from foreign countries.

The academic calendar is divided into trimesters. A five-year program leads to a bachelor of architecture degree, and a master's degree takes from one and a half to three and a half years to complete (depending on the student's undergraduate experience). Studies focus on architectural history, theory, technology, and practice. A student committee organizes the Design Forum lectures that bring professional architects to campus to exhibit their work and share their perspectives. Students can study abroad at the institute's villa in Switzerland or through exchange programs with the Shibaura Institute of Technology in Tokyo and the Moscow Institute of Architecture in Russia.

**The Royal Institute of British Architects**

The course for the diploma examinations of the Royal Institute of British Architects (RIBA), seven years in all, comprises two degrees, firstly a Bachelor of Art (=BA) and then a Bachelor of Architecture. The B.A. course is three years long. The B.Architecture degree starts with two years out of the college in an office. The student pursuing a programme of training under the guidance of practicing architect, during a break usually between the third and the fourth years, is called architect-in-

training or intern architect. All candidates must have two years practical experience before taking the examinations in the Professional Practice and Practical Experience in the school approved by the RIBA for this purpose. Then two further years in the University, then a final year out in which the final RIBA exams are taken before one can qualify for corporate membership of the RIBA.

**Task 3. Match the beginning of a proverb with the end.**

| | | |
|---|---|---|
| 1) | A bad workman | a) spoil the broth |
| 2) | Too many cooks | b) makes perfect |
| 3) | Where there's a will | c) mice will play |
| 4) | Practice | d) always blames his tools |
| 5) | Necessity | e) is the mother of invention |
| 6) | When the cat's away | f) there is a way |

**Task 4. Explain their meaning. Find out equivalents in Ukrainian.**

## TEXT 4
## ANTONIO RINALDI

Antonio Rinaldi (1710 - April 10, 1794) was an Italian architect, trained by Luigi Vanvitelli, who worked mainly in Russia.

In 1751, during a trip to England, he was summoned by hetman Kirill Razumovsky to decorate his residences in Ukraine. To this early period belong the Resurrection cathedral in Pochep near Bryansk and the Catherine Cathedral in Yamburg, now Kingisepp near St Petersburg, where Rinaldi successfully expressed the domed, centrally-planned form required by traditional Russian Orthodox practice in a confident Italian Late Baroque vocabulary.

His first important secular commission was the Novoznamenka chateau of Chancellor Woronzow. In 1754, he was appointed chief architect of the young court,

i.e., the future Peter III and Catherine II, who resided at Oranienbaum. In that town he executed his best-known baroque designs: the Palace of Peter III (1758-60), the sumptuously decorated Chinese Palace (1762–68), and the Ice-Sliding Pavilion (1762–74).

In the 1770-s, Rinaldi served as the main architect of Count Orlov, who was Catherine's prime favourite and the most powerful man in the country. During this period he built two grandiose Neoclassical residences, namely the Marble Palace on the Palace Embankment in St Petersburg and the roomy Gatchina Castle, which was subsequently acquired for Emperor Paul and partly remodeled. He also designed for Orlov several monuments in Tsarskoe Selo, notably the Orlov Gates, Kagul Obelisk and the Chesma Column. He completed the work started by Jean-Baptiste Vallin de la Mothe on the Catholic Church of St. Catherine.

Rinaldi's last works represent a continuous transition from the dazzling rococo of interiors to the reserved and clear-cut treatment of facades characteristic of Neoclassicism. These include two St Petersburg cathedrals, one dedicated to St Isaac the Dalmatian and subsequently demolished to make way for the present Empire-style structure, and the other, dedicated to Prince Vladimir and still standing.

In 1784, the old master resigned his posts on account of bad health and returned to Italy. He died in Rome in 1794.

**Vocabulary:**

Dazzling – сліпучий

reserved – закритий

**Task 1. Match the words from the article on the left with their synonyms on the right.**

| | |
|---|---|
| 1) vocabulary | a) pompous, flamboyant |
| 2) secular | b) to devote |
| 3) commission | c) material, worldly |
| 4) sumptuously | d) evolution, shift |

| | |
|---|---|
| 5) grandiose | e) terms, lexis, glossary |
| 6) subsequently | f) stunning, amazing |
| 7) transition | g) because of |
| 8) dazzling | h) order |
| 9) on account of | i) later, next |
| 10)`to dedicate | j) luxuriously, opulently |

**Task 2. What do these figures refer to**: 1710, 1751, 1754, 1970s, 1784, 1794.

**Task 3. Search the Internet and find more information about Robert Adam.Talk about what you discover with your partner(s) in the next lesson.**

## TEXT 5

## ROBERT ADAM

**Task 1. Choose the correct heading for each paragraph**

*A. His family* *B. Palladianism and Adam's rebellion*

*C. The Grand Tour* *D. Early work*

*This Scot architect had a profound effect on Georgian life, and theclassical design of English Country Houses.*

1) _____Robert Adam was born in 1728, the son of a stonemason. He moved to Edinburgh at the age of 11, where his father William became the pre-eminent architect in Scotland. Robert attended Edinburgh University, but he never did graduate, due to the twin specters of illness and The ‘45 Jacobite rebellion. At the age of just 20 his father died and Robert joined the family architectural firm, which became known as Adam Brothers.

2) _____After a few short years of practice, Robert left on an extensive

"Grand Tour" of France and Italy, where he studied classical Roman ruins and learned drafting and drawing skills. When he returned he moved to London and hung out his shingle as a practicing architect. It did not take him long to become the fashionable architect of the high society set.

3) _____ England at that time was undergoing a surge of interest in classical architecture, prompted by the "Palladian" movement, named after Renaissance architect named Andrea Palladio, who tried to recreate the style and proportions of the buildings of ancient Rome. Adam was something of a rebel against the Palladians, who insisted on following strict Roman lines and proportion. They copied, Adam innovated and experimented, and the result was a body of work that approached genius.

4) _____ His first successes were the Admiralty Arch at Whitehall, and the interior apartments at Hatchlands. Adam was most often asked to remodel existing houses, so much of his work is interior. Adam was a success in part because he insisted on designing everything himself, down to the tiniest detail. The result is work that has a sense of overall unity, or flow. He moved beyond the Roman classical style, and borrowed heavily from Greek, Byzantine, and Italian Baroque influences. Robert Adam died in 1792 at the age of 64. Some of his work was replaced or remodeled as fashions in interior decoration changed over the next centuries, but enough remains that his legacy cannot be forgotten.

**Vocabulary:**

Rebellion – повстання, бунт

unity – єдність

legacy – спадщина

drafting – креслення, рисування, малювання

**Task 2. Match words with their definitions**.

| | | |
|---|---|---|
| 1) | graduate | a) the upper classes, |
| 2) | rebellion | b) something whole or complete that is composed of separate parts |
| 3) | shingle | c) a group of people with a common ideology, esp a political or religious one |
| 4) | drawing | d) organized resistance or opposition to a government or other authority |
| 5) | high society | e) a picture or plan made by means of lines on a surface, esp. one made with a pencil or pen without the use ofcolour |
| 6) | movement | f) something handed down or received from an ancestor or predecessor |
| 7) | strict | g) a small signboard or nameplate fixed outside the office of a doctor, lawyer, etc |
| 8) | unity | h) severely correct in attention to rules of conduct or morality |
| 9) | legacy | i) to receive or cause to receive a degree or diploma |
| 10) | genius | j) a person with exceptional ability, esp of a highly original kind |

**Task 3. What do these figures refer to**: 17, 28, 11, 20, 45, 64.

**Task 4. Search the Internet and find more information about Robert Adam.Talk about what you discover with your partner(s) in the next lesson.**

## TEXT 6

## TADAO ANDO

**Task 1. Choose the correct word.**

Tadao Ando was born in 1941 in Osaka, Japan. He is a *profile / prolific* architect and is in demand the world *under / over*. He designs buildings using his distinctive approach to architecture. His style uses simple *farms / forms*, lots of

exposed concrete, and the creative use of natural light. People describe his *work / workers* as ‘international modernism’. A leading architectural critic said: "Ando is right in the Japanese tradition.”

Ando *spent / spending* his childhood making wood models. He spent hours in a carpenter’s shop *across / opposite* the street and learnt many techniques from the craftsmen. After leaving school he *drafted / drifted* from job to job. He was a truck driver and tried his *lucky / luck* as a boxer. He eventually got into architecture, even though he had no qualifications.

Ando began teaching *himself / him* the principles of designing buildings. He visited temples and shrines in Kyoto and Nara to get a *felt / feel* for traditional Japanese architecture. He also travelled to Europe to *sketch / scratch* the magnificent buildings there. His maiden project was Tomishima House in Osaka in 1973. Twenty years later he *completed / completion* his first international project – the Japanese Pavilion at Expo92 in Sevilla, Spain.

Ando was first recognized *for / of* his work in 1979, when he won the Annual Prize from the Architectural Institute of Japan. In 1995, he *scooped / snooped* the Pritzker Prize – the highest distinction in world architecture. He *donation / donated* the $100,000 prize money to the orphans of the Kobe earthquake. A housing *complicated / complex* he designed in Kobe survived the earthquake undamaged.

**Vocabulary:**

Dazzling – засліплювати, зачаровувати; вражати

prolific – плідний, родючий

secular – мирський, світський

scoop – черпак; ківш

transition – перехід; переміщення

**Task 2. Match the words from the article on the left with their synonyms on the right.**

| | |
|---|---|
| 1) prolific | a) training, credentials |
| 2) distinctive | b) productive, creative |
| 3) leading | c) main beliefs |
| 4) eventually | d) principal, primary |
| 5) qualifications | e) unique, distinct |
| 6) principles | f) ultimately, in the end |

**Task 3. Match the following phrases from the article.**

| | |
|---|---|
| 1) in demand | a) in world architecture |
| 2) his distinctive approach | b) making wood models |
| 3) the creative use | c) Japanese architecture |
| 4) Ando spent his childhood | d) complex |
| 5) learnt many techniques | e) to architecture |
| 6) get a feel for traditional | g) the world over |
| 7) the highest distinction | h) money to the orphans |
| 8) He donated the $100,000 prize | i) from the craftsmen |
| 9) housing | j) designing buildings |

## TEXT 7

## ANCIENT EGYPTIAN ARCHITECTURE

**Task 1. Read and discuss.**

For at least ten thousand years, the Nile valley has been the site of one of the most influential civilizations in the world. Even today, its architectural monuments, which include Great Pyramid and the Great Sphinx, are among the largest and most famous buildings in the world.

**Characteristics.** Due to the scarcity of wood, the two predominant building materials used in ancient Egypt were unbaked mud brick and stone. From the Old Kingdom onward, stone was generally reserved for tombs and temples, while bricks

were used even for royal palaces, fortresses, the walls of temple precincts and towns, and for subsidiary buildings in temple complexes.

Most ancient Egyptian towns have been lost because they were situated in the cultivated and flooded area of the Nile Valley, although the dry, hot climate of Egypt preserved some mud brick structures. On the other hand, many temples and tombs have survived because they were built on ground unaffected by the Nile flood and were constructed of stone. The exterior walls, as well as the columns and piers, were covered with hieroglyphic and pictorial carvings in brilliant colors. Many motifs of Egyptian ornament are symbolic, such as the scarab, or sacred beetle, the solar disk, and the vulture. Other common motifs include palm leaves, the papyrus plant, and the buds and flowers of the lotus. Hieroglyphics were decoration as well as records of historic events.

**Influence upon European architecture**. Ancient Egyptian architecture has had influence upon the architecture and art of medieval Europe, notably in the early 17th century, when Renaissance designers brought elements of Egyptian art into the ornamentation of castles and other buildings. Examples of this phenomenon are found in Scotland.

**Vocabulary:**

Prophesy – пророцтво

scarcity – недолік

tomb – могила

vulture – шуліка

settlement – поселення

temple precinct – земля прилегла до храму

**Task 2. Answer the following questions.**

1. What were the two predominant building materials used in ancient Egypt for?
2. Why have most ancient Egyptian towns been lost?

3. Are motifs of Egyptian ornament symbolic?

4. Why were Hieroglyphics used in ancient Egyptian Architecture?

5. Has the Ancient Egyptian architecture influenced the architecture and art of Europe?

## TEXT 8

## THE ROMAN COLISEUM

The Colosseum or Coliseum, originally known as the Flavian Amphitheatre (lat. Amphitheatrum Flavium), is an amphitheatre in Rome, capable of seating 50,000 spectators, which was once used for gladiatorial combat.

Construction was initiated by Emperor Vespasian and completed by his sons, Titus and Domitian, between AD 72 and AD 90. It was built at the site of Nero's enormous palace, the Domus Aurea.

The Colosseum hosted large-scale spectacular games that included fights between animals, the killing of prisoners by animals and other executions, naval battles up until AD 81, and combats between gladiators. It has been estimated that several hundreds of thousands died in the Colosseum games.

The Colosseum's name is derived from a colossus (a 130-foot or 40-metre statue) of Nero nearby. This statue was later remodeled by Nero's successors into the likeness of Sol, the sun god, by adding the appropriate solar crown. Nero's head was also replaced several times by the head of succeeding emperors. At some time during the Middle Ages, the statue disappeared; experts suspect that, since the statue was bronze, it was melted down for reuse.

The Colosseum was ingeniously designed. It has been said that most spectacle venues (stadiums, and similar) have been influenced by features of the Colosseum's structure, even well into modern times. Seating was divided into different sections. The podium, the first level of seating, was for the Roman senators; the emperor's private, cushioned, marble box was also located on this level.

**The Structure**

The Colosseum measures 48 metres high, 188 metres long, and 156 metres wide. The wooden arena floor was 86 metres by 54 metres, and covered by sand. Its elliptical shape kept the players from retreating to a corner, and allowed the spectators to be closer to the action than a circle would allow.

Above the podium was the maenianum primum, for the other Roman aristocrats who were not in the senate. The third level, the maenianum secundum, was divided into three sections. The lower part (the immum) was for wealthy citizens, while the upper part was for poor citizens. A third, wooden section was a wooden structure at the very top of the building, added by Domitian. It was standing room only, and was for lower-class women.

After the Colosseum's first two years in operation, Vespasian's younger son (the newly-designated Emperor Domitian) ordered the construction of the hypogeum (literally meaning "underground"), a two-level subterranean network of tunnels and cages where gladiators and animals were held before contests began.

Today the arena floor no longer exists, though the hypogeum walls and corridors are clearly visible in the ruins of the structure. The entire base of the Colosseum covers an area equivalent to 6 acres (160,000 m sq.). There are also tunnels, still in existence, configured to flood and evacuate water from the Colosseum floor, so that naval battles could be staged prior to the hypogeum's construction. Recent archaeological research has shown evidence of drain pipes connected to the City's sewer system and a large underground holding tank connected to a nearby aqueduct.

Another innovative feature of the Colosseum was its cooling system, known as the valerium, which consisted of a canvas-covered, net-like structure made of ropes, with a hole in the center. This roof covered two-thirds of the arena, and sloped down towards the center to catch the wind and provide a breeze for the audience. Sailors, standing on special platforms, manipulated the ropes on command. The Colosseum incorporated a number of vomitoria - passageways that open into a tier of seats from below or behind. The vomitoria were designed so that the immense venue could fill in 15 minutes, and be evacuated in as little as 5 minutes. Each entrance and exit was numbered, as was each staircase.

There were 80 entrances at ground level, 76 for ordinary spectators, two for the imperial family, and two for the gladiators. Spectators were given tickets in the form of numbered pottery shards, which directed them to the appropriate section. The vomitoria quickly dispersed people into their seats and, upon conclusion of the event, disgorged them with abruptness into the surrounding streets (giving rise, presumably, to the name).

The Colosseum was in continuous use until 217, when it was damaged by fire after it was struck by lightning. It was restored in 238 and gladiatorial games continued until Christianity gradually put an end to those parts of them which included the death of humans. The building was used for various purposes, mostly venationes (animal hunts), until 524. Two earthquakes (in 442 and 508) caused a great damage to the structure. In the Middle Ages, it was severely damaged by further earthquakes (847 and 1349), and was then converted into a fortress.

**Collosseum nowadays**

In 1749, in a very early example of historic preservation, Pope Benedict XIV forbade the use of the Colosseum as a quarry. He consecrated the building to the Passion of Christ and installed Stations of the Cross, declaring it sanctified by the blood of the Christian martyrs who were thought to have perished there. Later popes initiated various stabilization and restoration projects. Every Good Friday the pope leads a procession within the ellipse in memory of Christian martyrs.The Colosseum has a prominent place in many motion pictures. In 1954's Demetrius and the Gladiators Emperor Caligula sentences the Christian Demetrius to fight in the Colosseum's gladiator games. In the Science Fiction film The Core, theColosseum is destroyed by intense lightning strikes, which blast it to bits. In directorRidley Scott's 2000 film Gladiator, the Colosseum was re-created via computer-generated imagery (CGI) to 'restore" it to the glory of its heyday in the 2nd century.

**Vocabulary:**

| | | | | | |
|---|---|---|---|---|---|
| Execution | – | страта | quarry | – | каменоломня |
| tier | – | кріплення | perish | – | гинути, умирати |
| shard | – | надкрилля (жука) | martyr | – | мученик |
| to disgorge | – | розвантажувати(ся), | consecrate | – | освячувати |

**Task 1. True or False.**

1. The Colosseum or Coliseumm was used for gladiatorial combats only.
2. The wooden arena floor was 86 metres by 54 metres, and covered by sand.
3. Coliseum circular shape kept the players from retreating to a corner, and allowedthe spectators to be closer to the action.
4. The podium, the first level of seating, was for the Roman senators.
5. A third, wooden section was a wooden structure at the very top of the buildingwas for poor citizens.

**Task 2. Match words with definitions.**

| | |
|---|---|
| 1) execution | a) an underground system, for carrying off drainage water and sewage |
| 2) gladiator | b) crystalline limestone capable of taking a polish, used in sculpture and architecture |
| 3) venue | c) carrying out of a death sentence |
| 4) sewer system | d) strong coarse cloth used for sails and tents etc. and for oil-painting |
| 5) marble | e) broken piece of pottery or glass |
| 6) shard | f) trained fighter in ancient Roman shows |
| 7) ellipse | g) place for a match, meeting, concert, etc |
| 8) canvas | h) a person killed for persisting in a belief |
| 9) martyr | i) regular oval, resulting when a cone is cut obliquely by a plane |

**Task 3. Answer the following questions.**

1. When and where was the Colosseum built?
2. What events did it host?
3. What does its name derive from?
4. Why was the elliptical form of Collosseum chosen?
5. What are the main parts of Colosseum?
6. Can you describe the cooling system of Colosseum?
7. What do the following figures refer to: 48, 6, 80, 17, 49?
8. How did Pope Benedict XIV stop the ruination of the Colosseum.

## TEXT 9

## ORDERS OF ARCHITECTURE

The orders are the highest accomplishment of the pillar and beam construction. In classical architecture, the order is a column with base (usually), shaft, and capital, and entablature, decorated and proportioned according to one of the accepted modes, The Greeks developed the Doric, Ionic, and Corinthian orders. The Romans added the Tuscan and Composite.

The entablature is the upper part of a classical order, between columns and pediment, consisting of architrave (the lowermost part), frieze (in the middle), and cornice (the uppermost part).

The columns have entasis or the slight swelling towards their centres. Its objectis to correct the optical illusion that the column is thinner in the middle if its sides were straight or parallel.

The Doric is the oldest order subdivided into Greek Doric and Roman Doric. The former is the simplest and the most massive, it has no base, as on the Parthenon. Its stylobate usually has three high steps. The columns are about five and a half diameters high. They have 20 elliptical flutes, separated only by sharp edges. The intercolumniation or clear space between the columns is about one diameter and a third. The height of the entablature is rather more than twice the diameter of the column. Roman Doric was like Greek Doric; but it did have a base, and was less massive. The Ionic order originated in Asia Minor in the mid 6th century B.C. It is characterized by a moulded base; tall, slim column shafts with 24 semi-circular flutesseparated by flat fillets. The columns are between eight and nine diameters high and a little more than two diameters apart. Its capitals have large volutes, or spiral scrolls. Its fascinating entablature has continuous frieze, usually dentils in the cornice. It was less heavy than the Doric and less elaborate than the Corinthian.

The Corinthian order was an Athenian invention of the 5th century B.C. It is the slenderest and most ornate of the three Greek orders. In its general proportions it is very like the Ionic. It is characterized by a high base, sometimes a pedestal;

slim, fluted column shaft with fillets; bell-shaped capital with 8 volutes and two rows of acanthus leaves. It has an elaborate cornice. At first it was used for interiors only. Generally speaking, there are very few Greek examples. It was much used by the Romans for its showiness. The Roman abacus was sometimes enriched with egg-and-dart, as were also parts of the architrave. The Roman cornice was very richly treated and often has modillions carved with acanthus.

The Tuscan order is a simplified version of the Roman Doric, having a plain frieze and no mutules in the cornice. The columns are unfluted. The mouldings are fewer and bolder.

The Composite order is a late Roman combination of elements from the Ionic and Corinthian orders. This order is really a variety of the Corinthian. Its abacus has the plan of the Corinthian abacus – a square with convex sides. Under the projecting angles there are large volutes placed diagonally and, in some cases, springing from behind the band of egg- and-dart borrowed from the Ionic.

Any order whose columns or pilasters rise through two or more storeys of a building is called the Colossal order. Sometimes it is also named the Giant or Grand order. Its opposite is the Miniature or Dwarf order. The Romans applied it to windows or tabernacles (decorative niches often topped by canopies and housing statues).

**Vocabulary:**

bell-shaped – колоколоподібний

fillet – поясок, заглиблення

canopy – навіс, накриття

mould – профіль, форма

convex – випуклий

ornate – пишно прикрашений

dwarf – карлик(овий)

scroll – завиток

egg-and-dart – іоніки з стрілками

shaft – стержень колони

elaborate – детально (старанно)

swelling – припухлість

**Task 1. Match words with their definitions**.

| | |
|---|---|
| 1) A clear space between the columns | a) entasis |
| 2) The upper .part of a classical order between thecolumns and pediment | b) volutes |
| 3) The middle part of the entablature | c) intercolumniation |
| 4) The slight swelling towards the centre of a column. | d) entablature |
| 5) The spiral scrolls of the Ionic and Corinthiancapitals. | e) abacus |
| 6) A particular style of column with its entablature,having standardized details. | f) frieze |
| 7) The lowest part of the entablature. | g) capital |
| 8) The topmost member of a column, pilaster, oranta. | h) stylobate |
| 9) The uppermost member of the capital of a column. | i) architrave |
| 10) Any continuous base, plinth, or pedestal, uponwhich a row of columns is set. | j) order |

**Task 2. Translate the dialogue into English.**

**A:** Давай обсудимо архітектурні ордери.

**B:** Не заперечую. Мені хотілося б взнати щось про доричний ордер.

**A:** Наскільки мені відомо, він досить потужний за своїми пропорціями.

Дорична колона має подушкоподібну[1] капітель, тобто ехін[2], та квадратну плиту[3], що називається абакою.

**B:** Що ти знаєш про доричний антаблемент?

**A:** Він має фриз з перемінними[4] тригліфами[5] та метопами[6], а у карнизі є мутули, усіянні[7] гутами[8] або каплями[9].

**B:** Який пам'ятник є найбільш характерним прикладом доричного стилю?

**A:** Це Парфенон[10].

**B:** Хіба це так?

**B:** Я в цьому не сумніваюсь. Парфенон – це найдревніший існуючий приклад доричного ордеру.

**B:** Варто відмітити, що доричний, тосканський та іонічний ордери були описані Вітрувієм[11] у його десяти книгах "De Architectura". Це єдиний повний трактат[12], який зберігся з античності.

**A:** Дякую за інформацію.

**B:** Будь ласка.

1. cushion-like; 2. echinus; 3. tablet; 4. alternating; 5. triglyphs; 6. metopes; 7. studded with; 8. guttae; 9. drops; 10. Parthenon; 11. Vitruvius; 12. treatise.

## TEXT 10

## ANCIENT ROMAN ARCHITECTURE

The early history of the great Roman Empire is so wrapped up in legend, that it is difficult to distinguish between fiction and truth. It is generally accepted, however, that Rome was founded in 753 B.C. by a number of people, who established themselves on the Palatine Hill. There they built a walled city, and soon obtained supremacy over the surrounding tribes. The best known were the Etruscans, a people whose origin is obscure. The Romans adopted the external language of classical Greek architecture for their own purposes, which were so different from Greek buildings as to create a new architectural style. The two styles are often considered one body of classical architecture. Sometimes that approach is productive, and

sometimes it hinders understanding by causing us to judge Roman buildings by Greek standards.

Roman architecture represents a fusion of traditional Greek and Etruscan elements, with new structural principles based on the development of the arch and of a new building material, concrete. In Greek and Hellenistic architecture the column was the most important member; in Rome the column was often degraded to merely decorative uses, while the wall became an essential element. Tile-covered concrete quickly supplanted marble as the primary building material and more daring buildings soon followed, with great pillars supporting broad arches and domes rather than dense lines of columns suspending flat architraves. The freedom of concrete also inspired the colonnade screen, a row of purely decorative columns in front of a load-bearing wall.

In domestic architecture three types were developed: the domus or town house; the insula or multi-storey apartment house and villa or suburban or country house. The domus derived from the Greek and Hellenic house and was usually of one storey only and inward-looking, the rooms being grouped axially and symmetrically around the atrium (a quadrangular court). A street façade was plain and defenestrated. The insula had several identical but separated floors and was often vaulted throughout with concrete construction. A decree of Augustus limited their height in Rome to 75ft. The villa was derived from traditional farm-house and was more casual and straggling in plan than the domus. Their exteriors were enlivened with porticoes and colonnades, rooms were designed to catch the view, or the sun in winter or the shade in summer.

The only two developments of the Roman architecture were the Tuscan and Composite orders; the first being a shortened, simplified variant on the Doric order and the Composite being a tall order with the floral decoration of the Corinthian and the scrolls of the Ionic. Innovation started in the first century B.C., with the invention of concrete, a stronger and available substitute for stone.

In smaller-scale architecture, concrete’s strength freed the floor plan from rectangular cells to a more free-flowing environment. On return from campaigns in

Greece, the general Sulla returned with what is probably the most well-known element of the early imperial period: the mosaic, a decoration of colorful chips of stone inset into cement.

This tiling method took the empire by storm in the late first century and the second century and in the Roman home joined the well known mural in decorating floors, walls, and grottoes in geometric and pictorial designs.

The final phase of Roman architecture from the 4th to the 6th centuries, primarily in church building, is called Early Christian architecture. It gave rise to Byzantine architecture.

A purely .utilitarian theme in Roman architecture, which produced quantities of houses, apartment buildings, factories, roads, bridges - all those amenities which have returned to the world of architecture only in recent times – gives the Romans a claim to be the only precursors of the modern architect.

**Vocabulary:**

Supremacy – панування; верховенство
obscure – похмурий, темний; тьмяний
to hinder – перешкоджати
fusion – злиття, об'єднання
Supplant – витіснити, витиснути
pillar – стовп, колона
mural – стінний
grotto – печера, грот
precursor – предтеча, попередник

**Task 1. True or False.**

1. The Greek architects preferred rounded forms such as arch, vault and dome.
2. In Rome the column was the most important construction element.
3. Roman architecture is based on a new building material, concrete.
4. Tuscan order is a tall order with the floral decoration of the Corinthian and thescrolls of the Ionic.
5. The final phase of Roman art of building is called Early Christian architecture.

**Task 2. Match words with the definitions.**

1) domus a) multi-storey apartment house

| | |
|---|---|
| 2) defenstrated | b) decorated with or consisting of flowers or patterns of flowers |
| 3) insula | c) town house |
| 4) villa | d) without windows |
| 5) floral | e) suburban or country house |

## TEXT 11

## ROMAN AND GREEK ARCHITECTURE

Roman architecture reached its apogee in the Pantheon, Rome (c. A.D. 100-25, with a dome 141ft in diameter). It is based on a sphere, the height of its walls being equal to the radius of the dome. Comparison of the Pantheon with the Parthenon reveals the contrast between the tectonic and extrovert nature of Greek architecture and the plastic, introvert nature of Roman architecture. This is equally evident in the most typically Roman of all buildings, the basilica, which with its interior colonnades, is like a Greek temple turned outside in. Other typically Roman buildings are: thermae, with their rich decoration and complicated spatial play; amphitheatres, of which the Colosseum, Rome (AD 69-79) is the largest; triumphal arches, a purely decorative type of building, always of the Corinthian or Composite order.

The chief differences between Greek and Roman architecture are the following. The Greeks used one order per facade. The Romans often used several, one above the other, as in the Colosseum.

The Greeks built primarily in trabeated manner. The Romans also used arcuated methods and combined both forms in one building. This too can be seen in the Colosseum, where arches are structural and the orders decorative.

Roman orders and ornament are generally coarser and heavier than the Greek.

The Romans preferred to use the Composite and Corinthian orders.

The Romans were great builders and engineers, famous for their concrete vaults, public baths, bridges and aqueducts, as well as temples. The Greeks were perfectionists of the subtleties of the simple classical temple form.

**Task 1. Compare ancient Greek and Roman Architecture.**

| | **Greek architecture** | **Roman architecture** |
|---|---|---|
| **types of buildings** | | |
| **orders** | | |
| **manner** | | |

**Task 2. Read texts and choose the best word from the list below to complete the sentences.**

**Roman House.** The ancient Roman…….**(житло)**[1] consisted of a ……. **(чотирикутний )**[2] court (atrium) which was entered by the door of the house and which served as the common meeting place for the family. An ……..**(проріз)**[3] (compluvium) to the sky provided light and served as a ……**(димохід)** [4] and as an …….**(вхідний отвір)**[5] for rain which fell into the impluvium, a tank ……..**(занурений)**[6] in the floor ……**(нижче)**[7]**.** The tablinum served as the master's office. In some homes a garden surrounded by side buildings and covered colonnades was added at the …… **(позаду)**[8] of the house; it was calledthe peristylum and usually was entered through corridors (fauces) located near the tablinum. Great houses had a kind of entrance hall (= vestibulum) raised above the street and approached by……..**(сходи)**[9]**.** In the ordinary house, there was only an …….**(*мут*. натяк)**[10] of one (= vestibulum); the door led directly into the ……**(вітальня, коридор)**[11], which opened directly into the atrium. In later Roman houses, a second storey became usual. As the dining room was generally in the upper storey, all the rooms in the upper storey were called **(з'єднані кімнати)**[12]**.** There were three-storey houses in Rome as early as the end of the republic.

**sunk dwelling chimney quadrangular indication beneath inlet stairs opening back ostium coenacula**

**Task 3. Read texts and choose the best word from the list below to complete thesentence.**

**Greek House**. The ancient Greek house varied in design according to the period and the ……. **(багатство)**[1] of the ..... **(власник)**[2] but there were common features. The house was divided into two parts: the men's apartments (andron) and the women's apartments (gynaeceum or gynaekonitis). The entrance door of the house opened into a vestibule (prothyron); on both sides of the vestibule, in the interior, were the doorkeeper's room and …….**(майстерні)**[3] for business and work. The vestibule led to an open..... **(двір)**[4] (aula) which was surrounded on three sides by columns, in the middle of which was the altar of Zeus Herkeios, the patron……**(бог-покровитель)**[5] of domestic life. Large houses usually had a second court entirely (= wholly, = completely) surrounded by columns. At the…….**(сторони)**[6] of the aula were rooms for eating, sleeping, and **(склад)**[7] as well as ……**(маленькі приміщення)**[8] for the**……..(раби)**[9] On the sides of the court opposite the vestibule there were no columns, but two pilasters which marked the entrance to an open room or vestibule called the prostas or parastas. On one side of the parastas was the sleeping room of the …….**(хазяїн)**[10] and …….**(хазяйка)**[11] of the house (thalamos). Some houses had an upper story, usually smaller in area than the lower story. The ……..**(криша)**[12] of the Greek house was……..**(плаский).**[13] The rooms usually were lighted ( = illuminated) ……**(через)**[14] doors which opened into a court.

**slaves wealth sides mistress owner deity roof cells through mastershops storage court flat**

## Resources

1. Architecture : career paths [Electronic resource] / Virginia Evans, Jenny Dooley, Dave Cook. – Electronic data. – Berkshire : Express Publishing, 2013. – 41p. – Regime of access: http://www.expresspublishing.co.uk, free (date of application: 13.05.2024). – Header from the screen/

2. Збірник текстів і завдань з дисципліни «Іноземна мова» (англійська мова) (для самостійної роботи студентів 1 курсу денної форми навчання напряму підготовки 6.060102 «Архітектура») / Харків. нац. акад. міськ. госп-ва; уклад.: С. О. Зубенко. – Харків : ХНАМГ, 2010. – 50 с.

3. Foreign language in the professional field : tutorial [Electronic resource] / O. V. Anisenko, O. V. Havrylova, Yu. S. Maksymenko, T. V. Mykhailova ; O. M. Beketov National University of Urban Economy in Kharkiv. – Electronic text data. – Kharkiv : O. M. Beketov NUUE, 2021. – 136 p. – Regime of access: https://eprints.kname.edu.ua/59225/, free (date of application: 13.05.2024). – Header from the screen.

*Електронне навчальне видання*

Методичні рекомендації до практичних занять
із навчальної дисципліни

**«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»**

*(для здобувачів першого курсу денної форми навчання першого (бакалаврського) рівня вищої освіти зі спеціальності 191 – Архітектура та містобудування)*

(Англ. мовою)

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