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**READING FOR DIFFERENT PURPOSES
(МАТЕРИАЛЫ ПО АНГЛИЙСКОМУ
ЯЗЫКУ ДЛЯ ЧТЕНИЯ СТУДЕНТАМИ
УНИВЕРСИТЕТА)**

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Методические указания содержат рекомендации для студентов по овладению различными видами чтения текстов на английском языке; аутентичные тексты различной тематики; систему коммуникативных упражнений к текстам; лексический справочный материал, направленный на развитие умений студентов читать аутентичные тексты из различных сфер жизнедеятельности.

Методические указания предназначены для студентов 1-2 курсов неязыковых специальностей всех направлений подготовки.

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Введение

Данные методические указания составлены в рамках ОП по дисциплине «Иностранный язык», предназначены для обучения студентов различным видам чтения текстов различной тематики на английском языке, направлены на интенсивное расширение вокабуляра и развитие умений и навыков студентов понимать тексты на иностранном языке.

Целью методических указаний является обучение различным видам чтения. Текстовый материал знакомит студентов с различными областями человеческого знания.

Методические указания предназначены для студентов направлений подготовки: 02.03.02- Фундаментальная информатика и информационные технологии; 04.04.01-Химия; 07.03.01- Архитектура; 08.03.01- Строительство; 23.03.03-Эксплуатация транспортно-технологических машин и комплексов; 35.03.08-Водные биоресурсы и аквакультура; 38.03.02-Менеджмент.

Методические указания состоят из 16 разделов. В первом разделе студентам предлагаются рекомендации по выполнению различных видов чтения. Остальные разделы содержат тексты и задания на проверку понимания текста и направлены на изучение лексики для активного применения.

Практическая ценность методических указаний заключается в наличии аутентичного материала, системы разнообразных упражнений на обучение различным видам чтения, которые можно использовать в аудиторной работе и при самостоятельной работе во внеаудиторное время.

1 Unit 1 Методические рекомендации по овладению чтением с различными целями

Чтение представляет собой восприятие и понимание письменной речи. Чтение – это самостоятельный вид речевой деятельности, который обеспечивает письменную форму общения. Оно занимает одно из главных мест по использованию, важности и доступности.

Понимание содержания происходит на основе ряда сложных логических операций, результатом которых являются установление связей в тексте и переход от слов к смыслу.

Выделяется семь уровней понимания текста:

1. уровень понимания слов;
2. уровень понимания словосочетаний.

Они свидетельствуют о приблизительном понимании текста. Узнавая значение слов и словосочетаний в контексте, читающий получает представление о теме, которой посвящен текст.

3. уровень понимания предложений.

Это более продвинутый уровень, хотя как и первые два отличается фрагментарностью. Воспринимая предложение, обучающийся должен расчленить его на отдельные элементы, установить связь между ними и их роль в высказывании, опознать грамматические омонимы, особенно в служебных словах, и т.д.

- 4-5. уровни понимания текста.

Эти уровни отличаются лишь видами чтения и тем, к каким типам информации относится извлекаемое из текста содержание.

6. уровень понимания содержательной и эмоционально-волевой информации;
7. уровень понимания всех четырех типов информации, включая побудительно-волевую.

Чтение связано с аудированием, так как в основе того и другого лежит деятельность, связанная с восприятием, анализом и синтезом. При аудировании слушающий воспринимает звучащую речь, а читающий – написанную. При чтении,

также как и при аудировании, имеет большое значение вероятное прогнозирование, которое может быть как на вербальном, так и на смысловом уровне.

Чтение так же связано с говорением. Громкое чтение (или чтение вслух) представляет собой «контролируемое говорение». Чтение про себя представляет собой внутреннее слушание и внутреннее проговаривание одновременно.

Изучающее чтение представляет собой внимательное вчитывание в текст для наиболее точного понимания содержания и запоминания содержащейся информации для ее дальнейшего использования. При чтении с полным пониманием содержание аутентичного текста необходимо понимать как главную, так и второстепенную информацию, используя все возможные средства раскрытия значения незнакомых языковых явлений. В разделах 2, 7, 9, 10, 15 вы найдете тексты для данного вида чтения.

Ознакомительное чтение предполагает извлечение основной информации, при этом делается ставка на воссоздающее воображение читателя, благодаря которому частично восполняется смысл текста. При чтении с пониманием основного содержания обучающийся должен уметь определять тему и выделять основную мысль письменного сообщения, отделять главные факты от второстепенных, опуская детали. В разделах 5, 13, 16 вы будете работать над текстами для ознакомительного чтения.

Просмотровое чтение рассматривается как вид чтения, целью которого является получение общего представления о содержащейся в тексте информации. В разделах 3, 11, 14 вашему вниманию предлагаются тексты для данного вида чтения.

Поисковое чтение предполагает овладение умением находить в тексте те элементы информации, которые являются значимыми для выполнения той или иной учебной задачи. Этому виду чтения вы можете научиться на текстах разделов 4, 8, 12.

Подробнее остановимся на поисковом чтении, которое подразделяется на чтение для получения большей информации за меньшее время (*skimming*) и чтение для поиска какой-то специфической информации (*scanning*). Это две разных

стратегии при быстром прочтении текста. Используются они для разных целей, и используем мы эти виды чтения не всегда.

Люди, умеющие использовать оба вида поискового чтения, достаточно продвинутые читатели - *flexible readers*. Они читают с определенной целью и получают необходимую информацию быстро, без траты лишнего времени. Они читают не весь текст, и именно это увеличивает скорость их чтения. Их умение заключается в том, что они совершенно точно знают, какая информация им необходима и какой способ чтения использовать.

Просмотровое чтение первого типа - это один из способов, который вы используете для получения большей информации за меньшее время. Оно используется только для понимания общего смысла или главных идей текста, и работаем мы по данному сценарию по большей части с фактическим материалом. При беглом прочтении понимание текста неполное, так как читаете вы не все, а выборочно - то, что важно для вас в данный момент.

Многие люди считают, что такой вид чтения это бессистемное чтение, то есть на что случайно наткнулись. Однако чтобы результативно бегло прочитывать, должна быть некая структура: важно то, что вы *читаете*, а не **то**, что вы *пропускаете*. Необходимо решить для себя, что читать, а что нет.

Предположим, вы читаете достаточно большую статью для своего проекта. Прочитав лишь первый параграф детально, вы поймете, о чем эта статья. Затем вы начнете читать лишь первые предложения в каждом параграфе, которые можно назвать *topic sentences*, то есть самые важные, наиболее информативные, дающие представление о главной идее каждого параграфа. Если идея не понятна, либо параграф заинтересовал вас, вы, возможно, захотите прочитать больше.

По прочтении первого предложения вы будете просто проглядывать остальной текст на предмет дат, цифр, имен и т.д. Продолжайте читать только первые предложения, опуская остальной текст, итак до конца текста. Так как последние параграфы обычно содержат некое заключение, итог, то вам придется читать уже детально. Обязательно помните, что понимание текста будет приблизительным при

таком виде чтения, чем при детальном чтении. Если при беглом чтении вы чувствуете, что поняли все основные идеи текста, то читали вы правильно.

Так как беглое чтение дает лишь поверхностное понимание текста, нельзя всегда применять такой вид чтения. Оно помогает быстро заострить внимание на определенной информации при нехватке времени.

Задайте себе следующие вопросы, которые могут помочь вам решить, стоит ли бегло прочитать данный текст.

Это научный текст?

Много ли вам надо прочитать за короткий промежуток времени?

Знаю ли я уже что-то по данному вопросу?

Можно ли опустить какую-то часть материала?

Если вы ответили на эти вопросы положительно, то чтение для получения большей информации за меньшее время будет полезным в данном случае.

Если вы правильно отберете материал, который надо прочесть, а который надо опустить, вы будете приятно удивлены, когда за короткий промежуток времени вы узнаете большое количество информации.

Компьютер играет все большую роль в нашей жизни. Исследования показывают, что чтение с монитора вызывает большие трудности для читающих, чем чтение с листа. Хотя они могут читать и понимать текст с тем же уровнем, что и с листа, но чтение для получения большей информации за меньшее время с монитора гораздо медленнее, чем с листа.

Поисковое чтение для поиска какой-то специфической информации – еще один способ увеличения скорости чтения. В отличие от первого типа поискового чтения при втором вы ищете *лишь* какую-то специфическую информацию, без чтения всего остального текста. Вы именно сканируете текст, если вам необходимо узнать время выхода в эфир любимого сериала, телефонный номер или счет футбольного матча. Чтобы быстро и качественно просканировать текст, вам необходимо понимать, как устроен материал, которым вы пользуетесь. Такой вид чтения позволяет вам найти нужную информацию очень быстро.

При чтении для поиска какой-то специфической информации вы ищете авторские пометки, такие как числа, буквы, красную строку, или слова - первый, второй, третий, следующий. Вы обращаете внимание на выделенные тем или иным способом слова. Иногда сам автор дает вам некую подсказку.

Как правильно сканировать? Все материалы обычно устроены следующим образом: по алфавиту, в хронологической последовательности, по категориям или текстом.

Важно понять концепцию ключевых слов. И важно правильно определить ключевые слова.

Когда же можно применять чтение для поиска какой-то специфической информации? Вы бегло прочитываете текст, когда цель вашего чтения – найти определенную информацию. Например, если вы делаете какую-то презентацию, вам необходимо найти индекс книги, адрес сайта, справочную литературу. В этом случае вы точно обнаружите, содержат ли они нужную вам информацию.

Позвольте себе НЕ читать все. Возможно, вы уже привыкли читать каждое слово и чувствуете неуверенность, если некоторые слова непонятны вам, поэтому вам необходимо позволить себе пропускать некоторые слова при поисковом чтении, когда вы читаете для какой-то определенной цели.

2 Unit 2 Menace or Convenience: The lure of the mobile phone

2.1 Read the title of this magazine article and answer the questions:

1. What will the article be about?
2. What kind of person would be interested in this article?
3. What would you expect to read in the first paragraph?

2.2 Now read the first paragraph of *Menace or Convenience: The lure of the mobile phone* and answer the questions which follow

A friend of mine was a penniless student at university in 1985 when she started to go out with a man who lived in an oil-rich eastern state. To all her friends he seemed like the possessor of boundless riches, not least because he gave her a mobile telephone so that he could contact her at any point of her day directly from his home country. Although virtually none of us had ever seen a mobile telephone before, the overriding reaction was, 'What a waste of money ringing all that way' as opposed to, 'Wow, that's brilliant.' From their earliest incarnations, these telephones have never had the capacity to thrill us in the way that other new bits of technology can. Sighs of contempt, rather than envy, would be breathed in all the first-class train carriages where mobiles started ringing in the late 1980s.

1. What is the writer's purpose in this first paragraph of *Menace or Convenience: The lure of the mobile phone*?
2. Is there a sentence that best summarises the main idea in this first paragraph?

2.3 Now read the whole article about mobile phones and answer questions 1-5. Indicate the letter A, B, C or D against the number of each question. Give only one answer to each question

By the mid 1990s, the mobile was no longer the preserve of image-conscious businessmen. Suddenly, it seemed, every petty criminal could be seen organising their dodgy deals as they shouted into stolen ones in the street. It was at this point that I bought a mobile. I had been sneering for years, but I reasoned that as everyone now had one,

surely no-one would be" offended or irritated by mine, as long as I used it exclusively in the back of taxis or other places where I could avoid intruding on people's mental privacy.

But I immediately grew to depend on it and constantly checked that I had it, in the way that habitual smokers are said to keep checking for their cigarettes. And it affected my behaviour: Without the means of ringing ahead to say I was going to be late, for example, would I have set off for my business appointment with so little time to spare? I began to understand how those inexperienced walkers come to call, out the Mountain Rescue Team from the top of some perilous peak. Without the false sense of security the phone in their pocket provided, they wouldn't have gone up there in the first place.

What's more, after a while, I realised that once it has got a hold on you, all telephone calls are urgent in exact proportion to the availability of a mobile to announce them. Because our modern lives have so much capacity for urgency, the mobile is turning into an enemy rather than a helpmate. It is enabling us to dash from one activity to another in the mistaken belief that we can still be in touch - with work, with other family members. Yet, although we are constantly on standby, we are not in a position to be fully engaged with anything else. No mental commitment to the task in hand is possible when the mobile can ring at any moment with another demand for our attention, no matter how legitimate. In this way, I began to feel persecuted rather than liberated.

And mobiles may be even more sinister than any of us could have dreamt. When activated, it seems, they serve as miniature tracking devices which, unknown to their owners, reveal their whereabouts at any given time, even if no calls are made or received. In a recent murder trial, the police showed that the suspect travelled to and from the murder scene, despite his having denied this, through using the computer records of his mobile's whereabouts.

But what has really put me off my phone is a conversation I had with a terrifyingly important man -one of the most conspicuously successful in Britain. He had been to dinner the night before with two other such figures. 'Do you know,' he said, 'they sat there taking calls all through dinner.' What a let down. In my book, importance is denoted not by a ringing mobile, but rather by the ability to build up the kind of efficient and trustworthy support team that ensures you never to need to take an urgent call in public. One suspects,

moreover, that it is the very existence of the mobile phone that prevents effective delegation in such situations, that it represents a menace rather than a convenience.

1 According to the writer, how did people react when the first mobile phones were introduced in the 1980s?

- A They were rather suspicious of them.
- B They saw how useful they might be.
- C They realised how popular they would be.
- D They were generally unimpressed by them.

2 Why did the writer eventually decide to buy a mobile phone?

- A She accepted that one was needed for her work.
- B She realised they had become widely accepted.
- C She had seen how to use one effectively.
- D She had got used to the idea of them.

3 What immediate change did the mobile phone make to her life?

- A It tended to make her less reliable.
- B It caused her to do irrational things.
- C It led her into dangerous situations.
- D It forced her to make better use of her time.

4 Why did she eventually come to resent her mobile phone?

- A It allowed her employers to monitor her movements.
- B It prevented her from concentrating on what she was doing.
- C It allowed people to make unreasonable demands on her.
- D It meant that her work was invading her free time.

5 The writer tells us the anecdote about the important man to show that mobile phones

- A are essential in modern business.
- B are a nuisance in social situations.
- C may lead to less efficient management.
- D may lead to a loss of business confidentiality.

2.4 Read the article once more and think what the phone is for you: menace or convenience. Be ready to tell a few words on this topic in the class

2.5 Read the article once more and write down the new words if there are any. Learn the new words. Make up sentences with these words

2.6 Translate the article in written form

2.7 Is *Menace or Convenience: The lure of the mobile phone* factual and descriptive or does it present opinions and argument? Prove your answer with sentences from the text

3 Unit 3 Quiet roads ahead

3.1 Look at the title and subtitle of the text. Which two of these topics is the text most likely to be related to a) tourism b) transport c) history d) technology?

3.2 Now look at the first lines of Paragraphs A-J and check your answer. What is the main topic: vehicles or roads?

3.3 What is the general organisation of this text: a) a problem and its causes b) a problem and one solution c) a problem and several possible solutions?

The roar of passing vehicles could soon be a thing of the past

A The noise produced by busy roads is a growing problem. While vehicle designers have worked hard to quieten engines, they have been less successful elsewhere. The sound created by the tyres on the surface of the road now accounts for more than half the noise that vehicles create, and as road building and car sales continue to boom - particularly in Asia and the US - this is turning into a global issue.

B According to the World Health Organization, exposure to noise from road traffic over long periods can lead to stress-related health problems. And where traffic noise exceeds a certain threshold, road builders have to spend money erecting sound barriers and installing double glazing in blighted homes. Houses become harder to sell where environmental noise is high, and people are not as efficient or productive at work.

C Already, researchers in the Netherlands - one of the most densely populated countries in the world - are working to develop techniques for silencing the roads. In the next five years the Dutch government aims to have reduced noise levels from the

country's road surfaces by six decibels overall. Dutch mechanical engineer Ard Kuijpers has come up with one of the most promising, and radical, ideas. He set out to tackle the three most important factors: surface texture, hardness and ability to absorb sound.

D The rougher the surface, the more likely it is that a tyre will vibrate and create noise. Road builders usually eliminate bumps on fresh laid asphalt with heavy rollers, but Kuijpers has developed a method of road building that he thinks can create the ultimate quiet road. His secret is a special mould 3 metres wide and 50 metres long. Hot asphalt, mixed with small stones, is spread into the mould by a rear-mounted machine which flattens the asphalt with a roller. When it sets, the 10-millimetre thick sheet has a surface smoother than anything that can be achieved by conventional methods.

E To optimise the performance of his road surface - to make it hard wearing yet soft enough to snuff out vibrations - he then adds another layer below the asphalt. This consists of a millimetre-thick layer of rubber, mixed with stones which are larger than those in the layer above. 'It's like a giant mouse mat, making road softer,' says Kuijpers.

F The size of the stones used in the two layers is important, since they create pores of a specific size in the road surface. Those used in the top layer are just 4 or 5 millimetres across, while ones below are approximately twice that size - about 9 millimetres. Kuijpers says the surface can absorb any air that is passing through a tyre's tread (the indentations or ridges on the surface of a tyre), damping oscillations that would otherwise create noise. And in addition make it easier for the water to drain away, which can make the road safer in wet weather.

G Compared with the complex manufacturing process, laying the surface is quite simple. It emerges from the factory rolled, like a carpet, onto a drum 1.5 metres in diameter. On site, it is unrolled and stuck onto its foundation with bitumen. Even the white lines are applied in the factory.

H The foundation itself uses an even more sophisticated technique to reduce noise further. It consists of a sound-absorbing concrete base containing flask-shaped slots up to 10 millimetres wide and 30 millimetres deep that are open at the top and sealed at the lower end. These cavities act like Helmholtz resonators - when sound waves of specific frequencies enter the top of a flask, they set up resonances inside and the energy of the

sound dissipates into the concrete as heat. The cavities play another important role: they help to drain water that seeps through from the upper surface. This flow will help flush out waste material and keep the pores in the outer layers clear.

I Kuijpers can even control the sounds that his resonators absorb, simply by altering their dimensions. This could prove especially useful since different vehicles produce noise at different frequencies. Car tyres peak at around 1000 hertz, for example, but trucks generate lower-frequency noise at around 600 hertz. By varying the size of the Kuijpers resonators, it is possible to control which frequencies the concrete absorbs. On large highways, trucks tend to use the inside lane, so resonators here could be tuned to absorb sounds at around 600 hertz while those in other lanes could deal with higher frequency noise from cars.

J Kuijpers believes he can cut noise by five decibels compared to the quietest of today's roads. He has already tested a 100-metre-long section of his road on a motorway near Apeldoorn, and Dutch construction company Heijmans is discussing the location of the next roll-out road with the country's government. The success of Kuijpers' design will depend on how much it eventually costs. But for those affected by traffic noise there is hope of quieter times ahead.

3.4 Read through Paragraph A and underline the topic sentence. Does Paragraph A describe *various economic reasons*?

3.5 Now read through Paragraph B. Is this about road noise? Does it describe *various economic reasons* for reducing road noise?

3.6 The text has ten paragraphs labelled A-J. Which paragraph contains the following information? Write the correct letter A-J in sentences 1-6

1. a description of the form in which Kuijpers' road surface is taken to its destination
2. an explanation of how Kuijpers makes a smooth road surface
3. something that has to be considered when evaluating Kuijpers' proposal
4. various economic reasons for reducing road noise
5. a generalisation about the patterns of use of vehicles on major roads

6. a summary of the different things affecting levels of noise on roads

3.7 Look carefully at the headings to the table below. What type of information are the missing words all related to?

Kuijpers' noise-reducing road: components and function

Layer	Component	Function
upper and lower foundation	stones	reduce oscillations caused by 1..... ; create pores which help 2.....
	slots	convert 3...to heat; help to remove 4..... can be adapted to absorb different 5....

3.8 Look at Paragraph F. This gives information about the structure and function of the upper and lower layers. Which of these types of information comes first?

3.9 Which paragraph gives information about the structure and function of the foundation? In what order is this information given?

3.10 Complete the table above using the list of words (A-K) from the box below. Write the correct letters in boxes 1-5 above

A frequencies	B the engine	C rubbish	D resonators	E air flow	F dissipation
G sound energy	H pores	I lanes	J drainage	K sources	

4 Unit 4 When e-mail becomes enough

4.1 Now quickly read the text and answer these questions

1. What country did the events take place?
2. What is the main character of the text?
3. What kinds of messages are labelled as dangerous?
4. Why is handling e-mail an art?

The first person I came across who'd got the measure of e-mail was an American friend who was high up in a big corporation. Some years ago, (1) ..., his company in New York and its satellites across the globe were among the first to get it. In the world's great

seats of learning, e-mail had for some years allowed researchers to share vital new jokes. And if there was cutting-edge wit to be had, there was no way my friend's corporation would be without it.

One evening in New York, he was late for a drink we'd arranged. 'Sorry,' he said, 'I've been away and had to deal with 998 e-mails in my queue.' 'Wow,' I said, 'I'm really surprised you made it before midnight.'

'It doesn't really take that long,' he explained, 'if you simply delete them all.'

True to form, he had developed a strategy before most of us had even heard of e-mail. If any information (2) ..., his lack of response would ensure the sender rang him up. If the sender wasn't important enough to have his private number, the communication couldn't be sufficiently important. My friend is now even more senior in the same company, (3), although these days, I don't tend to send him many e-mails.

Almost every week now, there seems to be another report suggesting that we are all being driven crazy by the torment of e-mail. But if this is the case, it's only because we haven't developed the same discrimination in dealing with e-mail as we do with post. Have you ever mistaken an important letter (4) and thrown it out? Of course you haven't. This is because of (5), who just can't help making their mailshots look like the junk mail that they are. Junk e-mail looks equally unnecessary to read. Why anyone would feel the slightest compulsion to open the sort of thing entitled SPECIALOFFER@junk.com I cannot begin to understand. Even viruses, those sneaky messages that contain a bug which can corrupt your whole computer system, come helpfully labelled with packaging that shrieks 'danger, do not open'.

Handling e-mail is an art. Firstly, you junk anything with an exclamation mark or a string of capital letters, or from any address you don't recognise or feel confident about. Secondly, (6) ..., e-mails don't all have to be answered. Because e-mailing is so easy, there's a tendency for correspondence to carry on for ever, but it is permissible (7) ... by simply not discussing it any longer - or to accept a point of information sent by a colleague without acknowledging it.

Thirdly, a reply e-mail doesn't have to be the same length as the original. We all have e-mail buddies who send long, chatty e-mails, which *are* nice to receive, (8) ...

Tough. The charm of e-mail can lie in the simple, suspended sentence, with total disregard for the formalities of the letter sent by post. You are perfectly within the bounds of politeness in responding to a marathon e-mail with a terse one-liner, like: 'How distressing. I'm sure it will clear up.'

4.2 Eight sentences have been removed from the text. Choose from the sentences A-I the one which fits each gap (1-8). There is one extra sentence which you do not need to use

A could be filled and carried by hand

B while I can't quite support my American friend's radical policy

C for a piece of unsolicited advertising

D to end a strand of discussion

E when this method of communication first seeped into business life from academia

F but who then expect an equally long reply

G he was sent was sufficiently vital

H the obliging stupidity of 99 per cent of advertisers

I so the strategy must work

4.3 Write down phrasal verbs from the text and explain their meanings. Make up sentences with these verbs

4.4 Decide whether these statements are true or false according to the text

1. Messages from the internet were very serious all the time.
2. If the sender has no telephone number, the communication couldn't be sufficiently important.
3. The author sends his friend many e-mails.
4. Writing messages in the internet is an art.

5 Unit 5 History of water supply and sanitation

5.1 Match words from list A with their definitions from list B

A sanitation, fall prey to sth, foreseeable future, vessel, pit latrine, chamber pot, sewerage, duct, devise, cesspit

B a round container for urine used in a bedroom and kept under the bed in the past; a pipe or tube for carrying liquids, air, cables etc; a large hole or container under the ground in which waste from a building, especially from the toilets, is collected; to plan or invent a way of doing smth, especially smth complicated and clever; to be unable to avoid being affected by something unpleasant; a toilet that is outdoors in a camp or military area; fairly soon; the protection of public health by removing and treating waste, dirty water; the system by which waste material and water is carried away in sewers and then treated to stop it being harmful; a container for holding liquids

5.2 The passage contains six paragraphs, A-F. Which paragraph contains the following information? NB You may use any letter more than once

1. dependence on water; 2. a dangerous situation; 3. advanced sanitation; 4. what limited population centres; 5. new devices



Picture1- Aqueduct in Petra, Jordan

A Water supply and sanitation has been a primary logistical challenge since the dawn of civilization. Where water resources or infrastructure or sanitation systems are insufficient for the population, people fall prey to disease, dehydration, and in extreme cases, death.

B Major human settlements could initially develop only where fresh surface water was plentiful, such as near major rivers. Over the millennia, technology has dramatically increased the distances across which water can be relocated, but the availability of clean and fresh water remains a limiting factor on the size and density of population centers, and is expected to remain so into the foreseeable future.



Picture 2 - Skara Brae a Neolithic village in Orkney, Scotland with home furnishings including water-flushing toilets 3180 BC–2500 BC

C During the Neolithic, humans dug the first permanent water wells, from where vessels could be filled and carried by hand. Wells dug around 6500 BC have been found in the Jezreel Valley. Stepwells have mainly been used in Indian subcontinent. The size of human settlements was largely dependent on nearby available water.

D Pit latrines and chamber pots were the only alternative to open defecation. Devices such as shadoofs, and sakias were used to lift water to ground level. Mohenjodaro ruins in Pakistan, Dholavira in Kutch district of Gujarat, part of the Indus Valley Civilization, shows that the settlements had one of the ancient world's most sophisticated sewerage system that contained drainage channels, rain water harvesting and street ducts.

E Throughout history people have devised systems to make getting water into their communities and households, and disposing (and later also treating) wastewater more convenient.



Picture 3 - A large well and and bathing platforms at Harrappa, 2200-1900 BC

F The Indus Valley Civilization in Asia shows early evidence of public water supply and sanitation. The system the Indus developed and managed included a number of advanced features. A typical example is the Indus city of Lothal. In this Indus city, all houses had their own private toilet, connected to a covered sewer network constructed of brickwork held together with a gypsum-based mortar that emptied either into the surrounding water bodies or alternatively into cesspits, the latter of which were regularly emptied and cleaned.

5.3 Translate the article in written form

5.4 Is *History of water supply and sanitation* factual and descriptive or does it present opinions and argument? Prove your answer with sentences from the text

5.5 Be ready to discuss the topic

6 Unit 6 Sanitation and water

6.1 Read the title of this article and answer the questions:

1. What will the article be about?
2. What kind of person would be interested in this article?
3. What would you expect to read in the first paragraph?

6.2 Now read the first paragraph of *Sanitation and water* and answer the questions which follow



Picture 4 -Pont du Gard, a Roman

aqueduct in France

The ancient Greek civilization of Crete, known as the Minoan civilization, was the first civilization to use underground clay pipes for sanitation and water supply. Their capital, Knossos, had a well-organized water system for bringing in clean water, taking out

waste water and storm sewage canals for overflow when there was heavy rain. It was also one of the first uses of a flush toilet, dating back to 18th century BC. In addition to sophisticated water and sewer systems they devised elaborate heating systems. The Ancient Greeks of Athens and Asia Minor also used an indoor plumbing system, used for pressurized showers. The Greek inventor Heron used pressurized piping for fire fighting purposes in the City of Alexandria. The Mayans were the third earliest civilization to have employed a system of indoor plumbing using pressurized water.

1. What is the writer's purpose in this first paragraph of *Sanitation and water*?

2. Is there a sentence that best summarises the main idea in this first paragraph?

6.3 Now read the whole article. Is the article factual and descriptive or does it present opinions and argument? Prove your answer with sentences from the text

The Roman Empire had indoor plumbing, meaning a system of aqueducts and pipes that terminated in homes and at public wells and fountains for people to use. Rome and other nations used lead pipes; while commonly thought to be the cause of lead poisoning in the Roman Empire, the combination of running water which did not stay in contact with the pipe for long and the deposition of precipitation scale actually mitigated the risk from lead pipes. Persian Qanats and ab anbars have been used for water supply and cooling in the Middle East. Plumbing is also known to have been used in East Asia since the Qin and Han Dynasties.



Picture 5 - A 1939 conceptual illustration showing various ways that typhoid bacteria can contaminate a water well (center)

6.4 Read the article once more and write down the sentences which contains the main idea(s) of the text

7 Unit 7 Water filtration

7.1 Read the title of this article and answer the questions:

1. What will the article be about?
2. What kind of person would be interested in this article?

7.2 Read the article and write down the new words if there are any. Learn the new words. Make up sentences with these words

7.3 Translate the article without a dictionary

It was in the 18th century that a rapidly growing population fueled a boom in the establishment of private water supply networks in London. The S-bend pipe was invented by Alexander Cummings in 1775 but became known as the U-bend following the introduction of the U-shaped trap by Thomas Crapper in 1880. The first screw-down water tap was patented in 1845 by Guest and Chrimes, a brass foundry in Rotherham.

At the same time, the first experiments into water filtration were made. Sir Francis Bacon attempted to desalinate sea water by passing the flow through a sand filter. Although his experiment didn't succeed, it marked the beginning of a new interest in the field. Fathers of microscopy, Antonie van Leeuwenhoek and Robert Hooke, used the newly invented microscope to observe for the first time small material particles that lay suspended in the water, laying the groundwork for the future understanding of waterborne pathogens.

The first documented use of sand filters to purify the water supply dates to 1804, when the owner of a bleachery in Paisley, Scotland, John Gibb, installed an experimental filter, selling his unwanted surplus to the public. This method was refined in the following two decades by engineers working for private water companies, and it culminated in the first treated public water supply in the world, installed by engineer James Simpson for the Chelsea Waterworks Company in London in 1829. This installation provided filtered water for every resident of the area, and the network design was widely copied throughout the United Kingdom in the ensuing decades.

The practice of water treatment soon became mainstream, and the virtues of the system were made starkly apparent after the investigations of the physician John Snow during the 1854 Broad Street cholera outbreak. Snow was sceptical of the then-dominant miasma theory that stated that diseases were caused by noxious "bad airs". Although the germ theory of disease had not yet been developed, Snow's observations led him to discount the prevailing theory.

The Metropolis Water Act introduced the regulation of the water supply companies in London, including minimum standards of water quality for the first time. The Act "made provision for securing the supply to the Metropolis of pure and wholesome water", and required that all water be "effectually filtered" from 31 December 1855. This was followed up with legislation for the mandatory inspection of water quality, including comprehensive chemical analyses, in 1858. This legislation set a worldwide precedent for similar state public health interventions across Europe. The Metropolitan Commission of Sewers was formed at the same time, water filtration was adopted throughout the country, and new water intakes on the Thames were established above Teddington Lock. Automatic pressure filters, where the water is forced under pressure through the filtration system, were innovated in 1899 in England.

7.4 Be ready to discuss the topic

8 Unit 8 Water chlorination

8.1 Read the text quickly and answer the questions before the text

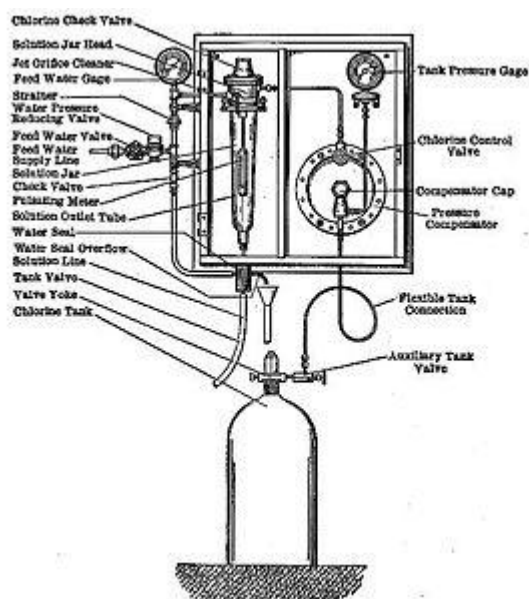
1. Who used calcium hypochlorite to make water "germ-free"?
2. When did the permanent water chlorination begin?
3. When did the use of chlorine in the United States for disinfection take place?
4. What way was chlorination achieved by?
5. Who was the technique of purification of drinking water by use of compressed liquefied chlorine gas developed by?
6. When did desalination appear?

It was one of the first attempts to use chlorine when William Soper used chlorinated lime to treat the sewage produced by typhoid patients in 1879.

In a paper published in 1894, Moritz Traube formally proposed the addition of chloride of lime (calcium hypochlorite) to water to render it “germ-free”. Two other investigators confirmed Traube’s findings and published their papers in 1895. Early attempts at implementing water chlorination at a water treatment plant were made in 1893 in Hamburg, Germany and in 1897 the city of Maidstone England was the first to have its entire water supply treated with chlorine.

Permanent water chlorination began in 1905, when a faulty slow sand filter and a contaminated water supply led to a serious typhoid fever epidemic in Lincoln, England. Dr. Alexander Cruickshank Houston used chlorination of the water to stem the epidemic. His installation fed a concentrated solution of chloride of lime to the water being treated. The chlorination of the water supply helped stop the epidemic and as a precaution, the chlorination was continued until 1911 when a new water supply was instituted.

The first continuous use of chlorine in the United States for disinfection took place in 1908. Chlorination was achieved by controlled additions of dilute solutions of chloride of lime. The treatment process was conceived by Dr. John L. Leal and the chlorination plant was designed by George Warren Fuller. Over the next few years, chlorine disinfection using chloride of lime were rapidly installed in drinking water systems around the world.



Picture 6 - Manual Control Chlorinator for the liquefaction of chlorine for water purification, early 20th century. From Chlorination of Water by Joseph Race, 1918

The technique of purification of drinking water by use of compressed liquefied chlorine gas was developed by a British officer in the Indian Medical Service, Vincent B. Nesfield, in 1903.

Shortly thereafter, Major William J. L. Lyster of the Army Medical Department used a solution of calcium hypochlorite in a linen bag to treat water. For many decades, Lyster's method remained the standard for U.S. ground forces in the field and in camps, implemented in the form of the familiar Lyster Bag. This work became the basis for present day systems of municipal water purification.

Water fluoridation has been carried out since the early 20th century, to decrease tooth decay. The practice remains controversial, though.

With the onset of the industrial revolution and related advances in technology, the flush toilet began to emerge into its modern form. It needs to be connected to a sewer system though. Where this is not feasible or desired, dry toilets are an alternative option.

Desalination appeared during the late 20th century, and is still limited to a few areas. During the beginning of the 21st century, especially in areas of urban and suburban population centres, traditional centralized infrastructure have not been able to supply sufficient quantities of water to keep up with growing demand. Among several options that have been managed are the extensive use of desalination technology, this is especially prevalent in coastal areas and in "dry" countries like Australia. Decentralization of water infrastructure has grown extensively as a viable solution including rainwater harvesting and stormwater harvesting where policies are eventually tending towards a more rational use and sourcing of water incorporation concepts such as "Fit for Purpose".

8.2 Now read the text once more and find the most important ideas of the text

8.3 Translate the text in written form without a dictionary

8.4 Be ready to discuss the topic

9 Unit 9 Building techniques

9.1 Read the text below and think of the word which best fits each space. Use only one word in each space

The (1)_____peoples of North America had developed mature building techniques suitable to Neolithic cultures long before Europeans established their first settlements on the continent. In the eastern area of (2)_____, forests covered most of the land, and building accordingly consisted of gabled, domed, or vaulted frames built up of branches or light trunks and covered with bark, thatch, or wattle and daub. On the prairies the collapsible tent of nomadic tribes (3)_____constructed of a conical framework of saplings covered with skins. Permanent structures in the northern areas were circular, framed in substantial timbers, and covered with a thick layer of mud and grass for insulation against the (4)_____ and for protection against snow and wind. In the Sierras, where snow was the (5)_____ problem, steeply pitched frames of trunks and branches were covered with heavy slabs of wood rudely shaped from trunks split by wind. Variations on these structures, built with larger openings and covered with thatch, appeared in the warmer coastal areas.

In the deserts of the Southwest, where wood was scarce and heat insulation a necessity, the large communal (6)_____ known as pueblos were constructed in tiered series of rectangular apartments. They had thick walls of adobe (sun-dried brick) and roofs composed of branches laid on transverse log beams and covered in turn with a heavy blanket of clay. In the canyons of what is now (7)_____ New Mexico and southern Colorado, clays suitable for brick were scarce, but there were extensive outcroppings of sandstone that could be easily broken off into building stones. The Indians who penetrated the canyons constructed their pueblos of thin sandstone tablets laid either on the alluvial floor or on shelves and notches eroded in the canyon walls.

The Europeans who established the North American colonies in the seventeenth (8)_____brought their knowledge of materials and techniques from their native lands, but during the first few years of settlement they were often compelled to adopt Indian techniques. The English, Dutch, German, and French who settled the seaboard and Gulf coast areas brought variations on framing in sawn timbers. Frames were (9)_____ covered

with clapboard siding for walls and shingles for roofs—the latter gradually giving way to slate and tile in the more elegant houses, especially those built by the Dutch. (10)_____ in thick wooden planks set vertically came to be common in parts of the Connecticut Valley, while construction of solid walls built up of horizontally laid logs (11)_____ introduced by Swedish settlers in the Delaware Valley. The only stone in these early structures was confined to foundations and chimneys. Joints were originally the mortise-and-tenon form secured by wooden pegs, but hand wrought nails began to be used (12)_____ in the seventeenth century and machine-made varieties in the late eighteenth century.

In the more costly forms of buildings, brick laid up in lime mortar slowly replaced timber construction in the English-speaking areas, but (13)_____ stone masonry was confined largely to the Dutch settlements of the New York area. The domed and vaulted construction of eighteenth-century mission churches required kiln-baked, stucco-covered brick, which was stronger and more manageable than the adobe brick, widely used in the (14)_____ Southwest. All of the traditional European building materials were used throughout the nineteenth century, although with some innovation. Heavy power-sawed timbers were used as posts, sills, girders, rafters, joists, and braces in buildings and truss bridges; deep laminated timbers of bolted planks were developed early in the nineteenth century for the arch ribs of bridges; thinner lumber, like the two-by-four, which was soon to become universal, became the basis of the light balloon frame invented in 1833. As the nation expanded, carefully dressed masonry work of both stone and brick began to appear in (15)___ and elegant forms.

9.2 Answer the questions:

1. What are the ancient buiding materials?
2. What are the usual shapes of ancient houses?
3. Who brought their knowledge of materials and techniques from their native lands to the North American colonies in the seventeenth century?
4. What did the domed and vaulted construction of eighteenth-century mission churches require?
5. What building materials were used throughout the nineteenth century?

6. Are ancient building materials used nowadays? What are they?

9.3 Retell the most important information from the text

10 Unit 10 Iron

10.1 Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick. If a line has a word which should not be there, write the word

___ The most far-reaching revolution in the building arts came up with the introduction of
___ iron as a primary building material. Although it was first used as early as 1770 in
___ England, it did not appear in the United States until about 1810, and then only in
___ the form of wrought-iron braces and ties for timber arch-and-truss bridges. Cast-iron
___ columns were first used in Philadelphia in 1822, and the cast-iron building front -
___ combined with interior cast-iron columns was good well developed by 1848. The first
___ cast-iron arch bridge was erected in 1836–1839, exactly sixty years after the English
___ prototype. The first iron truss, again composed up entirely of the cast metal, was
___ introduced in 1840. Cast iron, however, is a relatively weak in tension and therefore
___ had to be replaced by wrought iron for beams and other horizontal elements as
___ buildings and bridges grew larger and the loads upon them be increased. The wrought-
___ iron roof truss was introduced in 1837 and the combination the cast-and wrought-iron
___ bridge truss in 1845, both in the a Philadelphia area. Wrought-iron floor beams of a
___ depth adequate to the new commercial structures appeared almost simultaneously in
___ three the New York buildings in 1854. The first, although unsuccessful, application of
___ metal wire to the suspension bridge was made to in Philadelphia in 1816, but this
___ practice was not common up until 1842, when a second wire-cable suspension bridge
___ was completed over the Schuylkill River in Pennsylvania.

10.2 Write down the main cases of using iron

10.3 Retell the text

11 Unit 11 Steel and Concrete

11.1 Read the title of this article and answer the questions:

1. What will the article be about?
2. What kind of person would be interested in this article?
3. What would you expect to read in the first paragraph?

11.2 Now read the first paragraph of *Steel and Concrete* and answer the questions which follow

The rise of the new industrial nation following the Civil War was marked by two fundamental innovations in building construction: the use of steel and concrete as primary materials. The first appeared initially in two bridges erected almost simultaneously: the steel arch structure of Ead's Bridge, built by James B. Ead at St. Louis (1868–1874), and the steel cables suspending the deck of John A. Roebling's Brooklyn Bridge (1869–1883). The history of steel in buildings is more complex. The first elevator buildings of New York and Chicago were constructed with masonry-bearing walls and internal iron columns. The iron frame was expanded and elaborated during the 1870s and early 1880s until all internal loads were carried on cast-iron columns and wrought-iron floor beams. The decisive steps in skeletal or skyscraper construction came in Chicago: the first steel girders were introduced in the Home Insurance Building (1884–1885), and the first all-steel frame came with the second Rand McNally Building (1889–1890). Certain of these pivotal innovations in framed construction were anticipated in the Produce Exchange of New York (1881–1884).

1. What is the writer's purpose in this first paragraph of *Steel and Concrete*?
2. Is there a sentence that best summarises the main idea in this first paragraph?

11.3 Now read the whole article and write down the new words if there are any.

Learn the new words. Make up sentences with these words

Hydraulic concrete, originally a Roman invention, was revived in the late eighteenth century. Composed of lime (as a cementing agent), water, sand, and gravel or broken stone aggregate, it is virtually unlimited in use because in its plastic, pre-set state it can be cast in any structural shape. The hydraulic property comes from the presence of clayey materials in the lime, and before the technique of artificially producing the proper mixture was developed, builders had to depend on a supply of natural cement rock from which the hydraulic lime could be made. The regular use of concrete in the United States began in 1818, when deposits of cement rock were discovered in New York during construction of the Erie Canal. The first poured concrete house was constructed in 1835, and the first of precast block in 1837, both in the immediate area of New York City. The American manufacture of artificial cement was established in 1871; the use of mass concrete in walls, footings, jetties, dams, and arch bridges spread rapidly during the remainder of the century.

Plain concrete must be reinforced with iron or steel rods in order to sustain tensile and shearing stresses. Although the first experiments in this novel technique were carried out in England, France, and Germany, the first reinforced concrete structure was a house built in Port Chester, New York, in 1871–1876. The leading American pioneer in large-scale commercial and industrial building was Ernest Ransome, who built the first reinforced concrete bridge in 1889 and developed mature forms of reinforced concrete framing during the 1890s.

Few entirely new structural materials were introduced after 1900, but ferrous metals emerged in various chemical and mechanical alterations. The twentieth century saw the revival of chromium steel for the skyscrapers of the 1920s and the adaptation of self-weathering steel to structural uses in 1962. The major innovation in methods of joining members came with the application of electric arc welding to steel framing in 1920. Aluminum made its initial appearance as a structural material in 1933, when it was used for the floor framing of a bridge at Pittsburgh, Pennsylvania. Its role expanded to the

primary structural elements of a bridge at Massena, New York, in 1946. The use of stressed-skin construction, with aluminum as a sheathing material, came with an experimental house of 1946, although similar construction in thin steel plate had been introduced in 1928.

The materials of reinforced concrete remained unchanged but were used in novel ways with the coming of shells (1934) and prestressed members (1938). Wood returned to large buildings in the form of heavy glue-laminated ribs and beams, appearing in the United States in 1937. Tubular forms of steel and aluminum came with the first geodesic dome in 1947. Plastics as a sheathing material were introduced in two conservatory buildings in St. Louis in 1962, but their use as a structural material came only in the 1970s.

11.4 Is the article factual and descriptive or does it present opinions and argument? Prove your answer with sentences from the text

12 Unit 12 Shanghai: the present and the future

12.1 Describe a city that you know well. You should say: how big the city is; what kind of buildings it has; what transportation is available. Explain what you particularly like or dislike about this city

12.2 Read the passage quickly without stopping. Underline any words or phrases that are unfamiliar to you as you read. When you have finished, compare your underlinings in groups and discuss possible meaning

Shanghai is now the world's most densely populated city, according to Wu Jiang, deputy director of the city's urban planning administration bureau. 'Ten million people are living in central Shanghai and another ten in the suburbs. We made mistakes and now we are establishing several plan: that will control the development of new skyscrapers and deal with the problems they have created.' Shanghai has been rising faster and higher than any city in the history of the world, but this is proving too much for the ground beneath to bear. 'Shanghai's ground condition is very soft,' says architect Kuo-Liang Lee. 'The rock bed is about 300 metres from the surface and the 15 underground water table is higher, only 1.5 metres at most from the surface. There are now more than 4,000 buildings over 100

metres tall in Shanghai. That results in extremely severe ground settlement. ’

This is just one of the reasons why Wu Jiang and his colleagues are trying to halt the annexation of Shanghai’s skies. Other factors are dearth of greenery, serious pollution, inadequate transport and overcrowding on the streets of the city. Among the planned solutions are a metro system, a huge 25 motorway network and an attempt at massive greening of the choking and dusty streets.

Several of the existing skyscrapers are among the tallest human constructions ever built and some of them are also among the most impressive in 30 architectural terms. The 420-metre-high Jin Mao Tower, for example, is an extraordinary skyscraper, emblematic of the successful mingling of western and eastern styles. It reflects Chinese pagoda design, while at the same time echoing the art deco style of Manhattan’s most beautiful skyscrapers. A hotel occupies its upper 36 floors and spectacular views are offered on the 88th floor observation desk, both of the city outside and looking down the hollow insides of the building – not recommended for those suffering from vertigo!

Alongside these architectural wonders, however, are the less attractive results of the 21st-century building boom. Thomas Chow, co-director of the Shanghai-based Surv architecture and design practice, recently presented a paper to the Shanghai Design Biennale entitled ‘Five Ways to Ruin a City’. In it, he suggested that the city’s ill-considered and rapid growth had made it barely habitable. ‘In downtown Lujiazui in Pudong, the scale is hostile and everything appears to have been enlarged on a photocopier; towers are towering, boulevards are 12 lanes wide (and uncrossable), without any relationship to human scale, activity or urban life,’ he wrote. Worse yet, he argued, Shanghai’s character was being obliterated in favour of cheap and tacky design solutions without creativity or soul. In Chow’s view, ‘The market’s rapid pace of wholesale importation of foreign imagery has resulted in a scary, perverse and at times ridiculous trend of turning modern cities into Disney-lands. The urban landscape is being littered with wholesale copies and replications of foreign styles.’

Wu Jiang wants to change all that. He talks excitedly of reducing plot ratios

and making central Shanghai green and pleasant. ‘If we want Shanghai to be the best city in the world, it’s impossible to carry on with this kind of building. You can’t reduce that density through political power. You have to make it attractive for people to leave and live in new cities nearby.’ And so, on the outskirts of Shanghai, connected by massive new motorways and rapid transit railways, ten new cities, each of one million people and each with ten satellite towns of 200,000 people, are being built. One, New Harbour City, will have the biggest docks in the world; another, An Ting, will be a huge car manufacturing city; a third, called Song Jiang, will be a university centre.

Thus Shanghai hopes to build itself out of the problem that it has built itself into. At a pace unparalleled in the rest of the world, it is again racing down the track to a brighter future.

12.3 Complete each sentence with the correct ending A- J from the box

Example:

0 According to Wu Jiang, the population of Shanghai is around 20 million, ...E.

1 The architect Kuo-Liang Lee explains that high-rise construction is unsustainable in Shanghai

2 Wu Jiang’s department has already discussed proposals

3 The writer approves of the Jin Mao Tower

4 Thomas Chow criticises recent roadbuilding in Pudong

5 Thomas Chow believes the imitation of western architecture has been a mistake

6 One aim behind Wu Jiang’s plans for the orbital development of Shanghai is ...

A because of its hybrid architectural style.

B for failing to slow down construction rates.

C to improve the city’s infrastructure.

D because of its impact on public transport.

E with half of these living downtown.

F to persuade city dwellers to relocate.

G for being alien to residents' needs.

H because of the subsidence caused.

I to negate its effect on pollution levels.

J due to its lessening of Shanghai's identity.

12.4 Prepare brief notes about any city you like. Make up a monologue for a at least a minute, and try to use some of this useful language

By ... I mean ... That is to say ...

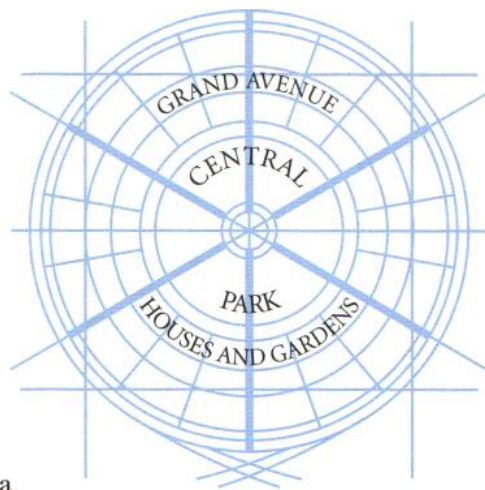
How can I put it? To put it another way ...

Of course... it goes without saying that... Obviously...

13 Unit 13 The Invention of the Garden City

13.1 Read the text and answer the questions before the text

1. What country was the concept of the Garden City developed?
2. What opportunities did a slum city offer?
3. What was Howard's idea?
4. Who were the members of Howard's company?
5. What does the Garden City look like?
6. What is a planned limit for the Garden City?



a

Picture 7 - Howard's design for a garden city

The garden city was largely the invention of the British social visionary Ebenezer Howard (1850-1928). After emigrating to the USA, and an unsuccessful attempt to make a living as a farmer, he moved to Chicago, where he saw the reconstruction of the city after the disastrous fire of 1871. In those pre-skyscraper days, it was nicknamed 'the Garden City', almost certainly the source of Howard's name for his proposed towns. Returning to London, Howard developed his concept in the 1880s and 1890s, drawing on notions that were circulating at the time, but creating a unique combination of proposals.

The nineteenth-century slum city was in many ways an horrific place; but it offered economic and social opportunities, lights and crowds. At the same time, the British countryside – now too often seen in a sentimental glow - was in fact equally unprepossessing: though it promised fresh air and nature, it suffered from agricultural depression and it offered neither sufficient work and wages, nor adequate social life. Howard's idea was to combine the best of town and country in a new kind of settlement, the garden city.

Howard's idea was that a group of people should establish a company, borrowing money to establish garden city in the countryside, far enough

Howard's design for a garden city from existing cities to ensure that the land was bought at rock-bottom, depressed-agricultural, land values. They should get agreement from leading industrialists to move their factories there from the congested cities; their workers would move too, and would build their own houses.

Garden cities would follow the same basic blueprint, with a high proportion of green spaces, together with a central public open space, radial avenues, and peripheral industries. They would be surrounded by a much larger area of permanent green belt, also owned by the company, containing not merely farms, but institutions like reformatories and convalescent homes, that could benefit from a rural location.

As more and more people moved out, the garden city would reach its planned limit - Howard suggested 32,000 people; then, another would be started a short distance away. Thus, over time, there would develop a vast planned agglomeration, extending almost without limit; within it, each garden city would offer a wide range of jobs and services, but each would also be connected to the others by a rapid transit system, thus

giving all the economic and social opportunities of a giant city.

13.2 Choose the correct letter, A, B, C or D

1. Howard's concept of garden cities was influenced by

A the style in which Chicago was rebuilt.

B other people's ideas.

C his observations of rural life.

D the life he had led.

2. What does the writer claim about nineteenth century life?

A Agriculture offered more work than cities did.

B On balance, urban life was easier than rural life.

C Our view of rural life is more positive than the reality.

D Too many people moved from the countryside to cities.

3. Howard proposed that garden cities should be located

A where employment opportunities already existed.

B in areas where people wished to live.

C as far as possible from existing cities.

D where cheap land was available.

4. Garden cities were planned

A to integrate institutions within the city area.

B to keep industrial activity to a minimum.

C to be similar to each other in layout.

D to provide buildings for public gatherings.

5. What is said about garden cities in the last paragraph?

A Each one would contain a certain type of business.

B The number would continue to rise.

C Residents would live and work in the same place.

D Each one would continue to expand.

14 Text 14 The world learns from Bogota

14.1 Read quickly this passage about transport in Bogota and answer these questions

- 1. How many nations took part in the International Seminar on Human Mobility?**
- 2. How many people live in Bogota?**
- 3. What vehicles do Bogota's residents use to commute?**
- 4. How long is network of bicycle paths in Bogota?**

At a recent international urban planning conference, the International Seminar on Human Mobility, delegates from 38 nations took tours of pedestrian - friendly boulevards in this city of 9 million inhabitants. They also participated in Bogota's 'ciclovía': every Sunday, 120 kilometres of streets are closed to traffic, and around two million residents jog, skate or bike around their city.

'I wonder if we could do this in Buenos Aires', said a wide-eyed Horacio Blot, a government transport co-ordinator in that city, as he observed the bicycles, buses and taxis that Bogota's residents use to commute to work and school on the city's Car-Free Day, the largest of its kind in the world, is Ministers of transport, mayors of capital cities and representatives from NGOs met at the event to observe first-hand the transformation of the Colombian capital, which has gone from being one of the most dangerous, traffic-ensnarled and polluted cities to a model for urban transport and social policy Delegates learned about varied topics, such as Mision Bogota, a programme whereby marginalised citizens and petty criminals are given jobs directing bicycle traffic or transit users, bike paths in Lima and plans to build a subway in Tehran. Bogota's current mayor explained how he managed to reduce homicide by a staggering 40 % in 1996 by closing nightclubs at 1 a.m.

From 1998 to 2000, under the city's former mayor 30 Enrique Penalosa, many resident-friendly initiatives were successfully undertaken. Not only did the city construct the largest network of bicycle paths in the developing world (270 kilometres' worth), it also introduced an extensive bus rapid-transit system called TransMilenio, which has helped to reduce automobile use by 40 % during peak times. Construction of

the stunning municipal library that hosted the conference also began under Penalosa, as part of his effort to provide high-quality public space to all of the city's residents.

Conference visits were organised to experience the TransMilenio. This highly efficient 'surface subway' moves 770,000 passengers at a low cost, making it an obvious choice for developing countries, which have huge transport needs and limited funds. Lawrence Kumi, transport minister of Ghana, said 'We are thinking seriously of applying the TransMilenio model in Accra.' Michael Replogle of the United States NGO Environmental Defense said, 'While I have long advocated bus rapid-transit strategies, so seeing how effectively Bogota has implemented them through TransMilenio was a real eye-opener. Bogota's success in changing its infrastructure to become much more bicycle and pedestrian friendly in a short span of time is most impressive and provides an inspiring model to other cities around the world.'

So it seems that many countries could learn a lot from Bogota's example of urban planning.

14.2 Decide whether the following statements accurately reflect the content of the passage. Write T (true) or F (false), and underline the words in the passage that provide the answer

1. Horacio Blot was impressed by Bogota's Car-Free Day.
2. Members of various national governments attended the conference.
3. People with a criminal record are ineligible to work on the Mision Bogota programme.
4. The murder rate in the city was cut significantly during the 1990s.
5. Building work on the city library was completed during Enrique Penalosa's term of office.
6. Solely as a result of the conference, Michael Replogle is now convinced of the value of bus rapid-transit systems.

14.3 Tick (*) any of the following aspects that are covered by the passage. If no information is given, write NG

1. streets that are uncrossable
2. a regular traffic-free programme
3. previous congestion in the city
4. a similar cycling project in another country
5. plans to extend the TransMilenio
6. the throughput of passengers of the TransMilenio

14.4 The passage contains the expressions *wide-eyed* and *a real eye-opener*, which are to do with observation and revelation. Match the expressions in bold with the verbs (a-h)

1. I wanted **to see with my own eyes** what the city had achieved.
 2. Stephen Knight never **saw eye to eye** with his colleagues in the planning department and eventually decided to resign.
 3. The gallery's stunning glass-and-steel entrance **catches the eye** as you go in.
 4. Carla's mother will always regret **turning a blind eye** to her daughter's problems.
 5. You need to get an experienced chemist **to cast an eye over** your dissertation before you hand it in.
 6. Hilary had never **laid eyes on** the place before, but it immediately felt like home.
 7. There's a lot more to this news report **than meets the eye** - the city council must be engaged in a cover-up.
 8. Could you **keep an eye on** my bags for a moment while I go and buy a paper?
- | | |
|---------------------|-----------------------|
| a check | e observe first-hand |
| b ignore | f attract attention |
| c agree | g see |
| d guard, look after | h be more complicated |

14.5 Use the linkers: a third, alongside, among, another, but also, not only, one, thus to complete the summary of the conference in Bogota

Many of the delegates found the conference a very positive experience. **1**.....was going to consider implementing a traffic-free day in his own city; **2**wanted to use the TransMilenio as a model; **3** was visibly impressed, **4** by how much had been achieved in Bogota, **5** how quickly the infrastructure had been improved. **6**the former mayor's achievements were the city's cycle network and the TransMilenio. **7** these projects, Penalosa also initiated the building of the new library. It is **8** that Bogota has been transformed into one of the most resident-friendly cities in the whole world.

15 Unit 15 A Tale of Two Towns

How the entire social life of a community and the well-being of its members are dependent on their interpretation of a particular situation

15.1 Read the title and subtitle of this text and answer the questions:

1. What will the text be about?
2. What kind of person would be interested in this passage?

15.2 Read the new words, learn them and make up some sentences with them

Recession - спад, снижение; удаление, уход;

Starve - голодать;

Relief - облегчение, помощь, утешение;

Humiliate – унижать;

Obtain – получать, добывать, приобретать;

Regain – вновь приобрести;

Grateful – благодарный, признательный;

Sour – закисать, прокисать;

Loafer – бездельник, бродяга;

Resentment – негодование, возмущение, чувство обиды;

Avert – отводить (взгляд); отвращать, предотвращать (удар);

Convince – убеждать, уверять;

Adjuster – монтажник, сборщик, установщик; натяжное приспособление;

Snooper – человек, сующий свой нос в чужие дела;

Haunte – завсегда́тай; навязчивая идея;

Maladjustment – неумение приспособиться к окружающей обстановке;

15.3 The reading passage has seven paragraphs labelled A-G. Which paragraph contains the following information? You may use any letter more than once

Example: Read paragraph A, then read the nine questions. Only number **4**, a **similarity between the two towns**, matches the information in paragraph A.

1. reference to a claim that people are not to blame for becoming unemployed ...
2. an account of a difficult choice that some people had to make ...
3. what one town did to turn the giving of money into a special occasion
4. a similarity between the two towns
5. a contrast between different ways of gaining information
6. details of a policy for discouraging the unemployed from applying for money ..
7. an example of actions by the unemployed that aroused hostility ...
8. an outline of a proposal that took into account people's previous work ...
9. how a town's actions had unexpected consequences

How the entire social life of a community and the well-being of its members are dependent on their interpretation of a particular situation

A There were once two small communities that had very different ways of seeing the world. They had this problem in common, however: both were hard hit by recession, so that in each of the towns about one hundred people were unemployed. They tried hard to find work, but the situation did not improve.

B The town councillors of Town A had been brought up to believe that there is always enough work for everyone, if you look hard enough. Comforting themselves with this doctrine, they could have turned their backs on the problem, except for the fact that they were genuinely

kind-hearted people. They felt they had to prevent the unemployed from suffering, but their principles told them that if people were given something for nothing, it would ruin their moral character. This made the councillors very unhappy, because they were faced with the horrible dilemma of letting the unemployed starve, or destroying their moral character.

C After much debate, they eventually decided to give the unemployed monthly ‘relief payments’. To make sure these payments were not taken for granted, however, they decided that the ‘relief’ would be made so difficult and humiliating to obtain that there would be no temptation for anyone to go through the process unless it was absolutely necessary. Further, the moral disapproval of the community would be turned upon the recipients of the money, so that they would try hard to get ‘off relief’ and ‘regain their self-respect’. The councillors expected those who received payments to be grateful, since they were getting something for nothing, something which they hadn’t worked for.

D When the plan was put into operation, however, the recipients of the relief seemed ungrateful. They resented the cross-examinations by the ‘relief investigators’, who determined whether they should receive money. When they permitted themselves a rare luxury, such as going to the cinema, their neighbours who still had jobs looked at them sourly as if to say, ‘I work hard and pay my taxes just to support loafers like you in idleness and pleasure’, an attitude which increased their resentment. The relief policy averted starvation, but to the surprise and disappointment of the councillors it also led to quarrels, unhappy homes, class hatred and crime.

E The story of the other community, B-ville, was entirely different. One of the councillors explained that unemployment, like sickness and accidents, hits unexpectedly, irrespective of the victim’s merits. He argued that B-ville homes, parks, and industries had been built in part by the work of the people who were now unemployed. He then suggested that if the work that these unemployed people had done for the community could be regarded as a form of ‘insurance premium’, payments now made to them could be regarded as ‘insurance claims’. Eventually he convinced the other councillors.

F B-ville’s ‘claims adjusters’ had a much better time than Town A’s ‘relief investigators’. The latter had been resentfully regarded as snoopers, because of their somewhat aggressive way of making their demands. The former, however, having no moral lesson to

teach but simply a business transaction to carry out, treated their clients with business-like courtesy and found out as much as the relief investigators had, with considerably less difficulty.

G The councillors held a civic ceremony, at which the governor of the region presented the first insurance cheques. There were speeches, photographs, and cheering. All the recipients felt, therefore, that they had been personally honoured, and that they could face their unemployment with greater courage, since their community was behind them. All in all, B-ville's unemployed, unlike those in Town A, were not haunted by a sense of failure, did not turn to crime, did not manifest personal maladjustments, and did not develop class hatred, as the result of their monthly payment.

15.4 Discuss the main idea of the text. Find some examples of the same idea in your life

16 Unit 16 The Historical Context of Attitudes to Work

16.1 Read the attitudes towards work (A-F), and say how far you agree with them

A The highest wages should be for doing jobs that few people are willing to do.

B People should be judged as human beings by how successful they are at work.

C People have a duty to society to work.

D People should be rewarded according to the value to society of the work they do.

E Money and promotion are the most effective ways of motivating people to work.

F Society should ensure that suitable work is available to meet people's needs.

16.2 Read the passage and answer the questions below. Remember that the attitudes mentioned are not necessarily the author's own attitude. Which THREE of the above attitudes towards work (A-F) are mentioned?

Work, for much of the history of the human race, has been hard and degrading. But while it has always been recognised that work is necessary for the satisfaction of material needs, attitudes towards working hard - in the absence of compulsion - have varied over the centuries.

Getting on for 3,000 years ago, the ancient Greeks regarded work as a curse. Philosophers such as Plato and Aristotle made it clear that the majority of men laboured so that the minority could engage in pure exercises of the mind - art, philosophy and politics. According to Plato, 'Those who need to work must be willing to accept an inferior status.'

During the Middle Ages - from about 400 AD until 1400 AD - work was still perceived negatively, though with a positive attitude towards earnings which prevented one from being 15 reliant on the charity of others for the physical needs of life. Wealth was recognized as an opportunity to share with those who might be less fortunate, and work which produced wealth therefore became acceptable. However, any effort to accumulate excessive wealth was frowned upon. It was the 20 duty of a worker to remain in his class, passing on his family work from father to son.

With the Reformation, a period of religious and political upheaval in western Europe during the sixteenth century, came a new perspective on work. Two key religious leaders 25 who influenced the development of western culture during this period were Martin Luther and John Calvin, from Germany and France respectively.

Building on Luther's doctrines, John Calvin introduced a significant new attitude towards work. He taught that people's 30 daily life and deeds, and success in worldly endeavours, reflected their moral worth. Calvin believed that all men must work, even the rich. Men were not to wish for wealth, possessions, or easy living, but were to reinvest the profits of their labour into financing further ventures. Selection of an occupation and pursuing it to achieve the greatest profit possible was considered a religious duty, even if that meant abandoning the family trade or profession. The key

elements of these new beliefs about work - usually called the 'Protestant work ethic' - were hard work, punctuality, working for longterm (rather than immediate) benefits, and the great importance of work.

In time, these attitudes became norms of Western culture. As the industrial revolution gathered pace in the nineteenth century, the idea of work as a religious obligation was replaced by the concept of public usefulness. Economists warned of the poverty and decay that would befall the country if people failed to work hard, and moralists stressed the social duty of each person to be productive.

Now let us fast-forward to the present, to the information age which began in the 1980s. To a far greater degree than before, work is now perceived as rewarding in itself. This work ethic stresses skill, challenge, autonomy, recognition, and the quality of work produced. Autonomy has been identified as a particularly important factor in job satisfaction. Motivation to work involves trust, caring, meaning, self-knowledge, challenge, opportunity for personal growth, and dignity, instead of purely financial incentives. Workers seek control over their work - something lost with the mechanisation of the industrial age; and many contemporary jobs are conducive to meeting these needs. As a result, the work ethic has gained a personal relevance not found in most occupations in the industrial age. Some studies have identified a decline in belief that hard work will create adequate benefits. This is a significant shift, because pay and 'getting ahead' were the primary incentives management used to encourage productivity during the industrial age. To sum up, the contemporary work ethic places a positive moral value on doing a good job and is based on a belief that work has intrinsic value for its own sake.

16.3 Classify the following views as being those of

A Ancient Greece

B the Middle Ages

C John Calvin

Example: Wealth should not stop people from working.

Answer: C (Calvin believed that all men must work, even the rich.)

Write the correct letter A, B or C

1. people should choose their occupation
2. work gives others freedom to carry out certain non-work activities
3. people should work hard
4. people who earn money should help others financially
5. work gives people a low position in society
6. a person's occupation should depend on the social position they are born into
6. people should use money they do not need to create more money

16.4 Complete the summary below. Choose NO MORE THAN ONE WORD from the passage for each answer

Work in the information age

Work is generally expected to befor its own sake. There is an emphasis on the benefits for the individual, and on theof his or her output. One of the major contributors to the enjoyment of work is A number of factors, rather than money alone, create In many jobs, workers are able to take ... of what they do. There has been a significant change in the main ... that are effective in the workplace.

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