

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний авіаційний університет

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Professional English. Language of Design.

Англійська мова для дизайнерів

*Рекомендовано Міністерством освіти і науки України
як підручник для студентів вищих навчальних закладів*

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The tutorial contains professional texts on various of design, scientific and professional communication, corresponding lexical and grammar exercises, and lists of terms (vocabulary to each unit). The course is designed for student majoring in design (6.020207 «Design»)

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Ш Professional English. Language of Design.: підручник. / О. Г. Шостак,

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Підручник містить професійно орієнтовані текстові матеріали з різних розділів дизайну, наукового та професійного спілкування, відповідні лексичні та граматичні справи і списки термінів згідно з навчальною програмою.

Для студентів I-IV курсів напряму 6.020207 «Дизайн»

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ВСТУП

Підручник укладений для студентів 1–4 курсів напряму 6.020207 «Дизайн», складається з 10 навчальних модулів: «Освіта», «Культура», «Мистецтво», «Живопис», «Історія дизайну», «Промисловий дизайн», «Дизайн сучасних аеропортів», «Дизайн в засобах масової інформації», «Наукові конференції. Наукова мова» та «Професійне спілкування».

Основна мета підручника – навчити майбутніх спеціалістів використовувати тематичну лексику в поєднанні із засвоєними знаннями граматики; розвинути стійкі навички читання, перекладу, анотування та реферування оригінальної літератури; користуватися фаховою інформацією англійською мовою.

Побудова підручника відповідає форматові Програми з англійської мови для студентів немовних спеціальностей, завданням курсу ESP та вимогам Болонського процесу.

Тематичний матеріал кожного модуля закріплюється системою вправ, які за рівнем складності поділяються на вправи для роботи з лексичними одиницями, словосполученнями, реченнями та текстом. Серед запропонованих навчальних матеріалів подані також завдання, що мають комунікативну спрямованість: рольові ігри, завдання “мозкового штурму”, робота у парах, групах, підготовка презентацій та різноманітні творчі завдання, що допомагають активізувати роботу студентів.

Засвоєння лексичного та граматичного матеріалу допоможе студентові орієнтуватися в англомовній літературі згідно з запропонованими темами курсу.

UNIT ONE EDUCATION



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the phrase “National Aviation University is a top-ranked university”?
- b) Why did you decide to enter National Aviation University?

| | |
|------------|------------------------|
| scientific | student exchange |
| department | well-known scientist |
| curriculum | advanced technologies |
| campus | to collaborate |
| thesis | to make a contribution |

Exercise 2. Give synonyms and antonyms for at least 5 words from the box. Get ready to provide Ukrainian equivalents.

Exercise 3. Explain the following quotations and comment upon them.

1. “A university should be a place of light, of liberty and of learning”.
Benjamin Disraeli
2. “Knowledge is a city, to the building of which every human being brought a stone.”
Ralph W. Emerson
3. “Knowledge is power.”
Francis Bacon
4. “Knowledge comes, but wisdom lingers.”
Alfred Tennyson

Exercise 4. Read and translate the text.

History & Present Time of National Aviation University (NAU).

National Aviation University is one of ranged innovative and an entrepreneurial university was founded in 1933 as Mechanical department of Kyiv Polytechnic Institute. Later on its name changed: Kyiv Institute of Civil Air Force (1947), Kyiv Institute of Civil Aviation Engineers (1965),

Kyiv International University of Civil Aviation (1994), National Aviation University (2000). During the years of its existence it has become a real cradle of the aviation specialists, having trained thousands of experts who work in Ukraine and almost 90 other countries of the world. Among them there are well-known scientists, industry leaders, military and state figures.

The University consists of seventeenth Institutes, four faculties, seven Colleges, Technical School, two Lyceums, European Regional Centers of the International Civil Aviation Organization (ICAO). Each institute is an independent institution with its own property. The institutes appoint their own staff and are responsible for selecting students in accordance with University regulations. Degrees are awarded by the University.

Each year NAU welcomes students with great potential from different countries. Nowadays about 25 thousand students study at University. The educational process is provided by the highly skilled scientific pedagogical staff consisting of 15 Academicians and Members-Correspondents of National Academy of Sciences of Ukraine, 270 Doctors of Sciences, Professors, and over 900 Candidates of Sciences, lecturers.

One of the University's priorities is the integration into the international research and education area. The University has joined the Bologna Convention that makes it possible to integrate scientists' efforts and improve student's mobility. The University's professors and students carry out a wide range of research with universities of Great Britain, Spain, the Netherlands, Germany, France and South Korea.

The University successfully collaborates with the International Civil Aviation Organization (ICAO). Two ICAO European Subregional Training Centers have been inaugurated in the framework of the University.

NAU was awarded the status of National Higher Educational Institution by Presidential Decree in September 2000.

National Aviation University meets the needs of students, teachers and research community with a large Library Center, Art and Culture studios, sections with Sports and Health facilities, Medical Centre. Aircraft and Yacht clubs, comfortable hostels, E-Club and Billiard Parlor are for student's disposal in campus.

The main historical dates:

- 1898 - Mechanical department of Kyiv Polytechnic Institute;
- 1933 - Kyiv Aviation Institute;
- 1947 - Kyiv Institute of Civil Air Fleet;
- 1965 - Kyiv Institute of Civil Aviation Engineers;

- 1994 - Kyiv International University of Civil Aviation;
- 2000 – till now - National Aviation University.

Institutes and Faculties:

Information-Diagnostic Systems Institute;

- Aerospace Institute;
- Management and Economics Institute;
- Preparatory Institute;
- Humanities Institute;
- ICAO Institute;
- The Institute of External and Distant Training;
- Institute of Innovative Technologies;
- Institute of Continuing Education;
- Institute of International Relations;
- Air Navigation Institute;
- Faculty of Computer Sciences;
- Faculty of Computer Systems;
- The Foreign Student Faculty;
- Faculty of Military Training;
- Airport Institute.

Exercise 5. Are the following sentences true or false? Write T or F in the brackets.

1. () The University is more than 100 years.
2. () NAU was created as an educational institution for training building engineers and architects.
3. () The University was awarded the status of National Higher Educational Institution in 2000.
4. () Foreign students don't study at NAU.
5. () The University established contacts with many international organizations.

Exercise 6. Answer the following questions.

1. When was the university founded? 2. Do you know how many students study at the university at the moment? 3. When and why was the university awarded the status of National Higher Educational Institution? 4. How many institutes train specialists at present? 5. What is the university teaching staff known for?

Exercise 7. Translate the following sentences into English using active vocabulary.

- a) Випускники НАУ – відомі вчені, державні діячі, бізнесмени, що очолюють великі компанії.
- b) Національний авіаційний університет – це багатопрофільний навчальний заклад, у якому багато інститутів.
- c) Студенти нашого факультету займаються творчою роботою та вивчають передові технології у сфері дизайну.
- d) У нашому університеті працюють відомі вчені, академіки, професори, що отримали державні нагороди.
- e) Завдяки обміну студентами я маю можливість познайомитися із системою освіти, навчальними програмами та студентським життям у Великобританії.

Exercise 8. Explain the meanings of the following terms in English:

- Bologna Convention
- student exchange
- make a contribution
- profound knowledge
- equal opportunities
- priorities
- thesis
- advanced technologies
- campus
- flight safety

Exercise 9. Match the words and their definitions.

| | |
|----------------|--|
| a) scientist | 1. subjects included in a course of study or taught at a particular school, college, university. |
| b) graduate | 2. scientific study and use of mechanical arts and applied sciences for example engineering. |
| c) achievement | 3. expert in one or more of the natural or physical sciences. |
| d) curriculum | 4. thing done successfully, with effort and skill. |
| e) research | 5. careful study or investigation in order to discover new facts or information. |
| f) knowledge | 6. person who holds a degree from a university. |
| g) technology | 7. understanding; all that a person knows. |

Exercise 10. Fill in the table.

| Position | Responsibility | Full Name |
|---|-----------------------|------------------|
| Rector | | |
| Vice-Rector | | |
| Scientific and Research Issues Provost | | |
| Educational Issues Provost | | |
| Correspondence Courses and Distance Learning Issues Provost | | |
| Administrative and Economic Issues Provost | | |

Exercise 11. Decide which of the words in the box can go in which section of the chart. You can put words in more than one column.

kindergarten; high school; college; playground; nursery school; comprehensive; public school; preparatory school; sixth form; reception; class; evening classes; technical college; university; master; mistress; teacher; lecturer; professor; tutor; head teacher; headmaster; headmistress; deputy head; student; pupil; graduate; postgraduate; doctorate; playground; classroom; lecture; listener;

| | |
|-----------------------------------|--|
| <i>Pre-school Education (0-5)</i> | |
| <i>Primary Education (5-11)</i> | |

| | |
|---|--|
| <i>Secondary Education (11-16+)</i> | |
| <i>Further Education</i> | |
| <i>Higher Education</i> | |
| <i>Adult Education</i> | |

Exercise 12. Read and translate the text.

International Civil Aviation Organization (ICAO)

The constitution of ICAO is the Convention on International Civil Aviation, drawn up by a conference in Chicago in November and December 1944, and to which each ICAO Contracting State is a party. According to the terms of the Convention, the Organization is made up of an Assembly, a Council of limited membership with various subordinate bodies and a Secretariat. The chief officers are the President of the Council and the Secretary General.

The Assembly, composed of representatives from all Contracting States, is the sovereign body of ICAO. It meets every three years, reviewing in detail the work of the Organization and setting policy for the coming years.

The Council, the governing body which is elected by the Assembly for a three-year term, is composed of 36 States. The Assembly chooses the Council Member States under three headings: States of chief importance in air transport, States which make the largest contribution to the provision of facilities for air navigation, and States whose designation will ensure that all major areas of the world are represented. As the governing body, the Council gives continuing directions to the work of ICAO. The Council is assisted by the Air Navigation Commission (technical matters), the Air Transport Committee (economic matters), the Committee on Joint Support of Air Navigation Services and the Finance Committee.

The Secretariat, headed by a Secretary General, is divided into five main divisions: the Air Navigation Bureau, the Air Transport Bureau, the Technical Co-operation Bureau, the Legal Bureau, and the Bureau of Administration and Services.

ICAO works in close co-operation with other members of the United Nations family such as the World Meteorological Organization, the International Telecommunication Union, the Universal Postal Union, the World Health Organization and the International Maritime Organization.

Non-governmental organizations that also participate in ICAO's work include the International Air Transport Association, the Airports Council International, the International Federation of Air Line Pilots' Associations, and the International Council of Aircraft Owner and Pilot Associations.

Exercise 13. Write the answers to the following questions:

1. What is the structure of ICAO?

2. How often do the Contracting States meet?

3. What is the governing body of ICAO?

4. What is the Assembly responsible for?

5. Whom is Council assisted by?

6. What International Civil Organizations do you know?

Exercise 14. Read and translate the text.

ICAO Training Centre

The National Aviation University established first contacts with ICAO in early 80s, when this international organization held a number of seminars and meetings at the University.

ICAO is International Civil Aviation Organization. ICAO's aims and objectives are **to foster** the planning and development of international air transport so as **to ensure** the safe and orderly growth of international civil aviation throughout the world; **encourage** the arts of aircraft design and operation for peaceful purposes; **encourage** the development of airways, airports, and air navigation facilities for international civil aviation; **meet the needs** of the peoples of the world for safe, regular, efficient, and economical air transport; **prevent** economic waste caused by unreasonable competition; ensure that the rights of contracting states are fully respected and that every contracting state has a fair opportunity **to**

operate international airlines; **avoid** discrimination between contracting states; **promote** safety of flight in international air navigation; and promote generally the development of all aspects of international civil aeronautics.

The National Aviation University participated actively in the implementation of many ICAO programs, some of them being aimed at experts training, research, ICAO documents translation, and etc.

In 2003 the ICAO Institute had been created at the National Aviation University to ensure high level of educational and training activities in the fields of aviation security, flight safety and aircraft airworthiness in accordance with ICAO regulations.

<http://www.nationsencyclopedia.com/United-Nations-Related-Agencies/>

Exercise 15. Translate the following sentences into English using active vocabulary.

1. Перші контакти Національного авіаційного університету (НАУ) з ІКАО розпочались у 80-их роках.
2. Програма ІКАО відповідає за навчання спеціалістів, перепідготовку військових пілотів, розробку та переклад матеріалів ІКАО.
3. Європейський регіональний навчальний центр ІКАО з авіаційної безпеки відкрився у 1996 році.
4. Центр отримав міжнародний сертифікат на право навчання усіх категорій працівників авіаційних підприємств з авіаційної безпеки.
5. З метою забезпечення координації підготовки та перепідготовки спеціалістів у сфері безпеки авіації у 2003 році створено Інститут ІКАО.

Exercise 16. Match the following verbs with their meanings.

| | |
|-----------------|--|
| a) to ensure | 1. inform someone in advance of a possible danger |
| b) to encourage | 2. keep away from or stop oneself from doing (something) |
| c) to prevent | 3. keep (something) from happening or arising |
| d) to avoid | 4. give support, confidence, or hope to (someone) |
| e) to warn | 5. make certain that (something) will occur |

Exercise 17. Role-play: "ICAO worker"

Imagine that you are an ICAO worker. What would be your duties?

Exercise 18. Read and translate the text.

Student's Life

The way of student life is something that one never forgets. It's a fascinating, fantastic, fabulous experience, irrespective of the fact whether one is a full-time or a part-time student.

Who can forget the first day at university! You have changed from an applicant who has passed entrance exams into a first-year student. Then there is a solemn ceremony in front of the university building with scientists. There are your future lecturers and tutors among them.

The monitors hand out student membership cards, student record books and library cards — one feels like a real person. First celebrations and then days of hard work. So many lectures, so many new subjects to put on the timetable! The curriculum seems to be developed especially for geniuses. You must visit lectures, seminars and tutorials. Home preparations - a real avalanche of home works.

Everyone tries hard to be, or at least to look, diligent. Then you have first tests and examination sessions. The first successes and first failures: "I have passed!" or "He has not given me a pass!" Tears and smiles. And a long-awaited vacation.

Junior students become senior. Still all of them are one family - undergraduates. Students' parties in the students' club. Meeting people and parting with people. Yearly essays, graduation dissertations, finals.

<http://articles.student.com/life>

Exercise 19. Answer the following questions and discuss answers with your group mates:

- a) Would you compare student's life with a carousel or with something else?
- b) What are your impressions about the first months at the university?

Exercise 20. Underline the most suitable words:

1. Jack decided to take a *course / lesson* in hotel management.
2. John always gets good *marks / points* in drawing.
3. After leaving school, Ann *studied / trained* as a designer.
4. Peter decided not to *go in / pass* the examination.
5. My sister *learned / taught* me how to draw.
6. I can't go to the cinema. I have to *read / study* for a test.

7. At English lessons we had to learn a lot of new *words by hand / heart*.
8. I hope your work will improve by the end of *course / term*.
9. Martin *failed / missed* his maths exam and had to sit it again.
10. If you have any questions, *raise / rise* your hand.

Exercise 21. Write English equivalents for the following word combinations and use them in sentences of your own.

- отримувати стипендію _____
- студентський гуртожиток _____
- пристрасть до читання _____
- робити позначки _____
- притримуватись чогось _____
- негайні результати _____
- тема дипломної роботи _____
- навчатися в аспірантурі _____
- працювати над дисертацією _____
- мати значення для когось _____
- дотримуватись поради _____

Exercise 22. Match the words in the box with a suitable definition (a-j). Use each word only once.

Classmate; examiner; learner; pupil; coach; graduate; lecturer; professor; tutor.

- a) Someone who teaches at the university.....
- b) Someone who has college degree.....
- c) Someone who studies at primary or secondary school.....
- d) The most important teacher in university department.....
- e) Someone who teaches one student or a very small class.....
- f) Someone in the same class as yourself.....
- g) Someone who trains a sports team.....
- h) Someone who writes the question papers of an examination.....
- i) Someone who drives but has not yet passed a driving test.....

Exercise 23. The curriculum at the Airport Institute consists of several subjects which all students should study. Make a list of these subjects. In class speak about your favorites and the ones you dislike. Explain to your partners why you enjoy or do not enjoy them.

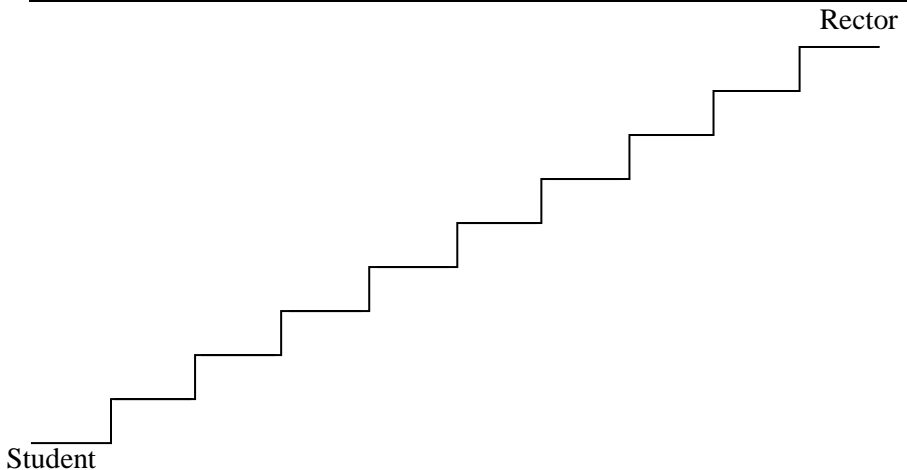
Exercise 24. Explain the meaning of the following English words or phrases and say how the corresponding notions in Ukrainian differ from the English ones.

Dissertation, thesis, postgraduate work, tutorial, grant, scholarship, essay, undergraduate, student counselor, commuter, hall of residence.

Exercise 25. Role-play: “Career Ladder”

They say that it is a poor soldier who does not want to become a general. Name the steps of the social ladder, which a student must pass to climb up to the position of the rector. Use the words from the list below, placing one word on one step.

| |
|--|
| Dean, Assistant Lecturer, Head of Department, Vice-Rector, Associate Professor, Assistant Professor, Assistant Dean, Professor, Graduate |
|--|



Exercise 26. Translate into English.

1. Вона вступила до університету минулого літа і закінчить його через чотири роки.
2. Краще не пропускати заняття, бо можна відстати від групи. А наздоганяти завжди важко.
3. Усі студенти групи захистили свої проекти. Це було важке випробування.
4. Мій улюблений предмет – звичайно, малювання. Я - майбутній художник.
5. Розклад складений таким чином, щоб лекції чергувалися з практичними заняттями.

6. Я вважаю, що немає ніякого сенсу не спати всю ніч, готуючись до іспитів. Ефект від такої підготовки може бути протилежним.
7. На початку навчального року всім першокурсникам видали студентські квитки і залікові книжки.
8. Коли я починаю робити домашнє завдання, я довго не можу сконцентруватися на роботі – мене постійно щось відволікає.
9. У навчанні йому не треба прикладати багато зусиль – він все підхоплює на льоту.
10. Щоб отримати високий бал, студенти повинні вивчати великий обсяг інформації.

Exercise 27. What would you feel in the following situations?

Patterns: I feel like a failure when I fall behind the group.

I feel pleased/confused/bored, etc. when I catch up with the rest.

- you get a bad mark;
- you fall (lag) behind the group;
- you fail (in) an examination;
- you read up for an examination late at night;
- you miss classes;
- you come late to classes;
- you have to retake an examination;
- you spend sleepless nights over a load of books;
- you look up every word in your dictionary when reading an English book.

Exercise 28. Read and continue the story. Get ready to discuss it in class.

It took a couple of weeks for classes to get settled, and then we got down to the nitty-gritty. As homework began pouring in, and tests loomed on the horizon, I realized that my study skills were very poor and that it was going to be a challenge itself to teach myself to study. I experimented with several tactics, trying to find out what would work for me. I started out in the bedroom with the door closed, but it seemed the phone was always ringing. I managed to get my work done, but I was not pleased with this frustrating situation. Later I tried going outside and preparing somewhere in the yard. As my workload increased, so I felt deep disappointment. Quite by accident, however, I found the solution to my problem...

Exercise 29. Answer the questions and express your opinion on the following.

1. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?
2. What tactics do you personally choose to get yourself organized and sit down to work?
3. What problem of getting organized and concentrated can we meet when doing homework?

Exercise 30. Note the following words and word-combinations; make sure that you know the meaning of them.

| | | | |
|------------------------|--|----------------|-------------------|
| Student's forms | first-year student/ freshman | Degrees | Bachelor Degree |
| | second-year student/sophomore third-year student/ junior fourth/final-year student/ senior | | Master Degree |
| | full-time student | | |
| | part-time student | | |
| Attendance | attend classes | Dean | Assistant Dean |
| | compulsory attendance | | the Dean's office |
| | check attendance | | |
| | check students' coming in time | Exams | pass exams |
| | disrupt classes | | fail the exam |
| | miss classes | | have ability |
| | skip/ go skiving, skiver | | |
| | be late for classes | | |

Exercise 31. Role-play: "The student of future".

The world is changing, and many people feel that universities will have to change to keep up. Make a list of the universities which may be different in response to these changes in the year 2025. Use these ideas to write a letter from a student in the year 2025, telling a grandparent about his or her first day at college.

Exercise 32. Work in pairs. Make up dialogues on the following situations.

- a) First-year students at the audience-hall during the inaugural ceremony.
- b) A student and a Dean at the Dean's office.
- c) Two students before the exam.
- d) Two students after the exam.

Exercise 33. Complete the sentences.

1. A sophomore is... .
2. A freshman is
3. A senior student is
4. A full-time student is... .
5. A part-time student is... .

Exercise 34. Translate the proverbs into Ukrainian and comment upon them.

1. A man is never too old to learn.
2. Education covers a lot of ground but it doesn't cultivate it.
3. Live and learn.
4. By doing nothing we learn to do ill.
5. Better untaught than ill taught.
6. Brevity is the soul of wit.

Exercise 35. Read and translate the text.

College Life in England



Higher education in England has several branches: colleges of education that mostly prepare students to be teachers, polytechnics that usually prepare students for some kind of career, and universities.

Virtually all higher education is selective, usually depending on how well a student does in GCE, "A" level (the General Certificate of Education, "Advanced" level) taken at about 18.

The word university (*Latin — universitas*) like the word college (*Latin — collegium*) means originally a society of people with a common employment; it was only later that it came to be associated with scholarship.

Oxford and Cambridge are the oldest university towns in England. The University of Oxford is a collection of colleges. Some of these colleges were founded hundreds years ago. "The University" is only an administrative centre which arranges lectures for all the students, holds examinations and gives degrees.

The Tutorial system is a way in which Oxford and Cambridge differ from all other English universities. Every student has a tutor who plans his work and acts as a parent to the student away from home. He gives advice and helps in time of need. Each week some students come to see their tutor and he discusses with them the work, which they have done. The Tutorial system has some advantages, but has often operated against progressive thinking in British universities because many tutors are reactionary and they try to have a great social and political influence on their students.

Beside a tutor there is the Dean, who is in charge of the discipline among the 300 students inside College. Last, there are the Directors of Studies and their assistants, the Supervisors. Discipline out of College is the responsibility of two Dons appointed by the University, called Proctors.

At Cambridge to each student's room there is a manservant who with a woman servant, known as a "Bedder", keeps it clean and attends to the needs of the students living there.

The academic year in England is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June or the beginning of July.

Each term is crowded with activity and the vacations between the terms — a month at Christmas, a month at Easter, and three or four months in summer — are mainly periods of private study.

Terminal examinations are held at the end of the autumn, spring and summer terms. Final examinations are taken at the end of the course of studies. If a student fails in an examination, he may be allowed to take the exam again. Only two re-examinations are usually allowed. For a break of discipline, a student can be fined a sum of money, for a serious offence he may be expelled from the university.

A person studying for a degree at a British university is called an undergraduate; one who has taken a degree is called a graduate.

At Cambridge, a degree examination is called Tripos. In the past, when the student went for his degree examination it took him some time to show his knowledge of three subjects (Grammar, Logic and Rhetoric). So he was allowed to bring a small stool or "Tripos" to sit on, and to this day the degree examinations at Cambridge are called "Tripos" examinations.

The first degree at a university is B. A. or B. Sc. which stands for Bachelor of Arts, or of Science. M. A. or M. Sc. denotes Master of Arts, or of Science. One can become a B. A. after three years of hard studying, and an M. A. at the end of five years.

Other English universities called "modern", "redbrick" or "provincial" are situated in large centers of industry. There are no tutorial systems here.

Very few children of the working people can be found among the students of all the British universities because the cost of studies is too high.

Some famous people who studied in Oxford:

Kings: Richard Leonhard, Henry V, Charles 1, Edward VII, Edward VIII, Naruhito and Masako, Olav V.

Writers: T.E. Lawrence, Oscar Wilde, Persy Shelley, C.S. Lewis, Graham Greene, Milton, Henry James, Lewis Carroll, Jonathan Swift.

Politicians: Bill Clinton, Margaret Thatcher, Benazir Brutto, Indira Gandhi.

Thinkers: Erasmus, Hobbes, John Locke, Adam Smith, Walter Raleigh, William Penn, Cecil Rhodes.

Entertainers: Kris Kristofferson, Dudley Moore, Michael Paling, Rowan Atkinson, John Schlesinger.

*The Authorities of Oxford and Cambridge Universities (1963),
Handbook for Visitors (Stonyhurst, Lancashire), third edition.*

Exercise 36. Are the following sentences true or false? Write T or F in the brackets.

1. () Higher education in England has only one branch.
2. () The Tutorial system is a way in which Oxford and Cambridge similar with other English universities.
3. () Discipline out of College is the responsibility of Proctors.
4. () The academic year in England is divided into two terms.
5. () Two re-examinations are usually allowed.

Exercise 37. Choose and write down three or more facts or ideas you liked from the article about the Oxford and Cambridge Universities and give your comments.

Exercise 38. What advantages and disadvantages of studying at Oxford and Cambridge Universities can you indicate after reading the article about the Oxford and Cambridge Universities?

Advantages:

Disadvantages:

Exercise 39. Make a presentation about National Aviation University.

Exercise 40. Make a presentation about student's life.

Grammar Practice

Article Usage: a / an / the / zero article

Exercise 41. Write *a/ an* or *no article* in the blank before each indefinite noun. Write *the* before each definite noun.

T.: Where is menu from?

J: It is from French restaurant downtown. They have delicious food and elegant atmosphere.

A.: How about hotel? Is thatpostcard of it?

J": Yes it is..... rooms in hotel havewonderful views from them. And this ispicture of.....famous statue. It's

landmark in main square indowntown section of city. And here's postcard of..... big park inmiddle of..... business section. We love fountain in it. Doesn't it look beautiful in sun? There are fish in water, and people play guitar music in park all day long. And look at this picture! It's amazing flower market, and

*Exercise 42. Insert **the** if necessary.*

1. ... youngest boy has just started going to ... school; ... eldest boy is at ... college.

2. She lives on ... top floor of an old house. When ... wind blows, all ... windows rattle.

3. ... darkness doesn't worry ... cats; ... cats can see in ... dark.

4. My little boys say that they want to be ... spacemen, but most of them will probably end up in ... less dramatic jobs.

5. Do you know ... time? Yes, ... clock in ... hall has just struck nine. Then it isn't ... time to go yet.

6. He was sent to ... prison for ... six months for ... shop-lifting. When ... six months are over he'll be released; ... difficulty then will be to find ... work. Do you go to ... prison to visit him?

7. I went to ... school to talk to ... headmistress. I persuaded her to let Ann give up ... gymnastics and take ... ballet lessons instead.

8. ... ballet isn't much use for ... girls; it is much better to be able to play ... piano.

9. I am on ... night duty. When you go ... bed, I go to ... work.

10. Peter's at ... office but you could get him on ... phone. There's a telephone box just round ... corner.

*Exercise 43. Insert in **a** or **the** if necessary.*

Ancient Secrets

Mr. Denys Stocks, ... retired policeman, has just been given ... B. Sc. for twelve years' research into ancient Egyptian industrial methods. Egyptologists have often wondered how ... Egyptians were able to cut such hard stone and how they produced such fine jewelry. Mr. Stocks has shown that ... Egyptians used saws and drills. ... saws and drills were made of copper, which is very soft. But ... Egyptian craftsmen made ... cut in ... stone with soft saw. Then ... craftsmen turned them into very powerful tools. First ... craftsman made ... cut in ... stone with ... soft saw. Then ... craftsman poured sand into ... cut. ... hard sand got into ... teeth of ... saw and did ... cutting. In this way, ... worker could cut basalt, one of the

hardest rocks. ... sand he used turned into very fine powder. ... powder was then used by jewelries to cut precious stones and to make delicate jewelry.

Use **much / many / little / few / other**

Exercise 44. Put in so much, so many, so few or so little.

When I agreed to serve on the committee, I didn't realize there would be meetings. They take up of my time that I think I'm going to have to resign. The meetings are completely useless, anyway ... people put energy into arguing for hours about things. They have importance that they weren't worth discussing in the first place. And of the committee members are actually the kind of people I really want to get to know. I'm sure I'll be happier if I give it up.

Exercise 45. Fill in blanks with other.

1. I got three letters. One was from my father. Another one was from my sister..... letter was from my girlfriend. 2. Look at your hand. There is a total of five fingers. One is your thumb..... is your index finger..... one is your middle finger..... finger is your ring finger. And finger (the last of the five) is your little finger. 3. Look at your hands. One is your right hand.....is your left. 4. I invited five people to my party. Out of those five people, only John and Mary can come..... can't come.

Check yourself!

Exercise 46. Choose the suitable word or phrase to complete each sentence:

Example: Helen's parents were very pleased when they read her school A

A) report B) papers C) diploma D) account

1. Martin has quite good _____ of physics.
A) results B) pass C) understanding D) head
2. Edward has a _____ in French from Leeds University.
A) certificate B) degree C) mark D) paper
3. My favourite _____ at the university is philosophy.
A) topic B) class C) theme D) subject

4. Our English teacher _____ us some difficult exercises for homework.
A) set B) put C) obliged D) made
5. Before you begin the written exam, always read the _____ carefully.
A) orders B) instructions C) rules D) answers
6. If you want to pass the examination, you must study _____ .
A) hard B) enough C) thoroughly D) rather
7. Most students have quite a good sense of their own _____ .
A) grasp B) ability C) idea D) information

Exercise 47. Answer the following questions.

1. Why do you want to study for a degree?
2. What do you think university can offer you?
3. What are the Universities of Oxford and Cambridge famous for?
4. Why have you chosen department of architecture and design?
5. Why does the University come into contacts with many international organizations?

Exercise 48. Sum up all the information of the unit and write summary (20-25 sentences) about studying process at the university using active vocabulary. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Read the texts about Oxford and at Cambridge Universities on pages 217-220. Make a comparison characteristic of two universities and get ready to discuss the information from the text.

Exercise 50. Make a presentation about studying at Oxford and at Cambridge Universities taking into account the information in the text.

Two Culture



Exercise 1. Use the words in the box to discuss the following questions:

- a) What culture is for you?
- b) Imagine you are a painter and you have to portray a creature that personifies culture. What would you depict?

| | | |
|--------------|--------------|---------------------|
| Art | religion | enlightenment |
| music | belief | national identity |
| literature | drawing | theatre performance |
| architecture | pottery | culture shock |
| sculpture | tradition | cultural diversity |
| painting | cultivate | written narrative |
| custom | social group | moral value |

Exercise 2. Give synonyms and antonyms for at least 5 words from the box. Get ready to provide Ukrainian equivalents.

Exercise 3. Explain the following quotations and comment upon them.

1. "Culture is "to know the best that has been said and thought in the world." "

Matthew Arnold

2. "Culture is everything. Culture is the way we dress, the way we carry our heads, the way we walk, the way we tie our ties - it is not only the fact of writing books or building houses."

Aime Cesair

3. "The poor have no business with culture and should beware of it. They cannot eat it; they cannot sell it; they can only pass it on to others and that is why the world is full of hungry people ready to teach us anything under the sun."

Aubrey Menen

4. "Culture, with us, ends in headache."

Ralph Waldo

5. "Culture of the mind must be subservient to the heart."

Gandhi Mahatma

Exercise 4. Read and translate the text.

Culture in Anthropology

Cultures in anthropology are complexes of learned behavior patterns and perceptions. Culture distinguishes one human group from others. It also distinguishes humans from animals. The culture includes beliefs, rules of behaviour, language, rituals, art, and technology, styles of dress, ways of producing and cooking food, religion, political and economic systems.

Culture is the most important concept in anthropology (the study of all aspects of human life, past and present). Anthropologists commonly use the term culture to refer to a society or group in which many or all people live and think in the same ways. Likewise, any group of people who share a common culture – and in particular, common rules of behaviour and a basic form of social organization – constitutes a society. Thus, the terms culture and society are somewhat interchangeable. However, while many animals live in societies, only humans have a culture.

Culture developed together with the evolution of the human species. *Homo sapiens* is closely related to human biology. The ability of people to have culture comes in large part from their physical features: having big complex brain; an upright posture; free hands that can grasp and manipulate small objects; and a vocal tract that can produce and articulate a wide range of sounds. These distinctively human physical features began to develop in African ancestors of humans more than four million years ago.

Taylor Edward. Primitive Culture.

New York: J.P. Putnam's Sons.

Exercise 5. Are the following sentences true or false? Write T or F in the brackets.

1. () Culture distinguishes one human group from others.
2. () The terms culture and society are opposite.
3. () Culture developed together with the evolution of the human species.
4. () The ability of people to have culture does not depend on their physical features.
5. () Anthropology is a comparative study of human societies and cultures and their development.

Exercise 6. Read the text and explain the meaning of each characteristic. Give your comments.

The Characteristics of Culture

Culture has several distinguishing characteristics:

(1) It is based on symbols – abstract ways of referring to and understanding ideas, objects, feelings, or behaviours – and the ability to communicate with symbols using language.

(2) Culture is shared. People in the same society share common behaviours and ways of thinking through culture.

(3) Culture is learned. While people biologically inherit many physical traits and behavioural instincts, culture is socially inherited. A person must learn culture from other people in a society.

(4) Culture is adaptive. People use culture to flexibly and quickly adjust to changes in the world around them.

Taylor Edward. Primitive Culture.

Exercise 7. Explain the meanings of the following terms in English:

- enlightenment
- education
- moral values
- culture shock
- national identity
- human manufacture
- cultural diversity
- way of thinking
- creative process
- association

Exercise 8. Read and translate the text.

The Categories of Culture

Anthropologists have described different categories of culture. For example, a simple distinction can be made between cultural objects, such as types of clothing, and cultural beliefs, such as forms of religion.

Culture includes socially acquired knowledge, beliefs, art, law, morals, customs, and habits. British anthropologist Edward B. Taylor gave one of the first complete definitions of culture in his book *Primitive Culture* (1871). His definition stated that culture includes socially acquired knowledge, beliefs, art, law, morals, customs, and habits.

In 1930, American anthropologist George P. Murdock went much further, listing 637 major subdivisions of culture. Murdock developed an elaborated coding system, known as the Human Relation Area Files. He used this system to identify and sort hundreds of distinctive cultural variations that could be used to compare different cultures.

Later anthropologists came up with simpler categorizations of culture. A common practice is to divide all of culture into three broad categories: material, social, and ideological. A fourth category, the arts, has characteristics of both material and ideological culture.

Material culture includes products of human manufacture, such as technology.

Social culture pertains to people's forms of social organization—how people interact and organize themselves in groups.

Ideological culture relates to what people think, value, believe, and hold as ideals.

The arts include such activities and areas of interest as music, sculpture, painting, pottery, theatre, cooking, writing, and fashion.

Anthropologists often study how these categories of culture differ across different types of societies that vary in scale (size and complexity). Anthropologists have identified several distinct types of societies by scale. The smallest societies are known as bands. Bands consist of nomadic (not settled) groups of fewer than a hundred, mostly related people. A tribe, the next largest type of society, generally consists of a few hundred people living in settled villages. A larger form of society, called chiefdom, binds together two or more villages or tribes under a leader. The largest societies, known as civilizations, contain from several thousand to millions of mostly unrelated people, many of whom live in large cities. Some anthropologists characterize the world today as a single global-scale culture, in which people are linked together by industrial technology and markets of commercial exchange.

Rosaldo Renato. Culture and Truth. 1993.

Exercise 9. Find the words from the text that are:

- a) connected with everyday life;
- b) belonging to romantic sphere;
- c) the product of intellectual activity;
- d) disputable and can belong to several categories.

Exercise 10. Write your own questions for the text about Culture.

Exercise 11. Are the following sentences true or false? Write T or F in the brackets.

1. () Anthropologists have described only one category of culture.
2. () Culture includes socially acquired knowledge, beliefs, art, law, morals, customs, and habits.
3. () Murdock used coding system to hide cultural variations that could be used to compare different cultures.
4. () Material culture includes social organization.
5. () Anthropologists have identified several types of societies by scale.

Exercise 12. Translate the following sentences into English using active vocabulary.

- a) Здатність людей мати культуру існує головним чином завдяки фізичним особливостям.
- b) Люди одного суспільства мають спільну поведінку та поділяють спосіб мислення один одного.
- c) Якщо багато фізичних рис успадковуються людьми завдяки біологічним особливостям, то культура передається завдяки існуванню суспільства.
- d) Культура містить такі поняття, як набуті в суспільстві знання, вірування, мистецтво, мораль, звичаї та звички.
- e) Він використовував цю систему для визначення та класифікації чітких культурних різновидів, що можуть бути застосовані у різних культурах.

Exercise 13. Choose the most suitable word or phrase to complete each sentence:

- | |
|---|
| 1) aware; 2) controlling; 3) derived; 4) included; 5) account; 6) diversity; 7) come from; 8) wealth. |
|---|

The history of the Culture Concept

People have long been a) _____ of cultural differences among societies. Some of the earliest accounts of culture b) _____ the Greek historian Herodotus, who lived in the 400s BC. Herodotus travelled through the Persian Empire, which c) _____ much of the Middle East and surrounding parts of Asia and Africa. He wrote at length about the cultural and racial diversity of these places, much of which he linked to differences

in people's environments. For almost 2000 years following the time of Herodotus, many people attributed cultural differences to racial inheritance. The biblical d) _____ of the Tower of Babel, in which God caused people to speak new languages, also provided an explanation for cultural e) _____. At the end of the Middle Ages (5th to 15th century ad), many countries of Western Europe began sending explorers around the world to find new sources of material goods and f) _____. The English term culture actually came into use during the Middle Ages. It g) _____ from the Latin word for cultivation, as in the practice of nurturing domesticated plants in gardens. Thus, the word originally referred to people's role in h) _____ nature.

*1983 Margret Mead and Samoa:
The making and unmaking of an Anthropological myth.
Cambridge, Mass: Cambridge University Press*

Exercise 14. Express your own ideas after reading the texts about culture.

Exercise 15. Match the words with the appropriate definitions.

| | |
|--------------|--|
| a) culture | 1. a general rule or principle that is thought to be true or held to be binding. |
| b) knowledge | 2. something that people always do in a particular way by tradition. |
| c) belief | 3. good or right when judged by the standards of a person or a society. |
| d) moral | 4. beautiful or thought-provoking works produced through creative activity. |
| e) custom | 5. all the information, facts, truths & principles learned throughout time. |
| f) law | 6. art, music, literature & related intellectual activities. |
| g) society | 7. religious faith. |
| h) symbol | 8. something that stands for or represents something else, especially an abstraction. |
| i) art | 9. a structural community of people bound together by similar traditions, institutions or nationality. |

Exercise 16. Role – play: “First Impressions”.

When you meet someone for the first time, what do you notice?

The five most important things noticed about people in our society are:

- 1) Skin Color;
- 2) Gender;
- 3) Age;
- 4) Appearance (size, deviations from the norm);
- 5) Body Language (facial expressions, eye contact, movement, personal space, or touch).

Prove your chose.

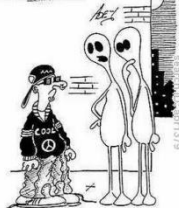
Exercise 17. Scan the definitions, comment on their classification, choose those that appeals to you most and formulate your own one.

| | |
|-------------|---|
| Topical: | Culture consists of everything on a list of topics, or categories, such as social organization, religion, or economy. |
| Historical: | Culture is social heritage, or tradition, that is passed on to future generations. |
| Behavioral: | Culture is shared, learned human behavior, a way of life. |
| Normative: | Culture is ideals, values, or rules for living. |
| Functional: | Culture is the way humans solve problems of adapting to the environment or living together. |
| Mental: | Culture is a complex of ideas, or learned habits, that inhibit impulses and distinguish people from animals. |
| Structural: | Culture consists of patterned and interrelated ideas, symbols, or behaviors. |
| Symbolic: | Culture is based on arbitrarily assigned meanings that are shared by a society. |

Exercise 18. Read and translate the text.

Culture Shock

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"I know we're on planet earth but what planet are you on?"

Each society has its own beliefs, attitudes, customs, behaviors, and social habits. These give people a sense of who they are, how they are supposed to behave, and what they should or should not do.

People become conscious of such rules when they meet people from different cultures. For example, the rules about when to eat vary from culture to culture. Many North Americans and Europeans organize their timetables around three mealtimes a day. In other countries, on the other hand, it's not the custom to have strict rules like this – people eat when they want to, and every family has its own timetable.

When people visit or live in a country for the first time, they are often surprised at the differences that exist between their own culture and the culture in the other country. For some people, travelling abroad is the thing they enjoy most in life; for others, though, cultural differences make them feel uncomfortable, frightened, or even insecure. This is known as “culture shock”.

When you are visiting a foreign country, it is important to understand and appreciate cultural differences. This can help people avoid misunderstanding, develop friendship more easily, and feel more comfortable when traveling or living abroad.

Here are several things to do in order to avoid culture shock.

1. Avoid quick judgments; try to understand people in another culture from their own point of view.
2. Become aware of what is going on around you, and why.
3. Don't think of your cultural habits as “right” and other people's as “wrong”.
4. Be willing to try new things and have new experiences.
5. Try to appreciate and understand other people's values.
6. Think about your own culture and how it influences your attitude and actions.
7. Avoid having negative stereotypes about foreigners and cultures.
8. Show interest in as well as respect, sincerity, acceptance, and concern for things that are important to other people.

Exercise 19. Choose two pieces of advice that you think are the most important for avoiding culture shock. Why do you think they are especially important?

Advice

Why it is important?

Exercise 20. Explain the meaning of the following English words or phrases and say how the corresponding notions in Ukrainian differ from the English ones.

Palmistry; societies; cultivation; coding system; bands; tribes; civilizations; scale; a notion; chiefdom; exchange.

Exercise 21. Use your own words to write definitions for these words.

1. Culture _____
2. Culture shock _____
3. Stereotypes _____

Exercise 22. Are you aware of Stereotypes?

Choose two adjectives that you think describe the nationalities listed below.
Choose two countries of your own to describe if people are:

| | | | |
|-------------|---------------|------------|------------|
| punctual | outgoing | hospitable | aggressive |
| tolerant | nationalistic | talkative | polite |
| romantic | well-dressed | sociable | rude |
| respectful | humorous | serious | arrogant |
| hardworking | lazy | quiet | ignorant |
| emotional | sophisticated | formal | casual |

American _____

The British _____

The French _____

Japanese _____

Ukrainians _____

Exercise 23. Read the information about the different customs and find five pairs of countries with contrasting customs.

| Country | Custom |
|----------------|---|
| In Australia | People don't leave tips in restaurants. |
| In Brazil | People don't go to bed till very late. |
| In Britain | People don't smoke in a friend's home without asking. |
| In Canada | People go to bed fairly early on weekdays. |
| In Egypt | People allow their hosts to treat them to meals in restaurants. |
| In New Zealand | People usually pay for their own meals in restaurants. |
| In Spain | People are late for most appointments. |
| In Sweden | People arrive on time for most appointments. |
| In Turkey | People smoke almost anywhere they like. |
| In the U.S. | People leave tips of 15% – 20% in most restaurants. |

Exercise 24. Role – play: “Alternative beliefs”

Ask and answer:

Alternative Beliefs.

1. Do you think there is intelligent life on other planets?
2. Some people claim to have seen UFOs (Unidentified Flying Objects) such as flying saucers. Do you believe them?
3. What is your opinion of people who say that they can communicate with spirits? Have you ever taken part in a since?
4. Do you know anybody with psychic powers or extra sensory perception?
5. Do you believe in telepathy? Is there another person in the world with whom you have a special understanding?
6. Would you ever visit an astrologer for a forecast of how your life will run in the future?
7. What does your star sign tell you about your personality and your compatibility with other people?
8. Do you believe in other forms of fortune-telling such as:
 - Palmistry?
 - Tarot cards?
 - Reading teacups?

Exercise 25. Read and translate the following information, comment upon it .

Different customs:

| | |
|---------------------|--|
| Canada and the U.S. | Do not arrive early if you are invited to someone's home. |
| Indonesia | Never point to anything with your foot. |
| Korea | Do not pass something to an older person or superior with only one hand. |
| Muslim countries | Do not eat with your left hand. |
| Samoa | Do not eat when you're walking in public. |
| Thailand | Never touch anyone except a child on the head. |

Exercise 26. Write the answers to the following questions.

Does your culture follow any of these customs?

Why do you think people have these customs?

What other interesting customs do you know?

What customs should a visitor to your country know about?

Exercise 27. Group work. Read these questions. Think of two more questions to add to the list. Then take turns asking and answering the questions in the groups.

If you could live in foreign country, what country would you like to live in?

If you could go abroad with someone, who would it be?

What is something you would never travel without?

Who would you write to first after arriving?

What would be your two greatest concerns about living abroad?

What do you think you would enjoy most of all about living abroad?

For example:

A: What country would you like to live in?

B: The country I'd like to live in is Peru.

C: Why is that?

B: Well, I've always wanted to learn how to cook Peruvian food...

Exercise 28. Complete the sentences.

1. A symbol is... .
2. Custom is
3. Belief is
4. Crossing cultures is... .

5. Alternative Beliefs are ...

Exercise 29. Role – Play: “In My Culture it’s Normal”. Give an advice to strangers who visit our country.

In my country it is normal/polite/impolite/rude/strange:

1. To shake hands when we meet someone for the first time.
2. To kiss on both cheeks when we greet or say goodbye to a friend.
3. To take someone out to dinner (pay for dinner) for his birthday or when he gets a promotion.
4. To be a little late to meet friends.
5. To be a little minutes late to work or to business meetings.
6. To spit in public.
7. To call most people by their first names.
8. To ask people their ethnicity or nationality when you meet them for the first time.
9. To sing in public.
10. For women in the family to make important decisions like which school to send children to, how to spend money, etc...
11. For men to cook, clean or do other household work.
12. To interrupt people when talking.
13. To give gifts to teachers, doctors, government officials, bosses for students to wear suits or dresses or formal clothing.
14. To invite people to your home.
15. To ask guests to leave when it gets late or if you are busy.
16. To serve guests only drinks and chips or small snacks.
17. To disagree with older people or people who are more powerful than you.
18. To give up your seat for older people or women.

Exercise 30. Give the English equivalents for the following word combinations and use them in sentences of your own.

- люди усвідомлюють _____
- важливі речі _____
- уникати стереотипів _____
- подорожувати за кордон _____
- співати на людях _____
- перервати розмову _____
- запрошувати у гості _____
- важливе рішення _____
- захоплюватися чимось _____

- дивні звички
- поступатися місцем
- культурне розмаїття

Exercise 31. Translate the proverbs into Ukrainian and comment upon them.

1. Early to bed, early to rise, makes a man healthy, wealthy and wise.
2. Good fences make good neighbors.
3. To good hearer, a good speaker.
4. You cannot buy a friend with money.
5. The dog wags his tail, not for you, but for your bread.

Exercise 32. Find out what your classmates know about other cultures.

1. What foods from other countries have you tried? Which did you like?
2. Do you often see people wearing clothes from different cultures in the streets of your town? Do you know which countries they are from?
3. Do you ever listen to music from other cultures? Do you know the names of any of the artists?
4. Do you ever watch films with subtitles?
5. Would you like to go and live in a country that has a different culture to your own?
6. Do you think it is important to retain your own culture even if you move to another country?
7. Do you have friends from other cultures and countries? Would you like to have more friends from other cultures?
8. Do you think children should be educated within the culture of the country they live?
9. What do you think about mixed marriages with people from different cultures? Does it encourage greater cultural understanding?
10. Would you recognize any art from another culture?

Exercise 33. Read and translate the text.

Enduring Understandings

1. Everyone has a culture. Culture is a complex concept. It shapes how we understand the world, ourselves, and others.
2. Culture is like an iceberg - some aspects are observable. Others are invisible or beneath the surface. The invisible aspects of culture influence/cause the visible ones.

3. People really do see the world in fundamentally different ways. People behave as they do because of the things they believe in or value. People behave as they do for a reason.
4. It's easy to misinterpret things people do in a cross-cultural setting. To keep from misinterpreting the behavior of others, you have to interpret from their point of view, not yours.
5. Crossing cultures isn't easy. It's a complex process where context is everything.
6. Despite our differences, there are cultural universals that unite people in a common bond of humanity.

Exercise 34. Develop a set of recommendations that addresses each of the following enduring understandings of the culture unit.

Exercise 35. In this exercise, you look at how people acquire their culture, how they learn all the behaviors that are regarded as right and wrong in their society.

The Process of Cultural Conditioning

While the majority of conditioning occurs in early childhood, adults continue to be conditioned as they acquire new behaviors throughout their life.

The differences between the two are these:

- In **Childhood conditioning**, infants and young children learn such basic activities of life as eating, walking, talking, dressing, bathing, etc.
- In **Adult conditioning**, people learn new behaviors or new ways to perform already conditioned behaviors, as, for example, learning to use a Turkish toilet or eat with your hands rather than with silverware.

The steps in the process of cultural conditioning are the same for both, but adult conditioning may take longer because it requires *un*-learning or *un*-acquiring behavior that was already acquired through childhood conditioning. These are the five steps:

1. **Observation/Instruction**-At this stage, you are only beginning to become aware of a particular behavior but have not yet tried to do it yourself. Taking the example of eating with your hands, you may have observed how it is done, or someone may have told you how it is done.
2. **Imitation**-Now you actually try to carry out the activity; you sit down at a table and begin eating with your hands. At this stage, it is awkward for you, and you're conscious all the while of what you're doing, trying not to make mistakes. You most likely are unable to eat and carry on a

conversation simultaneously, for all your attention is on the act of eating.

3. **Reinforcement**-As you eat, people encourage you when you do it right and correct you when you are wrong. Over the course of several meals, you naturally try to do what they tell you.
4. **Internalization**-Without needing much reinforcement, over time and with practice, you now know how to eat with your hands. You may still have to pay attention to what you're doing, but not as much as during stages 2 and 3.
5. **Spontaneous Manifestation**-Now you're able to eat "the right way" without paying any conscious attention to what you're doing. It comes naturally; as you eat, you're aware of other things, not the act of eating.

Exercise 36. Now try to think of various behaviors you are in the process of learning or relearning as you adjust to your host country. Try to write down a behavior for each of the five stages as you think of the following:

1. Something you are just becoming aware of and perhaps observing closely but not yet doing (**Observation**).

2. Something you have just begun to try doing (**Imitation**).

3. Something you have done once or twice but haven't mastered yet (**Reinforcement**).

4. Something you have recently mastered (**Internalization**).

5. Something you now do without thinking (**Spontaneous Manifestation**).

Exercise 37. Write the answers to the following questions.

a) What is culture in terms of anthropology?

b) Can we say that animal species possess certain cultural characteristics?

c) What can be included into the notion 'culture'?

d) What terms can be interchangeable from the point of view of anthropologists?

e) Culture developed independently, didn't it?

f) What are the main characteristics of culture?

Exercise 38. Make a presentation about the Characteristics and Categories of Culture.

Exercise 39. Make a presentation about the Cultural Conditioning.

Exercise 40. Make a presentation about your Culture. Use the plan below:

We call our land...

We call our people...

Our language is...

Basic needs (food, clothing, shelter)...

Government...

Important values...

Relationship with the land...

Relationship with the animals...

Roles of elders...

Interaction with other people/cultures...

Our beliefs...

Our spirit place...

Our symbol/motto...

Grammar Practice

Present simple / Present progressive Past simple / Past progressive tenses

Exercise 41. Put the verbs in the present simple or present progressive. Note where both forms are possible.

1. I (study) ... English at Exeter University. 2. I'm on holiday at the moment and I (work) ... in a public library. 3. I'm lucky to have this job. 4. I (not have to) ... get up early. 5. The library (open) ... at 10 and (close) ... at 7. 6. It's interesting work because people (always come in) ... and (ask) ... me to help them, so I (learn) . . a lot about different subjects. 7. I (enjoy) ... the job and (find) ... it very amusing, too. 8. People (use) ... the strangest things as bookmarks. 9. I have found a rasher of bacon (uncooked). 10. Matchsticks (be) ... common and so (be) ... bus tickets.

Exercise 42. Complete the sentences with the present simple or present progressive tense of the verbs in brackets.

1. I (think) you already (know) my views on the matter. 2. I'm tired of working in an office. I (think) of changing my job. 3. I just (smell) your roses. They (not smell) wonderful? 4. I gradually (forget) all the physics I ever learnt at school- 5. You (see) that house over there? No, not there! You (not look) where my finger (point).

Exercise 43. Put the verbs in the past simple or past progressive. Note where both forms are possible.

1. Mrs. May, our District Nurse, (drive) ... home at 3 a.m. one night after an urgent visit to a sick patient. 2. She (drive) ... along a deserted country lane, when she (see) ... a new kind of animal. 3. She (stop) ... her car and (get out) ... 4. The animal (be) clearly visible in the blaze of her headlights. 5. It (look) ... like a hedgehog with a tall white hat. 6. It (cross) ... the road without paying any attention to Mrs. May. 7. When Mrs. May (go) ... close to it, she (notice) ... that there was a plastic yoghurt pot on the hedgehog's head. 8. The poor creature had got its head stuck in the plastic pot. 9. Her instincts as a nurse (tell) ... her she would have to rescue it, so she (pull) ... the pot off the hedgehog's head. 10. Mrs. May (think) . . the hedgehog (look) ... rather sad, when she (notice) ... that the pot was half full of strawberry yoghurt.

Check yourself!

Exercise 44. Choose the most suitable word or phrase to complete each sentence:

Example: If you put your knife and fork on your plate, a _____ will think that you have finished eating.

 D

A) master B) servant C) worker D) waiter

1. If you want to take a break but have not yet finished, _____ your knife and fork by the side of your plate.

A) throw out B) set C) place D) move

2. In a lot of countries it is considered very bad _____ to put your elbows on the table and to speak with your mouth full.

A) manners B) behavior C) act D) action

3. It is also not _____ to make a lot of noise when you eat.

A) awfully B) good C) polite D) hard

4. Students _____ to dress casually during the daytime at school.

A) set B) tend C) obliged D) must

g) It is a good idea to bring warm, waterproof clothing for all seasons of the year in countries with changeable _____.

A) climate B) weather C) seasons D) life

6. Most people _____ hands when they meet for the first time or in a formal situation.

A) bend B) press C) clap D) shake

7. When people are good friends, they will sometimes _____ each other to say hello, goodbye or thank you.

A) kiss B) push C) hug D) hit

Exercise 45. Role – play: “Everyone has a Culture – everyone is different”

1) In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behavior toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)

2) Describe something very important to you. It could be a value, such as respect or honesty. It could be a person, such as a parent, brother, sister, or friend. It could be a goal, such as going to college or designing a website. It could be a hobby.

Exercise 46. Role – Play: “An iceberg”.

Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole. Using the previous plan discuss in your groups which features of culture you think are visible and which are invisible.

Exercise 47. Read the description of the eight instances of behavior given below and write down your immediate response to or interpretation of that behavior in terms of your own cultural values, beliefs, or perception. The first one has been done for you. Discuss answers with your group mates:

1. A person comes to a meeting half an hour after the stated starting time.

Your interpretation: This person is late and should at least apologize or give an explanation.

2. Someone kicks a dog.

Your interpretation: _____

3. At the end of a meal, people belch audibly.

Your interpretation: _____

4. Someone makes the OK gesture at you.

Your interpretation: _____

5. A woman carries a heavy pile of wood on her back while her husband walks in front of her carrying nothing.

Your interpretation: _____

6. A male guest helps a hostess carry dirty dishes into the kitchen.

Your interpretation: _____

7. A young man and a young woman are kissing each other while seated on a park bench.

Your interpretation: _____

8. While taking an exam, a student copies from the paper of another student.

Your interpretation: _____

Exercise 48. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about culture using active vocabulary. Try to avoid copying the text. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Look through the article “Women, Culture, And Power” (page 220-221), write out the main ideas filling them into the table below and get ready to discuss the problem of equality of men and women in a society.

| <i>The Role of Women</i> | <i>The Role of Men</i> | <i>Your comments about the real power in the society</i> |
|--------------------------|------------------------|--|
| | | |

Exercise 50. Make a presentation about concept of matriarchy taking into account the information in the text.

Unit Three Art



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the word 'art'?
- b) What art is for you?
- c) What would you depict if you were to create a painting with the title 'Art'?

| | | |
|--------------------|-----------------------|-------------|
| Fine Arts | embellish | Masterpiece |
| storytelling | adorn | folk art |
| written narratives | ornamentation | graphic art |
| beautify | carve scar | applied art |
| decorate | jewelry | Sculptor |
| stylize | intellectual property | Engraver |
| consider | establish | Artisan |
| ultimate | ancestor | Dominate |
| separate | vehicle | Silver |
| items | fertility | Reflect |

Exercise 2. Give synonyms and antonyms for at least 5 words from the box. Get ready to provide Ukrainian equivalents.

Exercise 3. Explain the following quotations and comment upon them.

1. “An artist is somebody who produces things that people don’t need to have but that he for some reason – thinks it would be a good idea to give them.”

Andy Warhol

2. “Why do people think artists are special? It’s just another job.”

Andy Warhol

3. “Good art is not what it looks like, but what it does to us.”

Roy Adzak

4. “Art is a fruit that grows in man, like a fruit on a plant, or a child in its mother's womb.”

JeanArp

5. “The first mistake of Art is to assume that it's serious.”

Lester Bangs

6. “Art is like therapy; what comes up is what comes up. It may be dark, but that is what comes up. You may want to keep some of it in a drawer... but never judge it.”

Nick Bantock

7. “Art is a lie which makes us see the truth.”

Picasso

8. “Enough has been said about art already.”

Gregori Gillespi

Exercise 4. Read and translate the text.

Art



Art is a distinctly human production, and many people consider it the ultimate form of culture because it can have the quality of pure expression, entirely separate from basic human needs. But some anthropologists actually regard artistic expression as a basic human need, as basic food and water. Some art takes the form of material production, and many utilitarian items have artistic qualities. Other forms of art, such as music or acting, reside in the mind and body and take expression as performance. The material arts include painting, pottery, sculpture, textiles and clothing, and cookery. Nonmaterial arts include music, dance, drama and dramatic arts, storytelling, and written narratives.

People had begun making art by at least 30,000 years ago, painting stylized animal figures and abstract symbols on cave walls. For thousands of years people have also adorned their bodies with ornamentation, such as jewelry, pigments, and stylized scars. In most societies people establish their personal and group identity through such forms of artistic expression as patterns of dress and body adornment, ceremonial costumes and dances, or group symbols. For example, many Native American groups in the Pacific Northwest carve massive wooden totem poles as symbols of their group identity and history. The stylized figures carved into totem poles

represent important clan ancestors and stories of important historical events. Smaller societies also use art as a primary form of storing and reproducing their culture. Many people also use art as a vehicle for spiritual expression or to ask for help from the spiritual world.

In large societies, governments may hire artisans to produce works that will support the political structure. The elite hired metalworkers and textile makers to make exclusive gold and silver jewelry or create special clothing and adornments for them. These royal items displayed insignia that indicated high status.

In present-day large societies, many people produce art for commercial and political purposes in addition to social, personal, and spiritual reasons. A great number of artists make a living by working for businesses that use art to advertise commercial products. Most large societies today also have laws that protect the content of artworks such as books, films, songs, dances, and paintings as intellectual property, which people own and can sell.

<http://www.peacecorps.gov/www/emailpage/index.cfm>

Exercise 5. Give a title to each paragraph in the text about Art. Find key sentences for each paragraph underlining or marking the main ideas only. When you have finished, compare your sentences with those of your group-mates.

Exercise 6. Write your own questions to the texts about Art.

Exercise 7. Are the following sentences true or false? Write T or F in the brackets.

1. () Some anthropologists actually regard artistic expression not only as a basic human need, as basic food and water but as a mental life.
2. () The material arts include music, dance, drama and dramatic arts, storytelling, and written narratives.
3. () Smaller societies also use art as a primary form of storing and reproducing their culture.

4. () Nonmaterial arts include people's forms of social organization.
5. () Most large societies today have no laws that can protect the content of artworks.

Exercise 8. Translate into English using active vocabulary.

- a) Люди почали займатися мистецтвом, принаймні 30 тисяч років назад.
- b) Протягом тисячоліть люди прикрашали свої тіла за допомогою орнаменту, коштовностей, пігментів та шрамів.
- c) У більшості суспільств люди відрізняли одну групу від іншої завдяки художнім прикрасам.
- d) Деякі люди використовують мистецтво як засіб спілкування з потойбічним світом.

Exercise 9. Explain the meanings of the following terms in English:

- Fine Arts
- human production
- human needs
- beautify
- stylize
- embellish
- adorn
- painting
- drawing
- applied art

Exercise 10. Match the words with the appropriate definitions.

| | |
|------------------|---|
| a) Art | 1. is an extremely good painting, novel, film, or other work of art. |
| b) graphic art | 2. is the activity of telling or writing stories. |
| c) fertility | 3. the visual arts based on the use of line and tone rather than three-dimensional work or the use of colour. |
| d) storytelling | 4. decorative elements added to something to enhance its appearance. |
| e) ornamentation | 5. the ability to produce offspring, esp abundantly. |
| f) masterpiece | 6. typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power. |

Exercise 11. Find the words in the table denoting to:

- a) Fine Arts;
- b) Applied art;
- c) Graphic art.

Exercise 12. Continue the phrase 'Art is...!' with the sentences below. Get ready for a snow ball game with the statements about art: repeat the previous phrases of your class-mates and add the next ones.

...a human production...

...pure expression of an artist

...material or nonmaterial production...

...material production including pottery, sculpture, painting...

...textiles, clothing & cookery...

...nonmaterial production including music, dance, dramatic arts & written narratives...

...beautiful or thought-provoking works produced through creative activity...

Exercise 13. Answer the following questions.

- a) Is art a human production only?
- b) Is art a pure expression of an artist?
- c) Why did governments need artisans? What is the difference between 'artist' and 'artisan' in your opinion?

Exercise 14. Role – play: “Intellectual Property”.

Imagine you have created an artwork that is unique. Would you need to protect your intellectual property or wouldn't you care about it: you have just expressed yourself?

Exercise 15. Read and translate the text.

What is Art?

Art plays an important role in upbringing our views, outlook, and mood, enriches our inner world.

Before trying to define art, the first thing to be aware of, is its huge scope. Art is a global activity, which encompasses a host of disciplines, as evidenced by the range of words and phrases which have been invented to describe its various forms.

There is no universally accepted definition of art. Commonly art is identified with a beauty, or a skill which produces an aesthetic result. We might say that art requires thought - some kind of creative impulse - but

this raises more questions: for example, how much thought is required? If someone flings paint at a canvas, hoping by this action to create a work of art, does the result automatically constitutes art?

There are Basic Types of Art:

- Fine Art;
- Visual Art;
- Plastic Art;
- Decorative Art;
- Applied Art;
- Crafts.

Exercise 16. Choose three ideas you liked the most from the text and give your written comments.

Exercise 17. Get ready to express your own ideas about the following notions. Use them in a short novel of your own.

Artist, artisan, artifact, artwork, artsy, artistic, artificial.

Exercise 18. Read and translate the text. Study the types of art and analyze them.

Fine Art



The term "fine art" refers to an art form practiced mainly for its aesthetic value and its beauty ("art for art's sake") rather than its functional value. Fine art is rooted in **drawing** and design-based works such as **painting**, **printmaking**, and **sculpture**. It is often contrasted with "applied art" and "crafts" which are both traditionally seen as utilitarian activities.

Other non-design-based activities regarded as fine arts, include photography and architecture, although the latter is best understood as an applied art.

Visual Arts



"Visual Arts" is a modern but imprecise umbrella term for a broad category of art which includes a number of artistic disciplines from various sub-categories.

Visual Art Includes:

- Fine Arts;
- Contemporary Arts;
- Decorative Arts & Crafts.

Plastic Art



The term "plastic art" - derived from the word "plasticize", meaning "to mould" - describes any art form which involves modeling or molding in three dimensions. The most common example of the plastic arts is **sculpture**. This is because sculptors chip, carve, shape or modulate a range of traditional materials, such as marble, granite, sandstone, bone, ivory, wood, and terracotta, as well as contemporary materials such as concrete, aluminum, and foam rubber. Another type of plastic art, in this case using clay, is **ceramic**, including earthenware, majolica, raku, stoneware, porcelain and celadon ware. Yet more types of plastic art include: collage, paper art, and origami; metalworking, glass blowing and other forms of glass art, including mosaics.

Decorative Arts



The definition and category of decorative art includes the creation of furniture and accessory furnishings, rugs and carpets, **tapestry**, embroidery, batik, floral decorations, **ceramic pottery** (earthenware, stoneware, porcelain and raku), basketry, metalwork, enamelwork, silverware, pewter and jewelry, **mosaic art**, lacquer work, **stained glass**

and other glassware, and interior design work. It also embraces just about any category of "precious or crafted object." This would include items such as *Faberge eggs*, precious armor and weaponry and mantelpieces (eg. those incorporating marble and mosaic).

Applied Art



The term "applied art" refers to the application (and resulting product) of artistic design to utilitarian objects in everyday use. For the sake of simplicity, works of applied art comprise two different types: standard machine-made products which have had a particular design applied to them, to make them more attractive and easy-to-use; and individual, aesthetically pleasing but mostly functional, craft products made by artisans or skilled workers. Artistic disciplines that are classified as applied arts, include industrial design, fashion design, interior design, and **graphic art** and design (including computer graphics), as well as most types of **decorative art** (e.g. furniture, carpets, **tapestry**, embroidery, batik, pottery, basketry, metalwork, jewelry, **mosaic art**, and glassware). **Animation** and **calligraphy** are included in Applied Art. Architecture is also more properly seen as an applied art.

Craft



The term "craft" denotes a skill, usually employed in branches of the decorative arts (e.g. ceramics), or in an associated artistic practice (e.g. lace making). A key feature of crafts is that they involve a high degree of "hands-on" craftsmanship (hence the colloquial term "handicrafts") rather than just skill with a machine. Some crafts that are practiced by artists working alone are sometimes referred to by the vague term "studio craft". Metalwork, woodturning, glass blowing, and glass art are examples of "studio crafts", as is **pottery** - notably the studio pottery movement

exemplified by Bernard Leach in Britain. There are hundreds if not thousands of different varieties of handicrafts:

- Textiles;
- Woodcraft;
- Paper craft;
- Pottery ;
- Glass Crafts.

www.design council.org.uk

Exercise 19. Underline the most suitable words:

1. I like this book about art, and I have read six *capitals / chapters / prefaces* already.
2. It is not a proper drawing, only a *rough / plan / sketch*.
3. The play is very long but there are three *breaks / intervals / stages*.
4. We heard a piece by Mozart performed by a Ceriman *band / group / orchestra*.
5. Her second book was very popular and became a best *buy / seller / volume*.
6. I like the painting but I cannot stand its ugly *border / frame / square*.
7. Robert's new book will be *broadcast / published / typed* in August.
8. I liked the acting, and the *costumes / dressing / outfits* were good too.
9. The best *act / place / scene* in the film is when Jack meets Kate.
10. At the cinema I don't like sitting too near the *film / screen/ stage*.

Exercise 20. Give the English equivalents for the following word combinations and use them in sentences of your own.

- здатність робити щось _____
- образотворче мистецтво _____
- творча робота _____
- візуалізація _____
- намагання людини _____
- потяг до краси _____
- галузь мистецтва _____
- малювання та живопис _____
- захоплюватися чимось _____
- засоби у зумовленій сфері _____
- цілком природно _____
- не науковий предмет _____

Exercise 21. Explain the meaning of the following English words or phrases and say how the corresponding notions in Ukrainian differ from the English ones.

The category of art; visual arts; the ability to achieve; creative activity; the techniques; to enjoy; to produce; by nature; artistic expression; performance; pottery.

Exercise 22. Fill in the table.

| Type | Activities |
|-------------|------------|
| Fine Art | |
| Visual Arts | |
| Plastic Art | |
| Arts | |
| Applied Art | |
| Craft | |

Exercise 23. Choose the most suitable word or phrase to complete each sentence:

- 1) uses; 2) creativity; 3) courses; 4) program; 5) degree; 6) communication; 7) drug; 8) discipline; 9) provides; 10) team; 11) include; 12) work.

Art Therapy

Art Therapy, a well-respected a) _____ within the human services profession, offers an exciting career opportunity for the studio art major. It utilizes art as a nonverbal means of b) _____ and self-expression, and thereby c) _____ a creative vehicle through which to explore problems as well as strengths and potentials.

Art therapists d) _____ with children and adults of all ages in a variety of settings. These e) _____ psychiatric and medical hospitals, schools, clinics, community centers, nursing homes, f) _____ and alcohol treatment clinics. As members of a g) _____, art therapists may work with physicians, psychiatrists, psychologists, social workers and educators.

The art therapist h) _____ artwork for both diagnosis and treatment. Art therapy can also be utilized as a means of promoting i) _____ and wellness, and can therefore be viewed as a force in the prevention of illness.

Students who select the Art Therapy j) _____ take four designated courses in psychology and five k) _____ in art therapy, each of which meets overall requirements toward the B.F.A. At graduation, Art Therapy concentration students receive a certificate of completion in Art Therapy along with the B.F.A. l) _____.

Exercise 24. Match the words in the box with a suitable definition (a-j). Use each word only once.

announcer; composer; critic; editor; playwright; author; ~~conductor~~; director; novelist; sculptor.

a) The orchestra would not be so successful with a different conductor.

b) I want a book on art, but I don't know the name of the..... .

c) We must see the new film by that Italian..... .

d) The.....said that the sports program is on after the news.

e) We saw some interesting mental objects made by French..... .

f) That's a nice piece of music. Who is the.....?

g) Peter Smith was the onlywho wrote in praise of the film.

h) Charles Dickens is probably the best known British..... .

i) The of the newspaper usually decides what it contains.

j) Harry writes for the theatre, but he is not only a..... .

Exercise 25. Translate into English using active vocabulary.

a) Мистецтво – вид людської діяльності або майстерність.

b) Українське слово «мистецтво» походить від німецького (майстер), яке в свою чергу, походить від латинського (навчитель, начальник).

c) Мистецтво зародилося в первісному суспільстві доби пізнього палеоліту.

d) Мистецтво стало однією з найважливіших складових частин духовної культури суспільства.

e) Буття людини і навколишній світ відобразились у танцях, музиці, співі, театралізованих діях.

Exercise 26. Read and translate the text.

Drawing



Drawing, known as a form of visual art, which can be produced using a wide variety of drawing implements, and support media. The most common drawing instrument is the pencil, but artists have employed other traditional materials to produce charcoal, chalk drawings and pastel drawings as well as metal point, silverpoint, and pen and ink. Other alternatives are wax or crayons, markers, graphite sticks, and various types of inked pens. The most usual support is a paper, but other options include card, board, papyrus, cardboard, canvas, leather, vellum (calfskin), textiles - even plastic or metal. Mixed-media drawings are those executed using a combination of these materials.

The fine art of drawing falls into three basic categories:

- (1) Casual drawing;
- (2) Preparatory drawing;
- (3) Finished drawing.

Casual drawing, (doodling, sketching) denotes unfinished and usually unrefined compositions. Such as sketch has no ongoing function.

Preparatory drawing denotes the creation of a specific image or series of images, forming the whole or part of a composition which the artist intends to complete by adding pigment colour (paints, coloured inks etc).

Finished drawing denotes a complete stand-alone drawing: for example, Rembrandt's *Lion Resting* (ink on paper, Musee de Louvre). Other finished drawings include illustrations, cartoons, or graphic designs.

The Artist's Handbook of Materials and Techniques.

Drawing Masters

Ever since the Renaissance, each era has witnessed the emergence of great draughtsman. In the 17th and 18th centuries there were Rubens (1577-1640), Il Guercino (1591-1666), Nicolas Poussin (1594-1665), Rembrandt (1606-69), Jean-Antoine Watteau (1684-1721) and Tiepolo (1692-1770). They were followed in the 19th century by Goya (1746-

1828), Jacques Louis David (1748-1825), Jean-Auguste Ingres (1780-1867), Theodore Gericault (1791-1824), Honore Daumier (1808-79), Edgar Degas (1834-1917), Paul Cezanne (1839-1906), Odilon Redon (1840-1916), Toulouse-Lautrec (1864-1901); and in the 20th century by Pablo Picasso (1881-1973), Oscar Kokoschka (1886-1980), Egon Schiele (1890-1918) and Lucian Freud (b.1922). In particular, the sketchbooks of Leonardo da Vinci and Edgar Degas contain collections of outstanding sketching, studies and drawings.

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Exercise 27. Complete the sentences.

1. Drawing is... .
2. Casual drawing is
3. Preparatory drawing
4. Finished drawing is

Exercise 28. Choose the most favorite drawing masters for you and make a presentation about their lives.

Exercise 29. Translate the proverbs into Ukrainian and comment upon them.

1. Art is an international language, understood by all.
2. Art has an enemy called ignorance.
3. Every artist dips his brush in his own soul, and paints his own nature into his picture.
4. Art is long and life is short.
5. Art for art's sake.

Exercise 30. Read and translate the text.

Sculpture



Sculpture is three-dimensional artwork created by shaping or combining hard materials—typically stone such as marble – or metal, glass,

or wood. Softer ("plastic") materials can also be used, such as clay, textiles, plastics, polymers and softer metals. The term has been extended to works including sound, text and light.

Materials may be worked by removal such as carving; or they may be assembled such as by welding, hardened such as by firing, or molded or cast. Surface decoration such as paint may be applied. Sculpture has been described as one of the plastic arts because it can involve the use of materials that can be molded or modulated. Found objects may be presented as sculptures.

Sculpture is an important form of public art. A collection of sculpture in a garden setting may be referred to as a sculpture garden.

Even today, although continuously evolving, sculpture is still the leading method of expressing and commemorating both historical figures and events.

Some common **forms of sculpture** are:

- Free-standing sculpture, sculpture that is surrounded on all sides, except the base, by space. It is also known as sculpture "in the round", and is meant to be viewed from any angle;
- Sound sculpture;
- Light sculpture;
- Jewellery or Jewelry
- Relief – the sculpture is attached to a background; types are bas-relief, alto-relievo, and sunken-relief;
- Site-specific art;
- Kinetic sculpture – involves aspects of physical motion;
- Fountain – the sculpture is designed with moving water;
- Mobile;
- Statue – representationalist sculpture depicting a specific entity, usually a person, event, animal or object;
- Bust – representation of a person from the chest up;
- Equestrian statue – typically showing a significant person on horseback;
- Stacked art – a form of sculpture formed by assembling objects and 'stacking' them;
- Architectural sculpture;
- Environmental sculpture;

Sculpture Masters

During its history, it has attracted some of the world's greatest artists, including classical sculptors like Phidias, Myron of Eleutherae, Polyklitos, Skopas, Lysippos, Praxiteles and Leochares, as well as Donatello (1386-466), Michelangelo (1475-1654), Giambologna (1529-1608), the great Bernini (1598-1680), Auguste Rodin (1840-1917), Henry Moore (1898-1986), Picasso (1881-1973), Constantin Brancusi (1876-1957), and Damien Hirst (b.1965).

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Exercise 31. Study forms of sculpture and identify sculpture's form of each picture. Name some famous sculptors or artists who created in this field.















Exercise 32. Read and translate the texts.

Graphic Art



The term 'graphic art' (a derivation from the German Graphic, originating from *graphikos*, the Greek for drawing) commonly denotes those forms of visual expression that depend on their effect on line and tone (*disegno*), not color (*colorito*). The main classical type of graphic art is drawing, which includes cartoons, comic strips (as in Lichtenstein's Pop-Art), animation and caricature, as well as line drawings and sketches with pencil, charcoal, and pen.

Graphic art also denotes those art forms involved in printmaking, such as etching and engraving, including dry point. Although always a type of visual art, graphic artworks.

Poster Design



Peaking during France's *Belle Époque* (1890s), poster art was made possible by Jules Chéret (1836-1932) and his invention of his "three stone lithographic process", and popularized by the Post-Impressionist Toulouse-Lautrec (1864-1901), the Czech artist Alfonse Mucha (1860-1939), and a number of decorative artists and designers including Theophile Steinlen (1859-1923), Eugene Grasset (1845-1917), Albert Guillaume (1873-1942), Pierre Bonnard (1867-1947), Edouard Vuillard (1868-1940), Leonetto Cappiello (1875-1942), Lucian Bernhard, William Bradley and Edward Penfield. For more information, see: History of Poster Art.

Computer Graphics



In the era of contemporary art and postmodernism, the term 'graphics' has come to denote computer-generated imagery, as used for example on television in the form of expository diagrams, in commercial printing and on the Internet - it is what used to be called commercial art, and is not confined to black and white works. In this commercial sense, graphic artists inhabit an area close to graphic design, as practiced in areas of applied art such as textiles, wallpapers, tiles and so on.

Animation Fine Art



The History

The first film cartoon - Humorous Phases of Funny Faces animated by J. Stuart Blackton, appeared in the United States, in 1906. This was followed in 1908 by Emile Cohl's Phantasmagoria and in 1911 by Winsor McCay's Gertie the Dinosaur. In 1923, Walt Disney, started developing children's stories into cartoons. Mickey Mouse first appeared in 1928, and Snow White and the Seven Dwarfs, in 1937. Since then, animation art has undergone huge improvements. The new generation of animated cartoon graphics - as evidenced in the films Lord of the Rings, Shrek, Toy Story and Anime - are taking computerized animation to new heights.

Animation (from the Latin word, animate, to breathe life into) is the visual art of making a motion picture from a series of still drawings. Although twenty first century animation is dominated by computerized film and video technology, the creative figure drawing skills and draftsmanship of cartoonists and graphic artists remain an integral part of the process. Famous twentieth century animators include J. Stuart Blackton, George McManus, Max Fleischer, and Walt Disney, and the team from DreamWorks Animation. Famous animated film cartoons include Mickey Mouse, Bugs Bunny and Donald Duck, Jungle Book, the Simpsons, Shrek and Anime.

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Exercise 33. Read the text and explain the meaning of each types of animation. Give your comments.

Types of Animation

There are various types of animations:

- animated full-length films, like Snow White and the Seven Dwarfs, Fritz the Cat, and Shrek;
- films with both animated and human characters, such as Roger Rabbit, and Lord of the Rings;
- shorter-length cartoons or TV series, like Tom and Jerry, and the Simpsons;
- specific animations for TV and video commercials. The growth of animation, both as an art form and as a commercial product, has led to its growing importance as a study subject.

Animation is now taught as a separate figurative art course in a growing number of European as well as American arts colleges.

Exercise 34. Are the following sentences true or false? Write T or F in the brackets.

1. () The most common drawing instruments are the pencil, ballpoint pen, and ruler.
2. () The most usual support is obviously paper, card, board, papyrus, cardboard, canvas, leather, vellum (calfskin), textiles - even plastic or metal.
3. () Casual drawing denotes unfinished and unrefined compositions.
4. () Today sculpture is not the leading method of expressing and commemorating historical figures and events.
5. () The main classical type of graphic art is drawing, which includes cartoons, comic strips, animation and caricature,
6. () The first film cartoon appeared in Great Britain, in 1903.

Exercise 35. Think over the following definition and write the advantages and disadvantages of artificial art.

"Artificial Art" is art produced by non-humans, namely computer programs. Various techniques can be used in programs that generate drawings and animations, the most common techniques that can be found on webs use fractals and Artificial Life.

Advantages:

Disadvantages:

Exercise 36. Scan the text and get ready to talk about the influence of art on a society and a person considering the information from the text and your own one.

The theft of Mona Lisa in 1911 and its subsequent recovery in 1913 gave the painting considerable renown, but many other stolen works of art have gained only ephemeral fame. One of the decisive factors in the

relatively recent transformation of the Mona Lisa into global icon has been its deployment in advertising, and its use in merchandising as well as by contemporary artists. However, we must not forget, amid all this hype, that advertisers and artists would not have used it had it not been already highly esteemed (it was regarded as a masterpiece by many of Leonardo's own contemporaries, including Raphael). As production becomes global and local tastes and identities are subsumed in a wider culture, advertisers need instantly recognizable symbols - the more universal, the better. We may not have an agreed definition of art, but there are universally recognizable images of what art is - and Mona Lisa is one of them. The use of art in advertising was a way of linking a unique, high-quality object to the less-than-unique commodity being promoted.

Bartz Gabriele (2001). Art and architecture, Louvre.

Exercise 37. Discuss the following questions in groups and then compare your opinions with group mates:

1. Can we say that the main reason for transforming Mona Lisa by Leonardo da Vinci into global icon is the fact that a lot of products are advertised with the help of Mona Lisa?
2. Do you know any other examples of advertisements using the painting?
3. What is your attitude towards the use of art in advertising? What products should or shouldn't be advertised this way?
4. Discuss the topic 'Art and crime'. What makes works of art an object of crime? Recollect the instances of masterpieces being stolen. Give reasons why people would steal works of art.

Exercise 38. Write answers to the following questions:

1. What is the relationship between architecture and art?

2. What do you know about the ancient architecture?

Exercise 39. Make a presentation about sculpture.

Exercise 40. Make a presentation about computer graphics.

Exercise 41. Choose the most favorite sculpture masters for you and make a presentation about their lives.

Grammar Practice

Past simple / Past progressive Present perfect / Present perfect progressive tenses

Exercise 42. Put the verbs in brackets into the correct tense: the past simple or the past progressive.

1. He (sit) on the bank fishing when he (see) a man's hat floating down the river. It (seem) strangely familiar. 2. It (snow) heavily when he (wake) up. He (remember) that Jack (come) for lunch and (decide) to go down to the station to meet him in case he (lose) his way in the snowy lanes. 3. When I (reach) the street I (realize) that I (not know) the number of Tom's house. I (wonder) what to do about it when Tom himself (tap) me on the shoulder. 4. As the goalkeeper (run) forward to seize the ball a bottle (strike) him on the shoulder. 5. I (look) through the classroom window. A geometry lesson (go) on. The teacher (draw) diagrams on the blackboard.

Exercise 43. Put the verbs in brackets into the present perfect or the past simple tense. In some sentences, the present perfect progressive is also possible.

1. This is my house. ~ How long you (live) here? ~ I (live) here since 1970. 2. He (live) in London for two years and then (go) to Edinburgh. 3.

You (wear) your hair long when you were at school? ~ Yes, my mother (insist) on it. 4. But when I (leave) school I (cut) my hair and (wear) it short ever since. 5. Shakespeare (write) a lot of plays. 6. My brother (write) several plays. He just (finish) his second tragedy. 7. I (fly) over Loch Ness last week. ~ You (see) the Loch Ness monster? 8. I (not see) him for three years. I wonder where he is. 9. He (not smoke) for two weeks. He is trying to give it up. 10. Chopin (compose) some of his music in Majorca. 11. When he (arrive) ~ He (arrive) at 2.00. 12. You (lock) the door before you left the house? 13. I (read) his books when I was at school. I (enjoy) them very much. 14. I can't go out because I (not finish) my work. 15. I never (drink) whisky. ~ Well, have some now.

Exercise 44. Choose the right answer. Present perfect or past simple.

1. She _____ a lot of money in that store yesterday.
(*spent / has spent*)
2. I _____ much free time lately.
(*haven't had / didn't have*)
3. She is a teacher. She _____ as a teacher all her life.
(*has worked / worked*)
4. When _____ in New York?
(*have you arrived / did you arrive*)
5. How long _____ here?
(*were you / have you been*)
6. The Chinese _____ the abacus.
(*have invented / invented*)
7. The abacus _____ used for more than 2,000 years.
(*was / has been*)
8. I _____ from her since she moved to Chicago.
(*haven't heard / didn't hear*)
9. He _____ a lot of work in the past three weeks.
(*did / has done*)
10. He _____ a letter to the manager last week.
(*wrote / has written*)

Exercise 45. Complete the following sentences in the present perfect or present simple tense.

- 1) She _____ (to be) happy all day.
- 2) It _____ always _____ (to snow) here in December.
- 3) Dan _____ (to be) sick for three days.
- 4) Li and Susan _____ (to try) four times already and will not give up.

- 5) The old car _____ (to be) a piece of junk since I bought it.
- 6) We _____ (to take) this test before.
- 7) My uncle _____ (to be) to China.
- 8) Our father _____ (to drive) to California before.
- 9) I _____ (to speak) to the president before.
- 10) The old man _____ occasionally (to need) help crossing the street.

Check yourself !

Exercise 46. Rewrite sentences with the hinted word or phrase follow the Example. Dr Gardner, and no one else, caused us to learn about ancient Egyptian art.

introduced

It wasancient Egyptian art.

It was Dr Gardner who introduced us to ancient Egyptian art.

1. I don't mind which program you choose to watch.

consequence

It program you choose to watch.

2. One day he is going to be a world-famous cook.

matter

It's onlyworld-famous cook.

3. Due to longer security checks all US-bound flights were delayed up to two hours.

subject

All US-bound flights two hours due to longer security checks.

4. Several immigrants had decided to stay in London for five more years.

extend

Several immigrantsfive years.

5. The concert is likely to be a huge success.

probability

In huge success.

6. The doctor told the old lady she would recover from her illness as long as she took her medicine regularly.

rain

The doctor told the old ladylong as she took her medicine regularly.

Exercise 47. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about art using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 48. Look through the article “20th Century Architecture” (pp. 221-222), write out the main ideas filling them into the table below and get ready to discuss.

| Famous architects | 20th Century Innovations | Your comments about it |
|-------------------|--------------------------|------------------------|
| | | |

Exercise 49. Read the texts about art and architecture in Ukraine (pp. 222-223) express your general impressions after the reading.

Exercise 50. Read the texts about history of architecture on pp. 223-225. What else can you add to the given information?

Unit Four: *Painting*



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the word 'painting'?
- b) What painting is for you?
- c) Imagine you are a citizen of the country called 'Painting'. What symbols would you suggest for its state emblem?

| | | |
|------------|-------------------|--------------|
| artist | employ | Painter |
| attempt | emotion | Palette |
| branch | fast color | Pigment |
| brush | gallery | Restraint |
| canvas | intense | Substance |
| commit | involve | sitter/model |
| cover | linen | Trace |
| darken | muralist | Tint |
| dribble | master | Visual |
| easel | modification | water-colors |
| exhibition | oil paints (oils) | Yolk |

Exercise 2. Give synonyms and antonyms for at least 5 words from the box. Get ready to provide Ukrainian equivalents.

Exercise 3. Explain the following quotations and comment upon them.

1. “Landscape painting is really just a box of air with little marks in it telling you how far back in that air things are.”

Lennart Anderson

2. “After the first brush-stroke, the canvas assumes a life of its own; at this point, you become both governor and spectator to your own event.”

Anonymous

3. "We only have our nervous system to paint."

Francis Bacon

4. "When you start a painting, it is somewhat outside you. At the conclusion, you seem to move inside the painting."

Fernando Botero

5. "Anything painted directly, on the spot, always has strength, a power, a lively touch that is lost in the studio. Your first impression is the right one. Stick to it and refuse to budge."

Eugene Boudin

6. "Painting is an investigation of being."

Squeak Carnwath

7. "When I begin painting I am in a state of unconsciousness; I suddenly forget that I am holding a brush in my hand."

Wu Chen

8. "Only bad painters enjoy painting."

Cecil Collins

9. "Painting is easy when you don't know how, but very difficult when you do."

Edgar Degas

10. "No one would have the courage to walk up to a writer and ask to look at the last few pages of his manuscript, but they feel perfectly comfortable staring over an artist's shoulder while he is trying to paint."

Robert Genn

11. "There are six essentials in painting: The first is spirit; the second, rhythm; the third, thought; the fourth, scenery; the fifth, the brush; and the last is the ink."

Ching Hao

12. "The painter should not paint what he sees, but what will be seen."

Paul Klee

13. "I paint in order not to cry."

Paul Klee

14. "Life is a great big canvas, and you should throw all the paint on it you can."

Danny Kaye

15. "A canvas is never empty."

Robert Rauschenberg

Exercise 4. Read and translate the text.

Painting as a Language

Painting is a form of communication. Just as an actor communicates through words, so the painter communicates through colours and shapes. Painting is a special type of language. It expresses feelings and ideas about a subject.

Painters have a wide range of subjects to choose from. Painters may paint portraits (pictures of people). They may paint landscapes (outdoor scenes) or still lives (arrangements of objects indoors). Painters may paint events, which took place long ago, in historical or religious paintings. They may paint scenes from their everyday lives. They can also paint things that they dream. In fact, painters can paint any subject that appeals to them.

There are many ways for a painter to communicate about these subjects. Some paintings are realistic. They look very much like photographs of the subject. Other paintings are abstract. In these paintings, the painter does not paint the subject itself. Instead, the painter paints only his or her feelings about the subject.

Exercise 5. Are the following sentences true or false? Write T or F in the brackets.

1. () Painting is a form of communication.
2. () Painting cannot express feelings and ideas it is just subject.
3. () Painters may paint events which took place long ago
4. () In abstract paintings the painters sometimes paint the subject itself.

Exercise 6. Answer the following questions:

- a) Do you agree that painting can be compared with a language? Can you prove it?
- b) Can we compare realistic painting with photographs; if so, can realistic painting be replaced by photographs in future?
- c) Do you like the way of treating the difference between abstract and realistic painting in the text "Painting as a Language"?

Exercise 7. Find the words in the table that are:

- a) Painting media and techniques;
- b) Painting process;
- c) Pictures.

Exercise 8. Explain the meanings of the following terms in English:

- sketch
- to make a rough
- distance
- finger painting
- still life portrait
- image
- grisaille
- wall painting
- mural painting
- freehand drawing

Exercise 9. Match these words with the appropriate definitions.

| | |
|-----------------------|--|
| a) Still Life | 1. The art of depicting natural scenery in painting. |
| b) Landscape Painting | 2. A picture of inanimate objects, such as fruit, flowers, dishes, books, or musical instruments, usually grouped on a flat surface. |
| c) Seascape | 3. Pain painting, photograph, or drawing of somebody, somebody's face, or a related group. |
| d) Battle painting | 4. A pai morous drawing often published in a newspaper or magazine and commenting on a topical event or theme. |
| e) Portrait | 5. Painting or picture of the battle. |
| f) Cartoon | 6. Painting or picture of the sea, or a view of the sea. |

Exercise 10. Translate into Ukrainian and make up your own sentences with the underlined verbs.

- a) She's no oil painting.
- b) Their request for more funds was brushed aside.
- c) He picked himself up from the ground and brushed himself down.
- d) The minister brushed off questions about her personal finances.
- e) I need to brush up on my Spanish before we go on holiday.
- f) The figures on the side were painted in at a later date.
- g) Volunteers spent two hours picking up litter and painting out graffiti
- h) I've commissioned him to make a sketch of the park for me.

Exercise 11. Read and translate the text.

Painting. Media. Techniques. Styles.

Painting is a branch of the visual arts in which colour, derived from any of numerous organic or synthetic substances, is applied to various surfaces to create a representational or abstract picture or design.

Fresco painting, which reached its heights in the late Middle Ages and throughout the Renaissance, involves the application of paint to wet, or fresh, plaster or to dry plaster.

Tempera painting, another older form, involves the use of powdered pigments mixed with egg yolk applied to a prepared surface — usually a wood panel covered with linen.

Oil painting, which largely supplanted the use of fresco and tempera during the Renaissance, was traditionally thought to have been developed in the late Middle Ages by the Flemish brothers Jan van Eyck and Hubert van Eyck; it is now believed to have been invented much earlier.

Other techniques are enamel, encaustic painting, gouache, grisaille, and watercolor painting.

The use of acrylic paints has become very popular in recent times; this water-based medium is easily applied, dries quickly, and does not darken with the passage of time.

Over the centuries, different artistic methods, styles, and theories — ways of thinking about the purposes of art — have succeeded one another, only to appear again, generally with modifications, in other times.

Thus, a method of painting thought to have been used by cave painters involved blowing pigments through tubes onto the cave walls; a somewhat analogous method is that of those 20th-century painters who dribble pigments from their brushes onto canvas.

Exercise 12. Write the answers to the following questions in groups.

a) What media are used most often in painting?

b) In what way is painting similar to drawing?

c) What are the oldest forms of painting?

d) What technique is used in fresco painting?

e) What media are used in tempera painting?

f) What is popular belief about the origin of oil painting?

g) What other techniques are used in painting?

h) Why acrylic paints are easy to use?

Exercise 13. Fill in the chart giving the equivalents from the text and defining the meanings of all words.

| Word | Similar meanings |
|------|----------------------------------|
| | division / direction |
| | path / route / way |
| | main / foremost / most important |
| | method / system / skill |
| | well liked / accepted |
| | practical / useful |
| | get / gain / obtain |
| | design / produce |
| | compound / hybrid |
| | engage / engross / connect |

Exercise 14. Put the words into the two categories and explain their meanings:

a) painting forms;

b) painting media and techniques.

Oil, watercolour, acrylic paints, enamel, fresco painting, tempera, gouache, fresco, tempera painting, oil painting, grisaille. encaustic painting, powdered pigments mixed with egg yolk.

Exercise 15. Bring a reproduction of the painting you know very well and get ready to analyze it. In small groups, discuss the media and techniques used by the artists.

Exercise 16. Make up a dialogue with the following substitution patterns and get ready to perform them with your partner.

a) What do you say visiting the Picture Gallery?

the Fine Arts Museum?

the exhibition of Kent's landscapes?

the exhibition of graphic art?

the exhibition of works by William Hogarth?
the display of children's drawings?

b) I'd like to draw your attention to this still life.

water colour.

engraving.

sculpture.

drawing.

portrait.

fresco.

c) It belongs to the brush of a famous French painter.

an unknown Dutch portrait painter.

a world known landscapist.

German animal painter.

g) What idea does this picture convey?

To my mind, the picture conveys an idea of man's beauty.

an idea of strength of human spirit.

an idea of mother's love.

a sense of space(light).

h) What school of (trend in) painting does the artist belong to?

'His works are typical specimens of classicism.'

romanticism.

realism.

old Flemish School

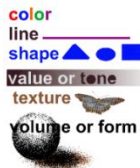
i) What colours does this painter prefer?

tones.

shades.

Exercise 17. Read and translate the text.

Painting Composition and Design



Sometimes called "disegno" - a term derived from Renaissance art which translates as both design and drawing, thus including the artist's idea of what he wants to create as well as its execution - painting design concerns the formal organization of various elements into a coherent whole.

These formal elements include: Line, Shape/Mass, Color, Volume/Space, Time/Movement.

Line encompasses everything from basic outlines and contours, to edges of tone and color. Linework fixes the relationship between adjacent or remote elements and areas of the painting surface, and their relative activity or passivity.

Shape and Mass include the various different areas of color, tone and texture, together with any specific images therein. Many famous paintings are optically arranged around geometric shapes. Negative space can also be used to emphasize certain features of the composition.

Not surprisingly, given that the human eye can identify up to 10 million differing hues, **color** has many different uses. It can be used in a purely descriptive manner - Egyptians used different colors to distinguish Gods or Pharaohs, and to differentiate men from women. Above all, color is used to depict the effects of light, while many great painters like Caravaggio and Rembrandt have exploited the contrast between colors for dramatic effect - notably in the technique of chiaroscuro.

The elements of **Volume** and **Space** are concerned with how the painter creates depth and spatial relationships within the flat surface of the picture. Traditional painters do this by deploying the concept of linear perspective, while others, expressed space and volume by showing a range of overlapping "snapshots" of the same object as if viewed simultaneously from different viewpoints.

The elements of **Time** and **Movement** concern how the viewer's eye is allowed to experience the picture.

*Arnheim, Rudolf.
Art and Visual Perception.
A Psychology of the Creative Eye.*

Exercise 18. Study the painting elements and fill in the table.

| Type | Function |
|--------------|----------|
| Line | |
| Shape | |
| Color | |
| Space | |

| | |
|-------------|--|
| Time | |
|-------------|--|

Exercise 19. Translate into English using active vocabulary.

- 1) Художні образи живопису створюються за допомогою малюнка, кольору, світлотіні, колориту і перспективи.
- 2) Найбільш поширені фарби олійні, клейові, воскові (енкаустика).
- 3) Мозаїка – це орнаментальні композиції, виконані з природних елементів, емальних, керамічних плиток, невеликих кубиків, або пластинок.
- 4) Темпера – фарби для живопису, в яких сполучною речовиною є натуральні (з води та яєчного жовтка) або штучні (водяний розчин клен з олією) емульсії.
- 5) Акварель – походить від латинського слова “aqua”, що означає вода, акварель це фарба, яка розводиться водою.

Exercise 20. Role – play: “Who is the author of the painting?”

Bring a reproduction to the class. Imagine you don't know who the author of the painting is, answer whether it is possible to guess: a man or a woman and prove your mind.

Exercise 21. Write a composition describing the colors that appeals to you most and considering the following points:

- a) general symbolic meanings of colors, especially in painting;
- b) your own associations with colors and your color preferences in clothing and as a designer;
- c) color preferences in room design from the psychological point of view, especially the design of English language laboratory. Try to use as many new words denoting colors as possible.

Exercise 22. Read the texts about Mediums of Painting, and get ready to discuss the information from the texts.

Mediums of Painting

Encaustic



One of the main painting mediums of the ancient world, encaustic painting employs hot beeswax as a binding medium to hold colored pigments and to enable their application to a surface - usually wood panels or walls. It was widely used in Egyptian, Greek, Roman and Byzantine art.

Fresco



Fresco (Italian for "fresh") refers to the method of painting in which pigments are mixed solely with water (no binding agent used) and then applied directly onto freshly laid plaster ground, usually on a plastered wall or ceiling. The plaster absorbs the liquid paint and as it dries, retaining the pigments in the wall. Extra effects were obtained by scratching techniques like *sgraffito*. The greatest examples of fresco painting are probably Michelangelo's "Genesis" and "Last Judgment" Sistine Chapel frescoes, and the paintings in the Raphael Rooms, such as "The School of Athens".

Tempera



Instead of beeswax, the painting medium tempera employs an emulsion of water and egg yolk (occasionally mixed with glue, honey or milk) to bind the pigments. Tempera painting was eventually superseded by oils, although as a method for painting on panels it endured for centuries.

Oils



The dominant medium since 1500, oil painting uses oils like linseed, walnut, or poppy seed, as both a binder and drying agent. Its popularity

stems from the increased richness and glow that oil gives to the colour pigments. It also facilitated subtle details, using techniques like *sfumato*, as well as bold paintwork obtained through thick layering (*impasto*). Important pioneers of oil paint techniques included (in Holland) Hubert and Jan Van Eyck, and (in Italy) Piero della Francesca, Filippo Lippi, Antonello da Messina, and Leonardo Da Vinci.

Watercolors and Gouache



Watercolour painting - a rather unforgiving medium - developed in England during the 18th/19th century - uses water soluble pigments pre-formulated with a binder, typically gum arabic. When watercolors are thickened, made opaque and mixed with white, it is called gouache. Early pioneers of watercolor painting include Thomas Girtin and JMW Turner.

Acrylics



The most modern of all mediums, acrylic painting is a man-made paint containing a resin derived from acrylic acid that combines some of the properties of watercolor and oils. Highly versatile, it can be applied to almost any surface in varying amounts, ranging from thin washes to thick layers. It can give either a matt or gloss finish and is extremely fast-drying.

Exercise 23. Study all mediums of painting and give the examples of famous painters or artists who created in this field. Give examples of their works. Fill in the table.

| Painter / Artist | Worked | Works |
|------------------|--------|-------|
| | | |
| | | |

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Exercise 24. Give definitions to the following terms.

1. Encaustic painting is...
2. Fresco painting is ...
3. Tempera painting is...
4. Oil painting is ...
5. Gouache painting is ...
6. Acrylic painting is ...

Exercise 25. Translate into Ukrainian.

Colored pigments; wood panels; mixed solely with water; emulsion of water and egg yolk; linseed, walnut, or poppy seed, oil paint techniques; typically gum Arabic.

Exercise 26. Read the texts about forms of painting, and get ready to discuss the information from the texts.

Forms of Painting

Murals

Dating back to Paleolithic cave painting, murals were painted in tombs, temples, sanctuaries and catacombs throughout the ancient Western world, including Etruria, Egypt, Crete, and Greece. Initially devoid of "depth", they were fully developed during early Renaissance times by fresco artists like Giotto, and later by Masaccio, Fra Angelico, Raphael and Michelangelo. As interior decoration became increasingly dominated by stained glass and tapestry art, mural painting declined, although a number of site-specific works were commissioned during the 19th and 20th centuries.

Panel Painting

The earliest form of portable painting, panels were widely used in Egyptian and Greek art, and later by Byzantine artists from 400 CE onwards. As with murals, panel-paintings were rejuvenated during the late Gothic and early Renaissance period, chiefly as a type of decorative

devotional art. Wooden panel painting was especially popular in Northern Europe, due to the climate which was not favorable for fresco murals, and remained so up until the end of the 17th century.

Easel Painting

This form, like panel painting, was a form of studio art but used canvas as a support rather than wood panels. Canvas was both lighter and less expensive than panels, and required no special priming with gesso and other materials. From the Baroque era onwards (1600) oil on canvas became the preferred form of painting throughout Europe. It was particularly popular with the new bourgeois patrons of art for home display.

Manuscript Illumination

Dating back to celebrated examples from ancient Egypt, like the "Book of the Dead", this type of painting achieved its apogee during the Middle Ages (c.500-1000 CE) in the form of Carolingian and Irish illuminated manuscripts. Typically executed in egg-white tempera on vellum and card, these painted manuscripts featured extremely rich and complex graphic designs of Celtic-style interlace knot work, spirals and zoo morphs, as well as figurative portraits of Saints and Apostles. Thereafter it survived only in the East, notably in the form of Islamic calligraphic painting and decorated texts, and miniatures from India.

Scroll Painting

Hand scrolls are an East Asian art form dating from c.350 CE, common to both China and Japan. Composed of varying lengths of paper or silk, they featured a wide variety of ink and wash paintings whose subjects included landscapes, Buddhist themes, historical or mythological scenes, among others.

Screen/Fan Painting

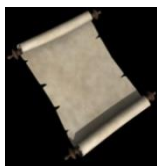
There are two basic types of painted screen: traditional Chinese and Japanese folding screens, painted in ink or gouache on paper or silk, dating from the 12th century - a form which later included lacquer screens; and the iconostasis screen, found in Byzantine, Greek and Russian Orthodox churches, which separates the sanctuary from the nave. This screen is traditionally decorated with religious icons and other imagery, using either encaustic or tempera paints. Painted fans - typically decorated with ink and colored pigments on paper, card or silk, sometimes laid with gold or silver leaf - originated in China and Japan, although curiously many were actually painted in India. In Europe, fan painting was not practiced until the 17th

century, and only properly developed in France and Italy from about 1750 onwards.

Modern Forms of Painting

20th Century painters have experimented with a huge range of supports and materials, including steel, concrete, polyester, neon lights, as well as an endless variety of "found" objects. The latter is exemplified in the works of Yves Klein (1928-62), who decorated women's nude bodies with blue paint and then imprinted them on canvas; and Robert Rauschenberg (1925-2008) whose work "Bed" (1955) consisted of the quilt from his own bed, painted with toothpaste, lipstick and fingernail polish.

Exercise 27. Study forms of painting and identify painting's form of each picture. Name some famous painters or artists who created in this field.















Exercise 28. Match these terms with the appropriate definitions.

| | |
|----------------------------|--|
| a) History Painting | 1. is a genre in painting, where the intent is to depict the visual appearance of the subject. |
| b) Landscape | 2. pictorial representations in any of various media that represent scenes or events from everyday life, such as markets, domestic settings, interiors, parties, inn scenes, and street scenes. |
| c) Portraiture | 3. is a work of art depicting mostly inanimate subject matter, typically commonplace objects which may be either natural (food, flowers, plants, rocks, or shells) or man-made (drinking glasses, books, vases, jewelry, coins, pipes, and so on). |
| d) Genre-Painting | 4. is the painting of scenes with narrative content from classical history, Christian history, and mythology, as well as depicting the historical events of the far or near past. These include paintings with religious, mythological, historical, literary, or allegorical subjects. |

| | |
|----------------------|---|
| e) Still Life | 5. is a term that covers the depiction of natural scenery such as mountains, valleys, trees, rivers, and forests, and especially art where the main subject is a wide view, with its elements arranged into a coherent composition. |
|----------------------|---|

Exercise 29. Give the English equivalents for the following word combinations and use them in sentences of your own.

- фресковий живопис _____
- панельний живопис _____
- малювання на мольберті _____
- рукописний живопис _____
- живопис на пергаменті _____
- малювання на ширмах _____
- пейзажний живопис _____
- натюрморт _____
- стильовий живопис _____

Exercise 30. Underline the most suitable words:

- a) The history of art has *witnessed* / *evidence* a wide range of painting styles.
- b) Medieval Western painting was *hard* / *heavily* regulated by convention.
- c) The first artists to challenge the rigidity of these painting *laws* / *rules* were Cimabue.
- d) Giotto's creative ideas were further *studied* / *explored* during the quattrocento in the Early Renaissance.
- e) Realism, linear perspective and new forms of *composition* / *essay* were all further refined by major artists.
- f) One of the *real* / *greatest* 20th century realists is the American painter Edward Hopper.
- g) Rococo became closely associated with the decadent ancient *regimes* / *modes* of Europe.
- h) A vital *hero* / *patron* of the arts at this time was the Medici family.

Exercise 31. Express your opinion about:

- a) the importance of colours in painting;
- b) the symbolic meaning of colors in different cultures;

- c) colors and visual information as one of the most important things for human world perception;
d) the influence of artist's mood on the choice of colors in a painting and the influence of colors on our psychological state.

Exercise 32. Choose the most suitable word to complete each sentence:

- 1) boundaries; 2) modern; 3) contributions; 4) Europe; 5) century;
6) period; 7) painting; 8) War; 9) introduction; 10) neoplasticism.

Modern Art

Modern Art -1) _____, sculpture, and other forms of 20th -century art. It is the art of the 20th 2) _____ that includes many movements and styles. Before World 3)_____ II some of the styles that originated in Europe were fauvism, expressionism, cubism, futurism, constructivism, 4)_____, dada, and surrealism; artists in the United States developed the styles synchronism and precisianism.

Although scholars disagree as to precisely when the 5)_____ period began, they mostly use the term modern art to refer to art of the 20th century in 6)_____ and the Americas, as well as in other regions under Western influence. The modern 7) _____ has been a particularly innovative one. Among the 20th century's most important 8) _____ to the history of art are the invention of abstraction (art that does not imitate the appearance of things), the 9) _____ of a wide range of new artistic techniques and materials, and even the redefinition of the 10) _____ of art itself.

Exercise 33. Read and translate the text.

Preparing a Canvas for Oil Painting

A piece of canvas must be prepared before paint can be applied to it. First, the cloth is tacked to a wooden frame called a stretcher. It is then coated with a special glue. This glue is made from the hide of an animal, such as the rabbit. The coating of glue shrinks the canvas slightly. This is done to make sure that no air spaces are left between the threads in the cloth. Next, gesso (a pasty, white, lead paint) is spread onto the canvas with a knife. Gesso protects the canvas from rotting. The layer of gesso also prevents the oil paint from being absorbed into the canvas.

Oil paintings are produced by painstaking labor. This labor begins with the preparation of a canvas. But on the canvas, the painter must portray his or her thoughts, feelings, dreams.

A great painting tells us something about the artist who painted it. It also tells us about the age in which that artist lived.

Tools

There are many kinds of paints and brushes for a painter to choose from. To paint well, the artist must know the different kinds of materials. He or she must also know how they are used.

Paint consists of a pigment (color) and a liquid substance, such as water or oil. Most pigments are produced by chemical processes.

Exercise 34. Look through the texts and tell what is the best way to prepare a canvas for oil painting. Enumerate all the tools applied in painting.

Exercise 35. Fill in the gaps with the appropriate word.

1) Some elements of the composition suggest painter's _____ with works by the French impressionist Monet.

- a) family b) familiar c) familiarity d) female

2) In modern urban society people don't live in _____ with the world of nature.

- a) harmful b) harmonies c) gammy d) harmony

3) The painter and his _____ consider their native landscape as the embodiment of divine presence.

- a) counterparts b) room-mates c) contemporaries d) temporary

4) This masterpiece and its _____ are the bright examples of the painter's first use of sequential imagery.

- a) descendent b) pendant c) pander d) attachments

5) The last _____ of the book in Paris with a famous painting as its frontispiece had a great success

- a) addition b) addiction c) edition d) indication

Exercise 36. Write the answers to the following questions:

a) What painting styles do you know?

b) What are some of the most influential movements in painting?

c) Who is your favorite artist? Why? What is the style of his/her work?

d) Do you think the real artist belongs to a certain style or he/she has the unique individual style and can invent something new that would become a general style?

Exercise 37. Imagine you are a great painter who has no money. What would you do? Explain why.

- a) you would paint on demand/commission;
- b) you would look for a job that brings money;
- c) you would continue to paint what you wish without looking for another job;
- d) your variant.

Exercise 38. Complete the sentences.

- 1. Modern Art is... .
- 2. A great painting is
- 3. Tools are..... .
- 4. Gesso is

Exercise 39. Discuss the following questions with your group-mates:

- a) As a child, were you fond of drawing? What did you like to draw?
- b) Do you keep any of your childhood drawings? If so, can you tell why you do? What memories do they bring?
- c) What is the difference between the way child draws the first pictures and the way an adult painter creates the first serious works?
- d) What advantages does a child have in painting/drawing?
- e) What advantages does an adult have in painting/drawing?

Exercise 40. Match the answers with the appropriate questions.

| | |
|---|--|
| a) Should I Paint on Paper or Canvas or What? | 1. It depends on what your budget is. |
| b) Do I Really Have to Learn Color Theory? | 2. Yes, you can mix different brands of paint and artist's quality and student's quality paints. |

| | |
|--|---|
| c) Can I Mix Different Brands of Paint? | 3. Color is one of the fundamentals of painting and the more you know about the colors you're using, the more you can get from it. |
| d) Can I Mix Water Soluble Oils With Acrylic Paints? | 4. As many as you like. If you're painting with oils, you can have a different brush for each color as the paint won't dry in the brush in a hurry. |
| e) How Many Paint Brushes Do I Need? | 5. It depends on the brand of water-mixable brand. |
| f) What Brand of Paint Should I Buy? | 6. You can paint on practically anything provided the paint will stick and provided the paint won't rot the surface |

Exercise 41. Make a presentation about Mediums of Painting.

Grammar Practice

Comparative or Superlative forms Prepositions

Exercise 42. Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative).

*Example: I have a **fast** car, but my friend has a _____ car.*

*Answer: I have a **fast** car, but my friend has a **faster** car.*

1. This is a **nice** cat. It's much _____ than my friend's cat.
2. Here is Emily. She's six years **old**. Her brother is nine, so he is _____ .
3. This is a **difficult** exercise. But the exercise with an asterisk is the _____ exercise on the worksheet.
4. He has an **interesting** hobby, but my sister has the _____ hobby in the world.

5. In the last holidays I read a **good** book, but father gave me an even _____ one last weekend.
6. School is **boring**, but homework is _____ than school.
7. Skateboarding is a **dangerous** hobby. Bungee jumping is _____ than skateboarding.
8. This magazine is **cheap**, but that one is _____ .
9. We live in a **small** house, but my grandparents' house is even _____ than ours.
10. Yesterday John told me a **funny** joke. This joke was the _____ joke I've ever heard.

Exercise 43. Use either as ... as or not as ... as in the sentences below.

Example: Ben Nevis is _____ as Mont Blanc (not/high).

Answer: Ben Nevis is not as high as Mont Blanc.

1. Nick is _____ Kevin. (brave).
2. This copy is _____ the other one. (bad).
3. The violin is _____ the cello. (not/low).
4. Today it's _____ yesterday. (not/windy).
5. Peter is _____ Fred. (not/tall).
6. Silver is _____ gold. (not/heavy).
7. The tomato soup was _____ the mushroom soup. (delicious).
8. Oliver is _____ Peter. (optimistic).
9. Grapefruit juice is _____ lemonade. (not/sweet).
10. The blue car is _____ the red car. (fast).

Exercise 44. Complete the exercise with the correct prepositions.

1. The first McDonald's restaurant was opened ___ Dick and Mac McDonald ___ the 15th ___ May 1940.
2. The best selling products ___ their restaurant were hamburgers.
3. So the McDonald brothers thought ___ a way to produce hamburgers more quickly.
4. This was introduced ___ 1948 and became known ___ the Speedee Service System.
5. The first franchised McDonald's restaurant was opened ___ 1953, and today you can find McDonald's restaurants ___ more than 100 countries.

Exercise 45. Quiz on Prepositions

1. My best friend lives ___ Boretz Road

- a. in b. on c. at
2. I'll be ready to leave ___ about twenty minutes.
a. in b. on c. at
3. Since he met his new girlfriend, Juan never seems to be ___ home.
a. on b. in c. at
4. The child responded to his mother's demands ___ throwing a tantrum.
a. with b. by c. from
5. I think she spent the entire afternoon ___ the phone.
a. on b. in c. at
6. I will wait ___ 6:30, but then I'm going home.
a. from b. at c. until
7. The police caught the thief ___ the corner of Cascade and Plum Streets.
a. in b. at c. from
8. My fingers were injured so my sister had to write the note ___ me
a. for b. with c. to
9. I am not interested ___ buying a new car now.
a. to b. for c. in
10. What are the main ingredients ___ this casserole?
a. about b. to c. of

Check yourself !

Exercise 46. Tell about your associations with blue colour and then consider the test given below.

One day a blue bird suddenly flies through a window into your room and is trapped. Something about this lost bird attracts you, and you decide to keep it. But to your surprise, the next day the bird has changed colour from blue to yellow! This very special bird changes colour again overnight – on the morning of the third day it is bright red, and on the fourth it turns completely black. What colour is the bird when wake up on the fifth day?

- a) The bird does not change colour; it stays black.
- b) The bird turns black to its original blue.
- c) The bird turns white.
- d) The bird turns golden coloured.

Key to the test:

The bird that flew into your room seemed like a symbol of good fortune, but suddenly it changed colour, making you worry that happiness would not last. Your reaction to this situation shows how you respond to difficulties and uncertainty in real life.

a) Those who said the bird stays black have a pessimistic outlook.

Do you tend to believe that once a situation goes bad, it never really returns to normal? May be you need to try thinking. If this is as bad as it gets, it can't get any worse. Remember, there is no rain that doesn't end and no night so dark that there is no dawn the next day.

b) Those who said the bird turns blue again are practical optimist. You believe that life is a mix of good and bad and that it doesn't pay to fight against that reality. You accept adversity calmly and let things run their course without undue stress or worry. This outlook lets you ride out the waves of adversity without being swept away.

c) Those who said the bird turns white are cool and decisive under pressure.

You don't waste time on fretting and indecision, even when a crisis develops. If a situation gets too bad, you feel it's better to cut your losses and look for another route to your goal rather than getting bogged down in needless grief. This proactive approach means that things seem to just naturally go your way.

d) Those who said the bird turns golden can be described as fearless.

You don't know the meaning of pressure. To you, every crisis is an opportunity. You might be compared with Napoleon, who said, "...impossible: the world is not French." But be careful not to let your boundless confidence get the best of you. It's a very fine line between fearless and foolhardy.

Exercise 47. This is an explanation: "Where does a color come from?" It have been mixed up. Read and try to arrange it in a proper way.

| | |
|---|---|
| (1) Colour depends upon both | <input type="checkbox"/> different colour receptors -- red, green and blue |
| (2) White colour is composed of many different colours -- | <input type="checkbox"/> stimulated our eye can perceive all colours |
| (3) Each colour in the spectrum corresponds | <input type="checkbox"/> the colours of the rainbow |
| (4) These colours include | <input type="checkbox"/> such as orange, gray and brown are only partially stimulated |
| (5) We are able to see colours because our eye contains | <input type="checkbox"/> the characteristics of light and the function of our eye |
| (6) When these receptors are | <input type="checkbox"/> to a different wavelength of light |
| (7) When colour receptors are stimulated in pairs | <input type="checkbox"/> red, orange, yellow, green, blue and violet |

| | |
|---|--|
| (8) Other colours, | () we perceive yellow, cyan and magenta |
| (9) When colours result from combining lights of different wavelengths the process is known | () pigments involve subtractive colour mixing |

Exercise 48. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about painting using active vocabulary. Try to avoid copying the text. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Read the text about Leonardo's perspective (pp. 229-230), explain his quotations and attitude to painting and our world; describe the concept in painting of Leonardo da Vinci's period; define the difference between linear and aerial perspective.

Exercise 50. Fill in the table below using the information (pp. 231-235) about all the styles and periods of painting.

a)

| Period | Characteristic |
|--------|----------------|
| | |

b)

| Periods | Points in common (compare two or more periods) |
|---------|---|
| | |

Unit Five The History of Design



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the word “Design”?
- b) Why did you decide to be a designer?

| | |
|-----------------|-------------------|
| design science | execution process |
| cultural policy | relevant |
| differentiation | sign |
| engineering | sketch |
| graphic draft | skyscraper |

Exercise 2. Give synonyms and antonyms for at least 5 words from the box. Get ready to provide Ukrainian equivalents.

Exercise 3. Translate the following quotations and comment upon them.

1. “In design sometimes one plus one equals three.”
Josef Albers.
2. “...some graphic designers don’t just pick colors and take orders for typefaces.”
Chip Kidd.
3. “Everything is design. Everything!”
Paul Rand.
4. “The designer leads a kind of karaoke existence, always singing someone else's song, and never saying what he thinks should be said.”
Bruce Mau.
5. “What is design? A plan for arranging elements in such way as to best accomplishes a particular purpose.”
Charles Eames.

6. “If a design doesn't feel good in your heart, what the mind thinks doesn't matter.”

April Greiman.

7. Design history is not a chronicle of style; you cannot truly critique design unless you fully understand its history.

Eric Lander

Exercise 4. Read and translate the text.

The Design Definitions



The word “design” has Latin roots. The verb “*designate*” is translated as “*determine*,” but its literal meaning is more like “showing from on high”.

Design as a (noun) informally refers to a plan for the construction of an object.

To design as a (verb) refers to create a design, in an environment where the designer operates.

The term “design” has different connotations in different fields.

With such a broad denotation, there is no universal language or unifying institution for designers of all disciplines. This allows for many differing philosophies and approaches toward the subject.

The person designing is called a designer.

A designer’s sequence of activities is called a design process.

The scientific study of design is called design science.

Today, most people’s lives would be unimaginable without design. It accompanies us from dawn till after dusk: at home, at work, in our leisure time, in education, in health services, in sports, in the transport of people and goods, in the public sphere, everything is designed, intentionally or not. Design can be very close fashion or far, far away space travel. These days, design determines not only existence, but also self; through design we communicate with other people, define ourselves in social groups, and thus mark out our individual place in society. In other words, design is a sign of the times.

*Dorst, K., and Dijkhuis,
J. "Comparing paradigms for describing design activity,"
Design Studies.*

Exercise 5. Explain the meaning of each design characteristic. Give your own comments.

Exercise 6. Give definitions to the following terms.

1. Design refers to
2. A designer is... .
3. Design process is... .

Exercise 7. Explain the meanings of the following terms in English:

| | |
|-----------------|-------------------|
| design science | skyscraper |
| drawing | appropriate |
| draft | leisure time |
| cultural policy | field |
| sketch | execution process |

Exercise 8. Read and translate the text.

Design as a Concept

The manifold currents and tendencies of design are reflected in the very use of the concept of “design,” up to and including sometimes rather diffuse definitions of the word. A number of these interpretations will be introduced at the outset of this essay.

From a historical perspective, it is popular to regard *Leonardo da Vinci* as the first designer. The concept of design Leonardo da Vinci applied to practical objects, machines, and apparatus was thus more technically than creatively oriented. Nevertheless, it decisively influenced the idea of design: the designer as an inventor.

The sixteenth-century painter, master builder, and literary author *Giorgio Vasari* was one of the first to plead in his writings for the autonomous character of works of art. He designated the principle to which art owes its existence as *disegno*, which translates directly into “drawing” or “sketch.” At that time, *disegno* referred to the artistic idea. Accordingly, even back then, people differentiated between the *disegno interno*, the concept for an emerging work of art (the sketch, the draft, or the plan), and the *disegno esterno*, the completed work of art (such as a drawing, painting, or sculpture). Vasari himself pronounced drawing, or *disegno*, to be the father of the three arts: painting, sculpture, and architecture.

According to the Oxford Dictionary the concept of “design” was used in 1588 for the first time. Its definition reads:

- a plan or scheme devised by a person for something that is to be realized,

- a first graphic draft of a work of art, or
- an object of the applied arts, which is to be binding for the execution of a work.

Later, *Sigfried Giedion* (first edition 1948, see also 1987) significantly described how the industrial designer appeared in the twentieth century: “He fashioned the housing, saw to it that the visible machinery (of the washing machines) disappeared, and gave the whole, in short, a streamlined shape like the train and the automobile.” In the U.S., this clear separation of technical work from artistic work on the product led to the discipline’s increasing orientation toward styling, and thus to pure fashioning.

The definition of design has long been a matter of intense concern, above all in the former German Democratic Republic. This regime always understood design to be a component of social, economic, and cultural policy. *Horst Oehlke* (1978), in particular, pointed out that shaping affects more than the sensually perceptible side of objects. On the contrary, the designer must be concerned with satisfying the needs of societal and individual life.

A broad and therefore quite useful definition of design was worked out by the Internationales Design Zentrum Berlin in 1979 in the context of an exhibition:

- Good design may not be a mere envelopment technique. It must express the individuality of the product in question through appropriate fashioning.

- It must make the function of the product, its application, plainly visible so that it can be understood clearly by the user.

- Good design must allow the latest state of technical development to become transparent.

- Design must not be restricted just to the product itself; it must also take into consideration issues of ecology, energy conservation, recyclability, durability, and ergonomics.

- Good design must take the relationship between humans and objects as the point of departure for the shapes it uses, especially taking into account aspects of occupational medicine and perception.

<http://www.vanseodesign.com>

Exercise 9. Are the following sentences true or false? Write T or F in the brackets.

1. () There is only one identification of design.

2. () German Democratic Republic always understood design to be a component of social, economic, and cultural policy.

3. () Good design shouldn't express the individuality of the product in question through appropriate fashioning.

4. () Good design must take the relationship between humans and objects as the point of departure for the shapes it uses.

5. () Skyscraper it is not tall building with one storey.

6. () Through design we communicate with other people, define ourselves in social groups, and thus mark out our individual place in society.

Exercise 10. Begin these sentences.

1... which translates directly into "drawing" or "sketch".

2... painting, sculpture, and architecture.

3... to be a component of social, economic, and cultural policy.

4... through appropriate fashioning.

5... taking into account aspects of occupational medicine and perception.

Exercise 11. Define and rate the contribution of each historical person in the concept of design.

| Famous Historical People | Contribution |
|---------------------------------|---------------------|
| Leonardo da Vinci | |
| Giorgio Vasari | |
| Sigfried Giedion | |
| Horst Oehlke | |

Exercise 12. Translate into English using active vocabulary.

а) Мистецтво дизайну – одна з найважливіших сфер сучасної художньої культури.

б) Методи дизайну поєднують споживацькі та естетичні якості предметів і об'єктів, призначених для безпосереднього використання людиною.

- с) Дизайн - це творчий метод, процес і результат художньо-технічного проектування промислових виробів, їх комплексів і систем.
- д) Дизайнер - людина, що займається дизайном.
- е) Дизайн - це художнє конструювання, штучне втілення навколишнього світу у вигляді цілісної картини.

Exercise 13. Role-play: How familiar you are with "design"? Here are some examples of conversations – identify what type of design we are talking here.

- "We'll take care of that when we get to design"
- "That's something the designer will have to figure out..."
- "We're starting design now..."
- "Here are some early design concepts..."
- "This will be decided by the designer"
- "Have you started design yet?"
- "Why are these designs in Latin?"
- "The design looks great!"
- "This isn't the final design, we'll get to that later..."

Exercise 14. Read and translate the text.

Types of Design

Graphic design is the process of choosing and organizing words, images and messages into a form that communicates and influences its audience.

Graphic design is almost everywhere. Crammed into our homes, all over our cities and dotted around the countryside, its images, letters, colors and shapes are consciously put together to perform all sorts of functions. Its roles range from directing travelers to the right check-in desk at an airport, to organizing the layout and style of a magazine so that it catches that traveler's eye and makes them buy it to read on the plane. Graphic design on the ticket they buy for the car park may advertise other products or services. The carton of juice they take for the flight has information organized so its appealing and understandable. The safety instructions aboard the plane are designed so they are clear and accessible, even to people who don't speak English. In short, graphic design is visual communication.

The graphic designer may be briefed to create a piece of work which catches a customer's eye in a busy supermarket, or they may be required to herald the formation of a new business. Their client may want their work to impart cultural knowledge at a museum or help foreign tourists find their

way to the bus station. Or graphic designers could be employed for something as run of the mill as creating a new look for the company stationery. Using an array of visual elements – including type, colour, shape, photography, illustration, painting, and digital imagery and so on – graphic designers work with their clients to deliver the required message in the most effective way.

Brand design is a process of creating a distinct identity and personality in order to communicate and promote an organization, person, product or service.

Brands are built around a holistic set of associations that people have with a company, product, service, individual or organization. Developing and managing these associations is a complex process in which design plays a vital role, but which also includes other marketing communications disciplines, as well as the culture, processes and conduct of a company itself.

Brand design is therefore a much deeper and broader process than visual identity design, although graphics are often a crucial way of succinctly symbolizing and evoking a brand and its associations. In fact, brands reach people via what many designers will call touchpoints, including:

- Visual elements, including corporate identity and other graphics
- Customer service
- Product attributes
- Physical environments
- Print communication
- Online/digital interaction
- Language/copywriting
- Packaging
- Materials and their visual or tactile qualities
- Form
- Sound
- Other marketing communications activity.

Packaging on a supermarket shelf has less than three seconds to grab the attention of a consumer.

Those three seconds are exceedingly important when you consider that more than 70% of purchasing decisions are made at the shelf. Add to this the fact that supermarkets can contain on average 40,000 packs to choose from, then that pack has got to work hard.

Packaging's role is threefold:

- To sell the product
- To protect the product
- To facilitate the use of the product

The term 'brand' originates from the days when farmers used to brand their cattle to register ownership of their herd. Before long the brand began to represent not just the owner but their values and quality of their product; it became a mark of security and trust.

Packaging has always had a fundamental role to play in the way brands communicate these values. From these relatively humble beginnings packaging design in the modern age has become one of the most sophisticated, holistic and powerful examples of the designer's craft. The full life cycle of packaging now touches on all of the key issues facing business today and it is important to understand its impact from cradle to grave.

Exercise 15. Write the answers to the questions:

1. What is the main purpose of graphic design?

2. What does graphic design include?

3. What is the difference between graphic design, packaging design and brand design?

4. Allocate types of design in priority sequence for you.

Exercise 16. Match these words with the appropriate definitions.

| | |
|----------------|--|
| design (noun) | 1) a very tall building of many storeys |
| graphic design | 2) a picture or diagram made with a pencil, pen, or crayon rather than paint |
| sketch | 3) suitable or proper in the circumstances |
| design (verb) | 4) a series of actions or steps taken in order to achieve a particular end |
| drawing | 5) the process of choosing and organizing words, images and messages into a form that communicates and influences its audience |
| appropriate | 6) a rough or unfinished drawing or painting, often made to assist in making a more finished picture |

| | |
|-------------------|--|
| execution process | 7) to create a design, in an environment where the designer operates |
| skyscraper | 8) a plan for the construction of an object |

Exercise 17. Translate into Ukrainian.

Brand design; packaging; graphic design; furniture design; interior design; drawing; concept.

Exercise 18. Fill in the chart defining the meanings of all words.

| Word | Similar meanings |
|------|---------------------------|
| | progress / advance |
| | tell / say |
| | pictorial / picturesque |
| | cardboard / pasteboard |
| | drawing / picture |
| | report / dispatch |
| | authenticity / sameness |
| | recollection / connection |
| | trade name / trademark |
| | buyer / client |

Exercise 19. Read and translate the text.

Colour

The first thing you remember about a brand may well be its colour. Think Cadbury's Dairy Milk purple, Coca-Cola's red or Guinness's black and cream. Colour makes your product recognisable and its important that any packaging designer's response to a brief conveys understanding on what the colours they use will convey, and whether they are going to sit with or challenge convention. Sometimes the most-effective packs are the most simple. Multiple colours on a pack can be both distracting to the customer and costly to produce, which is why colour rationalisation is becoming increasingly popular.

Exercise 20. Practice your skill:

Using the information from the text "colour" choose some of the products from your life and associate appropriate color with it. Prove your ideas.

Exercise 21. Read and translate the text.

Furniture Design

Furniture is essential to our every-day lives. We use it at home, while we're working and when we're out shopping, at the cinema or travelling. Well-designed and researched furniture can improve our quality of life - when we like how it looks it gives us pleasure and when it makes us comfortable it can increase our efficiency and productivity. How furniture looks is important, and some of the most successful furniture designs of all time are often the most aesthetically pleasing, but the most successful furniture designs of all time look good and work well. By combining form and function in the design, and by ensuring products are made using responsible materials and ethical production techniques, furniture designers help create the pieces that collectively sell for J8.3billion each year according to the Furniture Industry Research Association (FIRA).

Exercise 22. Write composition on the following topic:

Why is furniture design important?

Exercise 23. Read and translate the text.

Interior Design

The way the interiors of our homes are designed can affect our happiness, our productivity and our health. This guide to interior design outlines the virtues of designing the interior of your home and debates the case for employing a professional versus doing it yourself.

Interior designers may specialise in kitchen or bathroom design, on interpreting trends and fashion, or focus on the architecture and fabric of a building's interior. A designer's skill when it comes to creating efficient and beautiful interiors is to work with clients to find out what they need from the space they live or work in, and to research, create and deliver an

interior space that meets the project brief. Fashion designers and textile designers help create the clothes, soft furnishings and functional materials that county spends millions of pounds on each year. Fashion and textiles are big business in the country, as well as playing a big part in our everyday lives.

Exercise 24. Discuss the following questions with your group-mates:

- 1) What should you know before contacting an interior designer?
- 2) What should you ask an interior designer at the first meeting?
- 3) How would you describe your personal interior design style?

Exercise 25. Read and translate the text.

Transport Design

Transport design brings many different forms of design together to get people from A to B and keep society and the economy moving.

Aerodynamics makes cars, buses, planes and trains more efficient and less costly to run. Ergonomics spares drivers and travelers from excessive wear and tear.

Interiors specialists get the most out of confined spaces and create experiences people want to repeat.

Product designers create systems, fixtures and fittings that fuse comfort with strength.

Vehicle stylists make their brands catch the eye.

And engineering designers search for new and better ways to keep moving parts working sustainably.

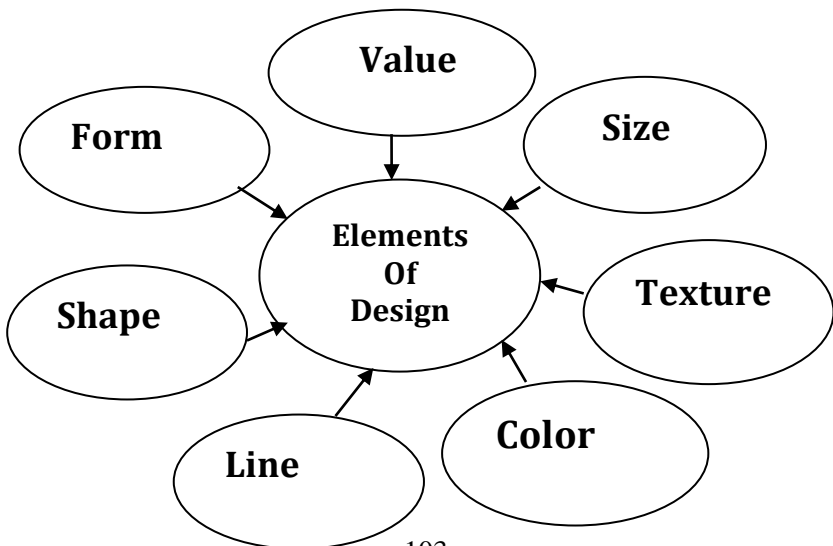
Exercise 26. Taking into account the information about the different types of design point out the assignment every of them.

| Type | Assignment |
|------------------|-------------------|
| Graphic design | |
| Brand design | |
| Furniture design | |
| Interior design | |
| Transport Design | |

Exercise 27. Choose the most suitable word or phrase to complete each sentence:

- 1) describe; 2) cause; 3) purposes; 4) ways; 5) principles; 6) confusing; 7) express; 8) visual effect;
1. Principles are even more _____ than elements.
2. There are at least two very different but correct _____ of thinking about principles.
3. On the one hand, a principle can be used to describe an operational _____ and effect such as "bright things come forward and dull things recede".
4. On the other hand, a principle can _____ a high quality standard to strive for such as "unity is better than chaos" or "variation beats boredom" in a painting.
5. So, the same word, "principle" can be used for very different _____.
6. The first way to think about a principle is that a principle is something that can be repeatedly and dependably done with elements to produce some sort of _____ in a composition.
7. I am not confident that any list of these _____ is comprehensive, but there are some that are more commonly used.
8. Another way to think about a principle is that it is a way to _____ a value judgment about a composition.

Exercise 28. Scan the definitions of design's elements, comment on their classification, choose those that appeal to you most and formulate your own one.



Line - is a mark on a surface that describes a shape or outline. It can create texture and can be thick and thin. Types of line can include actual, implied, vertical, horizontal, diagonal and contour lines.

Color - refers to specific hues and has 3 properties, Chroma, Intensity and Value. The color wheel is a way of showing the chromatic scale in a circle using all the colors made with the primary triad. Complimentary pairs can produce dull and neutral color. Black and white can be added to produce tints (add white), shades (add black) and tones (add gray).

Texture - is about surface quality either tactile or visual. Texture can be real or implied by different uses of media. It is the degree of roughness or smoothness in objects.

Shape - is a 2-dimensional line with no form or thickness. Shapes are flat and can be grouped into two categories, geometric and organic.

Form - is a 3-dimensional object having volume and thickness. It is the illusion of a 3-D effect that can be implied with the use of light and shading techniques. Form can be viewed from many angles.

Value - is the degree of light and dark in a design. It is the contrast between black and white and all the tones in between. Value can be used with color as well as black and white. Contrast is the extreme changes between values.

Size - refers to variations in the proportions of objects, lines or shapes. There is a variation of sizes in objects either real or imagined.

Exercise 29. The Principles of design are the results of your working with the elements of art. Study them.

Principles of Compositional Design

The principles of design are the recipe for a good work of art. The principles combine the elements to create an aesthetic placement of things that will produce a good design.

Center of interest - is an area that first attracts attention in a composition. This area is more important when compared to the other objects or elements in a composition. This can be by contrast of values, more colors, and placement in the format.

Balance - is a feeling of visual equality in shape, form, value, color, etc. Balance can be symmetrical or evenly balanced or asymmetrical and

un-evenly balanced. Objects, values, colors, textures, shapes, forms, etc., can be used in creating a balance in a composition.

Harmony - brings together a composition with similar units. If your composition was using wavy lines and organic shapes you would stay with those types of lines and not put in just one geometric shape.

Contrast - offers some change in value creating a visual discord in a composition. Contrast shows the difference between shapes and can be used as a background to bring objects out and forward in a design. It can also be used to create an area of emphasis.

Directional Movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format.

Rhythm - is a movement in which some elements recur regularly. Like a dance it will have a flow of objects that will seem to be like the beat of music.

Exercise 30. Fill in the table.

| Type | Function |
|------------------------|----------|
| Center of interest | |
| Balance | |
| Harmony | |
| Contrast | |
| Directional / Movement | |
| Rhythm | |

Exercise 31. Match the definition on the left to the word on the right.

- | | |
|---|---------------------|
| 1. Obtained by adding white to a hue. | A. Neutrals |
| 2. Obtained by mixing two primary colors. | B. Tints |
| 3. Obtained by adding black to a hue. | C. Secondary colors |
| 4. Colors that go with all color plans-- white, black, gray and brown. | D. Shades |

Exercise 32. Read and translate the text.

Design as a Profession

Designers help conceive and shape products and services; they contribute hugely to the visual world around us; they create communications for organizations of all shapes and sizes; they influence how we use buildings and help improve our workspaces; they can contribute to building better public services or create more efficient working processes; they create the interfaces we use daily on digital devices; they help us digest information; they create the clothes you're wearing and the chair you may be sitting on.

Exercise 33. Describe your future duties as a designer.

What is the designer responsible for?

Exercise 34. Use your own words to write definitions for these words.

1. Line _____
2. Color _____
3. Shape _____

Exercise 35. Scan the methods of Design, comment on their classification, choose those that appeal to you most and describe the procedure of method.

Design Methods

Assessment criteria

Agreed assessment criteria are useful for taking into account the concerns of multiple stakeholders and selecting ideas.

How

Brainstorm, refine and agree a set of assessment criteria. These need to be structured so that they encourage individual participants to consider the perspectives of other stakeholders when making their assessments.

Being your users

A method to define the expectations of both the client and the design team at the start of a new project.

How

Identify your target user group, then carry out research to identify user scenarios and typical tasks users undertake.

Put yourself in the user's situation for a couple of hours, a day or even a week. Carry out the tasks that they would do, in the environments where they would do them. This could mean, for example, working on a supermarket checkout or driving an unfamiliar car for a week. Make detailed notes or keep a diary to record your thoughts.

Brainstorming

Brainstorming is working together to help you generate ideas more quickly and effectively.

How

Start with a warm-up. Brainstorm a fun problem such as 'How can we get every Monday morning off work?'

State the problem clearly and concisely.

Don't lose anything. Write your ideas on flipcharts, or on the wall. Keep the focus sharp. Keep the ideas flowing, be responsive and keep trying to approach the problem from different viewpoints.

Brainstorming will be most effective if you keep to these ground rules:

- Defer judgment - build on ideas to make them better.
- Don't criticise!
- One conversation at a time.
- Go for quantity - the more ideas the better.
- Have wild ideas - every idea is valid.
- Stay focused on the problem in hand.
- Be visual - draw ideas or represent them with whatever is to hand.

Comparing notes

Comparing notes gets messy things in order and is a useful aid to decision making.

How

Write all your ideas on individual sticky notes. Compare pairs of notes in turn and put the most important one higher up the list. Use the same criteria

in each comparison to find the most important notes in each pair. When no more swaps can be made the list will be in order of importance. This method also works for ranking things other than by importance, for instance in order of speed, cost, quality or desirability.

Fast visualisation

Visualising ideas will make them easier to understand and modify, and will in turn stimulate new ideas.

How

Get people who can draw to sketch ideas during a group brainstorm. The drawings don't need to be perfect: they only need to have just enough detail to communicate the idea. Visuals are then shown to the group and used to stimulate discussion and more ideas. The visualisers themselves are most effective when they are part of a team which also has a facilitator.

Observation

Observation is a design method to identify the problems that can arise when people interact with products, services and environments.

How

Depending on your project, you might want to make general observations of something that already exists - for example, how people move around a shopping centre, or how people in the street use their mobile phones. Or you might need to create specific situations to test a design. This could mean observing how people complete a specified task on a computer in a simulated environment, or observing how people use a prototype of a new product.

Exercise 36. Choose two design methods that you think are the most important for you. Why do you think they are especially important?

Method

Why it is important?

Exercise 37. Give the English equivalents for the following word combinations and use them in sentences of your own.

- сфера діяльності _____
- творча діяльність _____
- художнє конструювання _____
- штучне втілення _____
- цілеспрямовані дії _____
- малюнок _____
- композиція _____
- технічні можливості _____
- вдосконалення навичок. _____
- сфера виробництва _____
- формоутворення _____

Exercise 38. Are the following sentences true or false? Write T or F in the brackets.

1. (..)Agreed assessment criteria are not useful for taking into account the concerns of multiple stakeholders and selecting ideas.
2. (..)Comparing notes gets messy things in order and is a useful aid to decision making.
3. (..) Observation is a design method to solve the problems that can arise when people interact with products, services and environments.
4. (..)Visuals are then shown to the group and used to stimulate discussion and more ideas.

Grammar Practice

Active / Passive voice

Exercise 39. Change the following sentences from active to passive voice.

1. Somebody calls the president every day.
2. John is calling the other members.
3. Martha was delivering the documents to the department.
4. The other members have repealed the amendment.
5. The delegates had received the information before the recess.
6. The teacher should buy the supplies for this class.
7. Somebody will call Mr Watson tonight.
8. The fire has caused considerable damage.
9. The company was developing a new procedure before the bankruptcy hearings began.

10. John will have received the paper by tomorrow.

Exercise 40. Put the transitive verbs into the passive voice. Do not mention the agent unless it seems necessary.

1. The milkman brings the milk to my door but the postman leaves the letters in the hall.
2. In future, perhaps, they won't bring letters to the houses, and we shall have to collect them from the Post Office.
3. People steal things from supermarkets every day; someone stole twenty bottles of whisky from this one last week.
4. Normally men sweep this street every day, but nobody swept it last week.
5. The postman clears this box three times a day. He last cleared it at 2.30.
6. Someone turned on a light in the hall and opened the door.
7. Women clean this office in the evening after the staffs have left; they clean the upstairs offices between seven and eight in the morning.
8. We never saw him in the dining-room. A maid took all his meals up to him.
9. Someone left this purse in a classroom yesterday; the cleaner found it.
10. We build well over 1,000 new houses a year. Last year we built 1,500.

Exercise 41. Put the following sentences into the passive, using an infinitive construction where possible.

1. We added up the money and found that it was correct.
2. I'm employing a man to tile the bathroom.
3. Someone seems to have made a terrible mistake.
4. It is your duty to make tea at eleven o'clock. (Use suppose.)
5. People know that he is armed. (two ways) 30. They suggested banning the sale of alcohol at football matches.

Exercise 42. Open the brackets. Put the verbs into active or passive.

1. Today minerals (form) almost half of Australia's exports.
2. Australia also (export) lots of wood, meat, butter, fruit and wine.
3. Many of these products (export) to the Pacific countries, especially Japan and the West of the USA.
4. Australia (discover) as a market for American products at the end of the 18th century.
5. The first products from the USA (arrive) in Australia in 1792.
6. In the early 19th century Sydney (can/reach) faster from San Francisco than New York (can/reach) from the West Coast.

7. Today Australia mainly (import) machines and computer equipment from the USA.

Exercise 43. Make a presentation about types of design.

Exercise 44. Make a presentation about some famous designers of your time.

Exercise 45. Make a presentation about Design Methods.

Checking

Exercise 46. Choose the most suitable word or phrase to complete each sentence:

1. A type of balance in which both sides of a composition are balanced yet different.
 - A. Asymmetrical
 - B. Radial
 - C. Symmetrical
 - D. Geometric
2. Formal balance is another word for which type of balance?
 - A. Asymmetrical
 - B. Radial
 - C. Symmetrical
 - D. Geometric
3. Which of the following is another word for "center of interest"?
 - A. Focal Point
 - B. Emphasis
 - C. Dominance
 - D. All of the above
4. A plan for selecting colors for a composition is also known as a _____.
 - A. Color spectrum
 - B. Color Wheel
 - C. Color Scheme
 - D. Color Mix
5. The circular chart used to remember color relationships is a _____.

- A. Color Scheme
 - B. Color Wheel
 - C. Color Ray
 - D. Color Circle
6. Secondary colors are obtained by mixing two _____ colors.
 - A. Neutral colors
 - B. Complementary colors
 - C. Primary colors
 - D. Intermediate or Tertiary colors
 7. Colors are said to be contrasting if they are _____.
 - A. different in lightness and darkness.
 - B. light in value.
 - C. dark in value.
 - D. bright and intense.
 8. Contrast can be created by using _____.
 - A. smooth and rough textures.
 - B. large and small shapes.
 - C. Plain areas against areas of patterns.
 - D. all of the above.
 9. Cool colors are _____.
 - A. Orange, green and purple (or violet).
 - B. Blue, green and violet (or purple).
 - C. Yellow, blue and red.
 - D. White, black and brown.
 10. Warm colors are _____.
 - A. yellow, red, and orange.
 - B. yellow, red and blue.
 - C. yellow, green and blue
 - D. orange, purple and green
 11. Yellow-orange, red-orange, and yellow-green are examples of _____.
 - A. Intermediate or Tertiary colors.
 - B. Secondary colors
 - C. Primary colors
 - D. Triadic colors.
 12. Another word for brightness of a color is _____.
 - A. Value
 - B. Intensity
 - C. Hue
 - D. Complementary
 13. The art element that refers to the sense of touch is _____

- A. Value
- B. Pattern
- C. Texture
- D. Shape

Exercise 47. Are the following sentences true or false? Write T or F in the brackets.

1. (...) Monochromatic refers to a painting done in one color.
2. (...) You cannot see through an object or material that is transparent.
3. (...) Negative shape is the background or space around the subject of the artwork.
4. (...) Rhythm is created when visual elements are repeated. Rhythm may be alternating, regular, flowing, progressive, or jazzy.
5. (...) Variation is important in a work of art. Variation is the use of the same lines, shapes, textures, and colors.
6. (...) A related color scheme would be colors that are next to each other on the color wheel.
7. (...) Analogous colors is another term for complementary colors.
8. (...) Red and green are examples of complementary colors.
9. (...) The color plan of red, yellow and blue is an example of a triad color scheme.
10. (...) Unity is obtained by repeating colors and shapes -- all parts of a design are working together as a team.
11. (...) Tints of colors may be created by adding white. Pink is a tint of red.
12. (...) Intensity is an art element that means darkness or lightness of a surface.

Exercise 48. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about the history of design using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Read the text “Design as a Shared Activity” (pp. 236-239) and complete the sentences:

1. The nature of design is equally... .
2. Design is essentially

3. The process begins with
4. Yet, design has not always been
5. The work of participants in the process was
6. During the inter-war years the Bauhaus movement
7. Designers came to exist
8. Such designs were exemplified by
9. Recent years have marked
10. Thus it is that design is not

Exercise 50. Fill in the table below using the information from the texts: Design and art. Design and engineering. Design and production.

| Sphere | Role of design |
|---------------|-----------------------|
| Art | |
| Engineering | |
| Production | |

Unit Six Industrial design



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the phrase “Industrial design”?
- b) What are performance capabilities for industrial design?

| | |
|------------------|----------------|
| Bauhaus | job skills |
| usability | house wares |
| comparative | inspirational |
| property | flooring |
| residential | profits |
| budget | point of scale |
| accessibility | strive |
| budget-conscious | texture |

Exercise 2. Supply synonyms and antonyms for at least 5 words from the word list. Get ready to provide Ukrainian equivalents.

Exercise 3. Translate the following quotations, choose that are close to your own opinion and comment upon them.

1. “Design is what you do when you don't know what you are doing.”

Josef Albers.

- 2“...some graphic designers don’t just pick colors and take orders for typefaces.”

Chip Kidd.

3. “design is a verb, not a noun”

David Kelley.

4. “The designer leads a kind of karaoke existence, always singing someone else's song, and never saying what he thinks should be said.”

Bruce Mau.

Exercise 4. Read and translate the text.

Industrial Design Definition

Industrial design is a combination of applied art and applied science, whereby the aesthetics, ergonomics and usability of products may be improved for marketability and production. The role of an industrial designer is to create and execute design solutions towards problems of form, usability, physical ergonomics, marketing, brand development and sales.

The term “industrial design” is often attributed to the designer Joseph Claude Sinel in 1919 but the discipline predates that by at least a decade. Its origins lay in the industrialization of consumer products. For instance the Deutscher Werkbund, founded in 1907 and a precursor to the Bauhaus, was a state-sponsored effort to integrate traditional crafts and industrial mass-production techniques, to put Germany on a competitive footing with England and the United States.

Exercise 5. Are the following sentences true or false? Write T or F in the brackets.

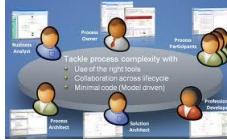
1. () The role of an industrial designer is to sell.
2. () Industrial design is a combination of applied art and applied science.
3. () The Deutscher Werkbund was a state-sponsored effort to integrate traditional crafts and industrial mass-production techniques.
4. () The term “industrial design” is often attributed to the designer Coco Chanel.
5. () Germany can never compete with England and the United States in trade.

Exercise 6. Give definitions to the following terms.

1. Industrial design is
2. The role of an industrial designer is
3. Traditional craft is... .
4. Industrial mass production techniques are
5. Industrialization of consumer products is

Exercise 7. Read and translate the text.

Process of design



Although the process of design may be considered 'creative', many analytical processes also take place. In fact, many industrial designers often use various design methodologies in their creative process. Some of the processes that are commonly used are user research, sketching, comparative product research, model making, prototyping and testing. Product characteristics specified by the industrial designer may include the overall form of the object, the location of details with respect to one another, colors, texture, sounds, and aspects concerning the use of the product ergonomics. Additionally the industrial designer may specify aspects concerning the production process, choice of materials and the way the product is presented to the consumer at the point of sale. The use of industrial designers in a product development process may lead to added values by improved usability, lowered production costs and more appealing products. However, some classic industrial designs are considered as much works of art as works of engineering.

What Does an Industrial Designer Do?

An **industrial designer** is the person who provides the creativity and vision that often take the ideas or concepts of an inventor or engineer and turn it into a marketable product. His job is to analyze an idea and create an item or product that is consumer-friendly and fills a need. The need may be real or one created by clever advertising and promotion.

Industrial designers typically specialize in one product category, such as automobiles, furniture or housewares. They must be imaginative and persistent to communicate their ideas about new product design.

Industrial Designer Job Duties

Industrial designers are responsible for the look of many of the products bought, used and consumed every day. It is the job of an industrial designer to create, plan and style manufactured goods, including automobiles, household products, food packaging, consumer electronics and medical equipment.

On the Job with an Industrial Designer

Industrial designers work with many different specialists, like materials scientists, engineers, marketers and accountants, to create new products. When beginning a project, industrial designers may start with a client meeting in which they advise the product planning team on how existing products can be improved and new ones introduced. They also work with the market research department to assess the product performance characteristics required by consumers and establish visual characteristics that will give the sales team an edge in the marketplace.

Next, the designers may create and sketch several different design ideas and present these options to the client. After the client has decided what ideas are to be pursued, the industrial designers go to work creating computer renderings with CAD programs and graphic design or photo imaging software; they also create 3-dimensional mock-ups to help clients visualize the final results. After the client decides on the final product design, the project moves to the engineering department for the manufacturing process.

Exercise 8. Rename the texts by your own way.

Exercise 9. Begin these sentences.

- 1.... to create new products.
- 2.... painting, sculpture, and architecture.
- 3.... and present these options to the client.
- 4.... the project moves to the engineering department for the manufacturing process.
- 5.... the products bought, used and consumed every day.

Exercise 10. Explain the meanings of the following terms in English:

| | |
|------------|------------------|
| Bauhaus | works of art |
| job skills | applied art |
| profits | boost staff |
| strive | budget-conscious |
| flooring | property |
| usability | housewares |

Exercise 11. Write what knowledge do industrial designers need? What job skills do industrial designers need?

Exercise 12. Read and translate the text.

CUSTOMERS: CUSTOMERS are people who buy products. Imagine that you are the owner of a company selling computers. Anyone entering your shops can be called POTENTIAL CUSTOMER. This is a person who could buy if he/she finds the right product. Anyone that actually buys one of your computers from your shop is a CUSTOMER.

CLIENTS: Imagine you own an advertising company. Your company designs advertising campaigns which may run on TV, Radio and even the internet. A car manufacturing company approaches your advertising company to prepare a series of advertisements to promote a new model of sports car. The car manufacturing company can be regarded as CLIENTS as they are buying a service from you.

Exercise 13. Write the difference between a CUSTOMER and a CLIENT

Exercise 14. Write the difference between a SERVICE INDUSTRY and MANUFACTURING INDUSTRY. Give an example of a service and manufacturing industry to help explain your answer.

Exercise 15. Advertising campaigns are not always successful. Give an example of an advertising campaign that you consider as being successful.

Describe the product / service the campaign was trying to promote / sell. Explain the nature of the advertising campaign (TV Adverts, Internet etc.....)

Explain why you think the advertising campaign was successful

Exercise 16. Make a list of well known companies that sell products and those that sell a service.

Service Industry

Manufacturing Industry

Exercise 17. Read and translate the text.

Interior design is a different discipline to interior architecture and to interior decoration, but there are some overlaps. It makes use of more analytical and user-research skills than interior decoration, but uses a decorator's knowledge of colour, lighting and materials to finish a space. Architects will focus on the technical aspect of designing an interior but an interior designer's creative skills will help them develop architectural elements that enable a client to better use the space.

What is interior design?



Interior design isn't just home decoration. It is concerned with creating functional and beautiful to look at interior spaces in all sorts of places including houses, public buildings and commercial properties such as shops, restaurants, leisure venues and offices. Interior design can also be applied to temporary environments, whether that's pop-up shops that are in existence for just a few months at a time, or show homes and exhibition stands that may simply last days. Anything that has an interior can be designed, redesigned or refurbished.

The imaginative and efficient use of, colour, pattern, texture, light and space is central to an interior designer's practice. Most interior designers concern themselves with all aspects of the design of a space from choosing colour schemes through to selecting interior finishes such as wall coverings, flooring, furnishings and furniture. Some will also step into architect's territory, shaping the structure of the space itself as well as decorating it.

Why is interior design important?

Good interior design will not only make a space look and function better, it can have a significant impact on mood and wellbeing. The application of uplifting colour schemes, well-designed furnishings and furniture and the thoughtful manipulation of light and space, can all make a real difference to how we feel about and in an environment.

It is also an invaluable asset for businesses. An inspirational office interior, for example, can help to raise the profile of a company and boost staff morale at the same time. And it goes without saying that shops, restaurants and leisure venues that are inviting and stimulating inside will potentially draw in more customers, and therefore increase profits.

In all cases, interior design can be used to reflect status, ambition and taste, this is especially true of residential interior design, and at its most effective should increase the value of a property.

Who does interior design?

A range of design professionals work on interior design projects of all shapes and sizes for both commercial and residential clients. And then there are the homeowners who like to do it themselves.

Exercise 18. Write 10 sentences explaining what causes the success of an interior design.

Exercise 19. Role-Play:

Imagine you are going to do an interior design. Answer the following questions:

- Who will be using the space and what are their various needs/requirements?
- How many people will be using the space?
- How long will the space be used for? Days? Months? Years?
- What does the client hope to achieve/gain through commissioning the work?
- What's the budget?
- What's the time scale for completion?

Exercise 20. These are the key words connected with the notion discussed here. Match these words with the appropriate definitions.

| | |
|----------------|---|
| a) comparative | 1. a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something. |
| b) flooring | 2. make or become better and develop or increase in mental capacity by education or experience. |
| c) redesigned | 3. the publicizing of a product, organization, or venture so as to increase sales or public awareness. |
| d) promotion | 4. design (something) again or in a different way. |
| e) property | 5. measured or judged by estimating the similarity or dissimilarity between one thing and another; relative. |
| f) improved | 6. the boards or other material of which a floor is made. |
| g) profit | 7. something of value, either tangible, such as land, or intangible, such as patents, copyrights, etc. |

Exercise 21. Are the following sentences true or false? Write T or F in the brackets.

1. () Good interior design will make a space look and function better.
2. () Through industrial design we communicate with other people, define ourselves in social groups, and thus mark out our individual place in society.
3. () Industrial designers work with many different specialists, like materials scientists, engineers, marketers and accountants.
4. () When beginning a project, industrial designers can not start with a client meeting.
5. () Architects and designers have the same duties and responsibilities.
6. () Interior design is just about home decoration.

Exercise 22. Translate into English using active vocabulary.

- a) Промисловий дизайн – це прекрасна можливість створити унікальний і виразний товар.
- b) Промисловий дизайн - це розробка зовнішнього вигляду предмета і його конструкції з елементами ергономіки.
- c) Дизайн оснований на особливому творчому методі компоновання, метою якого є досягнення якісного ефекту.
- d) Терміни «промислове мистецтво» і «дизайн» є рівнозначними, а тому обидва є повноправними.
- e) Технічна естетика – це поняття ширше від „дизайну”, бо включає не лише проектування, конструювання речей, а й охоплює весь процес промислово-технічного виробництва.

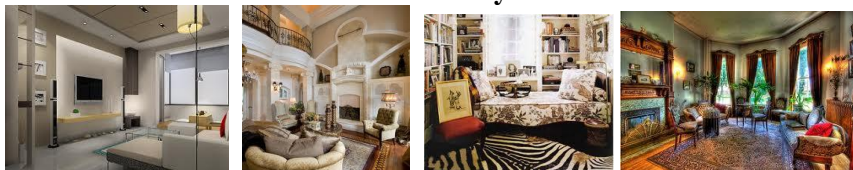
Exercise 23. Role-Play: Are you familiar with "design professions"?
Here are some jobs – identify duties and responsibilities for everyone:

| Professions | Duties and responsibilities |
|-------------------------------|------------------------------------|
| Interior architect | |
| Interior stylist or decorator | |
| Architect | |

Exercise 24. Choose the most suitable word to complete each sentence:

- 1) element; 2) architecture; 3) homeowners; 4) interior; 5) material;
6) interior; 7) profession; 8) context; 9) decoration; 10) consistent

Interior Styles



A style, or theme, is a 1) _____ idea used throughout a room to create a feeling of completeness. Styles are not to be confused with design concepts, or the higher-level party, which involve a deeper understanding of the architectural 2) _____, the socio-cultural and the programmatic requirements of the client. These themes often follow period styles. Examples of this are Louis XV, Louis XVI, Victorian, Islamic, Feng Shui, International, Mid-Century Modern, Minimalist, English Georgian, Gothic, Indian Mughal, Art Deco, and many more. The evolution of interior 3) _____ themes has now grown to include themes not necessarily consistent with a specific period style allowing the mixing of pieces from different periods. Each 4) _____ should contribute to form, function, or both and maintain a consistent standard of quality and combine to create the desired design. A designer develops a home 5) _____ and interior design for a customer that has a style and theme that the prospective owner likes and mentally connects to. For the last 10 years, decorators, designers, architects and 6) _____ have been re-discovering the unique furniture that was developed post-war of the 1950s and the 1960s from new 7) _____ that were developed for military applications. Some of the trendsetters include Charles and Ray Eames, Knoll and Interior design is a multi-faceted 8) _____ in which creative and technical solutions are applied within a structure to achieve a built 9) _____ environment. These solutions are functional, enhance the quality of life and culture of the occupants, and are aesthetically attractive. Designs are created in response to and 10) _____ with code and regulatory requirements, and encourage the principles of environmental sustainability.

Exercise 25. Translate into Ukrainian.

A range of design professionals, boost staff, property, residential clients, customer, owner, occupants, decorators.

Exercise 26. Taking into account the information about the different Interior Styles of design point out the assignment every of style.

| Styles | Peculiarities |
|---------------|----------------------|
| Victorian | |
| International | |
| Modern | |
| Art Deco | |
| Gothic | |

Exercise 27. Read and translate the text.

Different Types of Interior Design

There are several types of interior design, including, but not limited to residential, commercial, accessible design and green design. These types can be defined by what is being designed or by the designer's personal approach, focus or interests. Choosing a designer who works with the type of design you prefer can help you build a positive relationship and create a space that meets not only your needs, but your hopes as well. Moreover, working with the right type of designer for your space can help you stay within budget.

Residential



Residential interior design is focused on living spaces. These designers work to create livable and comfortable apartments, houses or rooms. Concerns such as storage, family life and functionality should all come into play when working with a residential designer. Fabrics, materials and finishes should be chosen to fit into your lifestyle.

Commercial



Commercial interior design is focused on business spaces, including offices, lobbies and restaurants. Flow of traffic, integration of business equipment, and customer comfort should all be taken into account by a commercial interior designer. Commercial designers are also more comfortable handling larger scale spaces and creating a unified appearance in multiple commercial spaces.

Green and Environmental Design



Some designers have chosen to focus on environmentally friendly design and materials. This type of design can be residential or commercial, and some designers are comfortable working with both types of design. Some green designers can assist you in sourcing resources for eco-friendly lighting, plumbing options and air filtration. If an environmentally friendly space is your priority, this is the type of design best suited to your needs.

Accessibility



Some interior designers have chosen to focus on creating spaces that can be used and enjoyed by people with varying abilities and needs. Concerns for this type of interior design include kitchen or bath functionality, allowing ample access for wheelchairs and mobility devices and making spaces work for everyone in a family or workplace.

Budget



Some designers focus specifically on creating low cost spaces. This type of design might even strive to use what you already own to rework your home or office without substantial costs. Consider a budget-conscious designer if you are looking for a consultation instead of full service design, if you prefer a do it yourself approach or simply need to keep your costs well in check.

Exercise 28. *Fill in the chart defining the meanings of all words.*

| Word | Similar meanings |
|------|---|
| | 1. plotter / schemer |
| | 2. amount of money / sum |
| | 3. territory for living / accommodation |
| | 4. buyer / purchaser |
| | 5. place for cooking |

Exercise 29. *Study the types of interior design, comment on their classification.*

Exercise 30. Role-play: *“The design of future”.*

The world is changing, and many people feel that industrial design will have to change too. Make a list of the products which may be different in response to these changes in the year 2025. Use these ideas to write a letter from future.

Grammar Practice

Like+ing / infinitive usage

Exercise 31. *Use like+ing or not like + ing with the verbs in brackets.*

1. I (*listen*) don't like listening to classical music because I think it's boring.
2. My sister (*sing*) _____ in the bathroom because it makes her happy.
3. My brother (*play*) _____ with his dog because he loves his dog a lot.
4. My sister and my brother (*do*) _____ homework because they think it's nonsense.
5. My father (*drive*) _____ his car fast because he thinks it's very dangerous.
6. Children (*watch*) _____ funny films because they make them happy.
7. My sister (*watch*) _____ football games because she thinks football is not interesting.
8. My brother (*go*) _____ to school by bus because they are always crowded.

Exercise 32. Write true sentences using like/ enjoy/ hate/ not mind with a verb+ing.

1. My father _____ cigarettes.
2. My mother _____ dinner in a restaurant.
3. I _____ with you in the same room.
4. We _____ TV on Sundays.
5. I _____ my bicycle in the country.
6. My friends _____ fast-food.
7. The teacher _____ in a noisy class.
8. I _____ at the bus stop.
9. My mother _____ football matches.

Exercise 33. Complete the following sentences with your own words, using a gerund after the preposition.

1. I succeeded in _____ .
2. The English teacher began the lesson by _____ .
3. You should read the questions carefully before _____ .
4. I can't slice the bread without _____ .
5. The student apologized for _____ .
6. We are sorry for _____ .
7. I am not used to _____ .
8. Is she clever at _____ ?
9. The old woman thanked me for _____ .

10. Do you ever go to bed without _____ ?

Exercise 34. Put the following sentences into the passive, using an infinitive construction where possible.

1. We added up the money and found that it was correct.
2. I'm employing a man to tile the bathroom.
3. Someone seems to have made a terrible mistake.
4. It is your duty to make tea at eleven o'clock. (Use suppose.)
5. People know that he is armed.
6. Someone saw him pick up the gun.
7. We know that you were in town on the night of the crime.
8. We believe that he has special knowledge which may be useful to the police. (one passive)
9. You needn't have done this.
10. It's a little too loose; you had better ask your tailor to take it in. (one passive)

Exercise 35. Fill in the blanks using the infinitive form of the verbs in the list: listen, watch, buy, laugh, get, hear, carry, lend, know, go, see.

1. It was a funny story. It made everyone _____.
2. I'd rather _____ TV than _____ to the radio.
3. Did you decide _____ to Paris for you holiday?
4. My father promised _____ a bike for my birthday.
5. I hope _____ a letter from Mary this week.
6. The old woman wanted the boy _____ her suitcase.
7. I think you'll be surprised _____ the news.
8. When I learn this address, I'll let you _____.
9. You have got a temperature. You had better _____ the doctor.
10. I refused _____ him any money because he never pays it back.

Exercise 36. Rewrite these sentences using the infinitive.

Example: Playing tennis is fun. = It is fun to play tennis.

1. Traveling by train can be boring. – It's _____
2. Repairing this car is not easy. – It _____
3. Refusing invitations is not always easy. – _____
4. Renting a limousine is expensive. – _____
5. Learning a language takes a long time. – _____

Exercise 37. Rewrite these sentences using *too* or *enough*.

Example: a) *It's very cold. I can't play outside.*

It's too cold (for me) to play outside.

b) *It's warm. We can play outside.*

It's warm enough to play outside.

1. Mr Adams is very old. He can't do this work. _____

2. I'm very busy. I can't do it now. _____
3. He is tall. He can paint the ceiling. _____
4. This problem is easy. Everybody can solve it. _____

5. He is very excited. He can't talk. _____
6. She is very fat. She can't buy ready-made clothes. _____

7. He is clever. He can understand what you say. _____

Exercise 38. Complete the sentences.

1. My father has enough money _____
2. My mother isn't strong enough _____
3. Today the weather is warm enough _____
4. This chair isn't comfortable enough _____
5. That problem isn't easy enough _____

Exercise 39. Combine the following sentences using **adjective+enough+infinitive** or **enough+noun+infinitive**.

1. He didn't have much time. He couldn't finish his homework.
He didn't have _____
2. She is clever. She can answer your questions.
She is _____
3. The boy doesn't earn much money. He can't live in a big city.
The boy doesn't _____
4. There isn't much sugar in my tea. I can't drink it.
There isn't _____
5. I'm not rich. I can't buy a Rolls Royce.

Brainstorming Test

Exercise 40. Choose the best answer to each question.

1. Which wardrobe style best reflects the real you?
 - A. Casual, informal, relaxed.
 - B. Trendy, sophisticated, sleek.
 - C. Classic, formal, elegant.
2. Which would be your ideal way to entertain?
 - A. A barbecue with friends.
 - B. A cocktail party with fine wine, trendy drinks and hors d' oeuvres.
 - C. An elegant multi-course dinner party.
3. Which piece of furniture matches your taste the best?
 - A. An overstuffed reclining chair.
 - B. A white leather sectional sofa.
 - C. A wing chair.
4. Which type of book or magazine are you likely to pick up first at a bookstore?
 - A. Cooking and recipes.
 - B. The latest in architectural design.
 - C. History and fine antiques.
5. Which fabric pattern would you choose if you could only select one?
 - A. Neutral color with subtle geometric pattern.
 - B. Solid color woven design.
 - C. Floral print design.
6. Which piece of art would be your favorite?
 - A. A display of collectible clown figurines.
 - B. An African masks.
 - C. An oil painting of classical music instruments.
7. Now total up the number of responses for each letter:
 - A. _____
 - B. _____
 - C. _____

If most of your answers to this quiz were "A", your decorating style leans toward **Casual**. You prefer your home to be simple and warm. Your upholstery is soft and round, and fabrics are usually in earthy or neutral colors.

If most of your answers to this quiz were "B", your decorating style leans toward **Contemporary**. You prefer a sleek, sophisticated design with clean lines. Accessories are minimal, but what you have could be described as elegant simplicity. Some may consider your home to be cold and stark.

There may be lots of glass and stainless steel. Your choice in colors may range from black and white to bold and vivid.

If most of your answers to this quiz were "C", your decorating style leans toward **Traditional**. Your furniture and furnishing are comforting and classic. There may be a mix of old world styles such as Queen Anne, 18th Century Chippendale, Hepplewhite, and Sheraton. Your colors are typically soft and you are undoubtedly a lover of antiques.

If your answers to this quiz were a good mix of two or all three letters, your decorating style is **Eclectic**.

Exercise 41. Are the following sentences true or false? Write T or F in the brackets.

1. The role of an industrial designer is to create and execute design solutions towards problems of form, usability, physical ergonomics, marketing, brand development and sales. (...)
2. The use of industrial designers in a product development process may reduce production costs and appealing products. (...)
3. Good interior design will not only make a space look and function better, it can have a significant impact on mood and wellbeing. (...)
4. The terms "style" and "design" have different meanings. (...)
5. Commercial interior design is focused on business spaces, including offices, lobbies and restaurants. (...)

Exercise 42. Make a presentation about industrial designer's job.

Exercise 43. Make a presentation about types of interior design.

Exercise 44. Make a presentation about interior styles.

Exercise 45. Make a presentation about your favourite style.

Exercise 46. Write all new words and word combinations which you have learned from unit six.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Exercise 47. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about industrial design using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 48. Read the text about industrial design (pp. 239-240) and answer the following questions:

1. Why industrial design should be protected?
2. How can industrial design be protected?
3. What cannot be protected by industrial design rights?
4. What rights are conferred by industrial design protection?
5. How extensive is industrial design protection?

Exercise 49. Give your own titles to the texts.

Exercise 50. Write out all new words and word combinations which you have learned from supplementary reading texts.

Unit Seven: Design of Modern Airports



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind when you hear the phrase “Design of Modern Airports”?
- b) What rules for passengers in airport do you know?

| | | |
|-----------------------|-----------------------|-------------|
| terminal | take off | evolve |
| cargo | hangar | safety |
| control tower taxiway | customs control apron | air traffic |
| terminal | observation stands | pier |
| flight attendant | seat belt | check-in |
| terminal | take off | x-ray |

Exercise 2. Make sure you know the pronunciation and the meaning of the given words and word-combinations.

Exercise 3. Supply synonyms and antonyms for at least 5 words from the word list. Get ready to provide Ukrainian equivalents.

Exercise 4. Translate the following quotations, choose that are nearest to your own opinion and comment upon them.

1. The airport runway is the most important main street in any town.

Norm Crabtree

2. I did not fully understand the dread term 'terminal illness' until I saw Heathrow for myself.

Dennis Potter

3. Go through your phone book, call people and ask them to drive you to the airport. The ones who will drive you are your true friends. The rest aren't bad people; they're just acquaintances.

Jay Leno

Exercise 5. Read and translate the text.

The History of Airport Design

The earliest airports were really not airports at all. Rather, they provided a way for spectators to watch the air shows that became so popular early in the 20th century. The "aerodrome" consisted of a grassy area where planes could take off and land, hangars for servicing and storing planes, and observation stands. The field near Reims, France, where one of the earliest air meets took place in 1909, illustrates this type of facility. Some of these airfields also housed the earliest airplane factories.

In Europe during World War I, military requirements led to the construction of airfields, but there were few provisions for passengers, since, for the most part, there were none. After the war ended, commercial airlines began to share the military airfields and either built new facilities for passengers and passport and customs control or converted existing hangars to those uses.

One of the airports was at Croyden, which opened in 1920 eleven miles from London at a site that had been used by the Royal Air Force and the National Aircraft Factory. Croyden served as the new "air port" of London, as well as the "customs port" of the country. Its two-story administration building, built in 1926-1928, was the largest terminal of its time. Croyden also had the first control tower, which the Air Ministry compared to the "bridge" on a battleship and the "traffic office" of a railway.

In 1922 at Konigsburg, Germany built the first permanent airport and terminal especially for commercial aviation. This airport united airport functions in a single building, unlike Le Bourget, which had spread them among several buildings.

The next year, Tempelhof airport was built in Berlin. Tempelhof, as well as other airports of the era, had a continuous paved surface, or "apron," in front of the terminal and lights, permitting night flying. Tempelhof's terminal was curved, which although adopted because of a nearby cemetery fence rather than any functional reason, became a model for other airports.

In the United States, two types of passenger terminals developed during the late 1920s. The "depot hangar," or "lean-to hangar," combined a waiting room, offices, and a hangar in a single building. Newark, New Jersey; Chicago; Wichita, Kansas; and Los Angeles built terminals like this. "Simple terminals," like the one built by Pan American Airways in Miami, were buildings for passengers only.

From 1928, American airports built paved takeoff and landing strips, which could support the new heavier planes. European airports began constructing these strips from the mid-1930s as its air traffic grew. About this time, too, airport designers, learning from their mistake of building airports with no room for growth, began constructing wedge-shaped buildings situated so that expansion could take place as air traffic grew.

After World War II, new airports were built in what was called a "connection" or transport design, with planes parked on the tarmac, and passengers walking out to them. As larger planes parked farther from the terminal, shuttle buses or mobile lounges began transporting the passengers to the planes.

While terminal design reduced the distance between airside and landside, the rise of terrorism in the 1970s increased airports' safety and security requirements. Airports intentionally added "bottlenecks" to divide "secure" regions following passport inspection and searches from "open" areas where passengers bought tickets and checked their luggage. Arrival and departure areas, which had been as close to the airplanes as possible, became centrally located, resulting in longer walks for passengers (although many airports added moving sidewalks).

In turn, airports added design details to make the airport more pleasant and attractive. Concourses, like in the terminals at Britain's Stansted and Japan's Kansai International airports, both built in the late 1980s and early 1990s, are large, open places with visible steel trusses or concrete ribs. Bright light filters in through transparent walls, and the roof (or ceiling from the inside) has become another facade. The expanded and renovated Ronald Reagan Washington National Airport and Denver's new international airport, also illustrate this design.

As the new century begins, and air travel has become ever more stressful, airport design teams have been attempting to use light and space to minimize the disruptions that travelers experience. Architect Koos Bosma calls it a "journey to the light." Though airports continue to use all the airport designs of the past century to some extent, designers strive to create modern environments emotionally and symbolically pleasing to the traveler while also meeting institutional requirements for safety and security.

Exercise 6. Are the following sentences true or false?

1. (...) The earliest "aerodrome" consisted of a grassy area, take off and land, hangars for servicing and storing planes, and observation stands.

2. (..) After the war ended, commercial airlines did not begin to share the military airfields.
3. (..) Croyden was the earliest airports, which opened in 1920.
4. (..) Tempelhof had not an "apron," in front of the terminal.
5. (..) The "depot hangar," combined a waiting room, offices, and a hangar in a single building.
6. (..) Shuttle buses or mobile lounges began transporting the passengers to the planes in 1920s.
7. (..) The rise of terrorism in the 1970s had no influence on airports' safety and security requirements.
8. (..) Airports added design details to make the airport more pleasant and attractive.
9. (..) Designers do not strive to create modern airports' environments.
10. (..) The earliest airport's design has similarity with a modern airport's design.

Exercise 7. Read and translate the text.

Airport

Airport is a place where airplanes and other aircraft land and take off. Big-city airports are busy, exciting places. Overhead, planes circle the field, waiting their turn to land. On the ground, one plane after another takes off. Large airports have passenger terminals, hangars, and cargo terminals for major airlines. Automobiles, buses, and taxis pull up to the passenger terminal to pick up or drop off travelers. Thousands of people jam the terminal area. Most of them are travelers. Some are airport and airline employees. Others go to airports to greet athletes, politicians, and other celebrities and to meet friends and relatives arriving for a visit.

The largest airports resemble small cities. They have many shops, hotels, restaurants, and movie theatres, as well as their own police force, fire department, medical facilities, and sewage treatment plant. Many of these services and facilities are needed to handle the day-to-day traffic at ant airport. These services become especially important when flight delays occur or emergencies arise.

Airports differ from other transportation terminals, such as bus or train stations, in two important ways: (1) they require more land, and (2) they are usually located away from the centers of the cities they serve.

Because airports require so much land, most of them are built on the edge of town. As a result, many airports have poor connections with public transportation. Most bus and train stations, on the other hand, are in town, convenient to public transportation.

In the United States, cities or public corporations own most large airports. Many small airports are privately owned. The Federal Aviation Administration (FAA) licenses aircraft, determines qualifications for pilots, and establishes safety and design standards for airports. The FAA also operates air navigational aids and controls air traffic. The Canadian Ministry of Transport licenses airports and aircraft in Canada. More than 150 countries, including the United States and Canada, belong to the International Civil Aviation Organization (ICAO) of the United Nations. The ICAO establishes standards for its member countries in such areas as airport design and operation and air traffic control.

Exercise 8. Write the answers to the following questions according to the information given in the text "Airport".

1. What is an airport?

2. Why do people go to airport?

3. What is needed to handle the day-to-day traffic at an airport?

4. When do these services become especially important?

5. What do airports differ from other transportation terminals by?

6. What is the function of the Federal Aviation Administration?

7. What can you tell about the ICAO?

Exercise 9. Find the words in the table denoting to:

a) safety,

b) aviation process,

c) airport,

d) that are disputable and can belong to several categories.

Exercise 10. Explain the meanings of the following terms in English.

- | | |
|-----------------|----------------------|
| • cargo | • hangar |
| • gate | • seat belt |
| • taxiway | • air traffic |
| • loading apron | • x-ray |
| • terminal | • observation stands |

Exercise 11. Translate into Ukrainian.

To land, take-off, passenger terminal, airport and airline employees, to pick up, to drop off, resemble, the day-to-day traffic, public transportation, air navigational aids.

Exercise 12. These are the key words connected with the notion discussed here. Match these words with the appropriate definitions.

| | |
|--------------------------|---|
| Terminal | 1) is an airport that serves planes of scheduled airlines. Air carrier airports may also serve other types of aircraft, such as business, charter, or private planes. |
| General aviation traffic | 2) is all freight, except baggage, carried by airplane. |
| General aviation airport | 3) means that airport is closed to air traffic because bad weather. |
| Gate | 4) is a glass-enclosed booth equipped with radar, radio, lights, and other navigation aids for directing aircraft movements on the ground and in the air. |
| Control tower | 5) is the entryway passengers use when boarding or leaving planes. |
| Closed in | 6) is an airport that does not serve scheduled airline planes. General aviation airports serve mostly air taxis and business, charter, and private planes. |
| Cargo | 7) is all air traffic except scheduled airline flights. |
| Taxiway | 3. is the paved area around the terminal where aircraft are serviced, passengers board and leave planes, and baggage and cargo are loaded and unloaded. |
| Loading apron | 4. is paved lane aircraft use to move between the apron, hangars, and runways. |
| Air carrier airport | 5. is the main airport building for passengers' services. It also houses offices of airline employees and the airport management staff. |

Exercise 13. Begin these sentences.

1. ... is a place where airplanes land and take off.
2. ... resemble small cities.
3. ... differ from other transportation terminals.
4. ... licenses aircraft, determines for pilots.
5. ... establishes standards for its member countries.

Exercise 14. Read and translate the text.

Types of airports

Airports differ in size and layout depending on their function and the types of aircraft that use them. There are three major types of airports: military airports, general aviation airports, and commercial airports. Military airports have one or two paved runways, generally 3,000 to 4,600 m (10,000 to 15,000 ft) long. These airports are used only by military aircraft.

General aviation airports, which cater to small civilian aircraft, are smaller than commercial airports. They are often found in rural areas or in small towns. General aviation airports have one or two runways from 900 to 1,500 m (3,000 to 5,000 ft) long. Some runways at general aviation airports are paved, but many are simply grass-covered paths. Facilities vary widely at general aviation airports, depending on the size of the airport.

Commercial airports are used by airlines. These airports may be small or large. Small commercial airports have one or two runways from 1,800 to 2,400 m (6,000 to 8,000 ft) long and can accommodate larger aircraft than general aviation airports can. Large commercial airports serve the world's major cities. They usually have pairs of parallel runways from 3,000 to 3,700 m (10,000 to 12,000 ft) in length. Airports approved as destinations for flights from other countries are known as international airports.

Exercise 15. Give definitions to the following terms.

1. The passenger terminal is
2. A cargo terminal is
3. A hangar is
4. The airport is

Exercise 16. Read and translate the text.

The Passenger Terminal

Passengers begin and end their flights at the passenger terminal. Airports may have one or more terminal building. At the various airlines'

ticket counters, departing passenger purchase tickets or have their tickets checked. They also have their baggage checked. Loudspeakers, television screens and lighted boards announce flight arrivals and departures. Waiting rooms provide seats for travelers and their friends. Passenger's boards and leave aircraft from terminal locations called gates. At most large airports, a covered walkway called an air bridge connects the gate with the aircraft during boarding. Arriving passengers pick up their luggage at a baggage claim area in the passenger terminal.

Many of the activities in the passenger terminal go on behind the scenes. Most large air carrier airports in the United States have a National Weather Service station. It gives airlines general information on weather conditions throughout the country as well as around the world. The station also supplies weather information to pilots who do not fly airline planes. Most airlines also maintain their own weather bureaus to check weather conditions for specific flights. Each airline has a briefing room, where pilots receive flight information. The briefing room includes a dispatch office, which handles communications with the airline's ticket counter and with its airplanes, both on the ground and in flight. The airport manager, who oversees the operation of the airport, may also have an office in the terminal building.

Exercise 17. Translate into Ukrainian.

Walkway; air bridge; dispatch office; briefing room; loudspeaker; television screen; to board; waiting room.

Exercise 18. Give English equivalents for the following word combinations and use them in sentences of your own.

- політ _____
- пасажери, які приїжджають _____
- пасажери, які від'їжджають _____
- подорожуючі _____
- багаж _____
- авіакомпанія _____
- територія видачі багажу _____
- залишати літак _____
- каса _____
- пасажирський аеровокзал _____

Exercise 19. Fill in the gaps with the following words.

(air bridge; waiting rooms; passenger terminal; baggage claim area; departing passengers; travelers; arriving passengers)

1. Passengers begin and end their flight at the _____.
2. At the various airlines' ticket counters, _____ purchase tickets or have their tickets checked.
3. _____ provide seats for _____ and their friends.
4. At most large airports, a covered walkway called an _____ connects the gate with the aircraft during boarding.
5. _____ pick up their luggage at a _____ in the passenger terminal.

Exercise 20. Give definitions to the following terms.

Model: A briefing room is a place, where pilots receive flight information.

1. A waiting room is
2. The passenger terminal is
3. Air bridge is
4. Arriving passengers are
5. Departing passengers are

Exercise 21. Translate the following sentences into English using active vocabulary.

1. Пасажири розпочинають політ з аеровокзалу.
2. В квитковій касі ви можете купити квиток.
3. Гучномовці та телевізійні екрани повідомляють про рейси.
4. Пасажири, які прибули, забирають свій багаж у місці видання багажу.
5. Національна метеорологічна станція надає авілініям інформацію про погодні умови в країні та по всьому світі.
6. Пілоти отримують інформацію про рейс в приміщенні для передполітного інструктажу.
7. Менеджер аеропорту спостерігає за діяльністю аеропорту.

Exercise 22. Write the answers to the following questions.

1. Where do passengers begin and end their flights?

2. Where do departing passengers purchase and check their tickets?

3. What announces flight arrivals and departures?

4. Where do passengers board and leave aircraft from?

5. What does an air bridge connect?

6. Where do arriving passengers pick up their baggage?

7. What is briefing room?

8. What does the dispatch office handle?

9. What airports are named after famous people?

Exercise 23. Read and translate the text.

Airport Terminal Design

Early airport terminals opened directly onto the tarmac: passengers would walk or take a bus to their aircraft. This design is still common among smaller airports, and even many larger airports have "bus gates" to accommodate aircraft beyond the main terminal.

A pier design uses a long, narrow building with aircraft parked on both sides. One end connects to a ticketing and baggage claim area. Piers offer high aircraft capacity and simplicity of design, but often result in a long distance from the check-in counter to the gate (up to half a mile in the case of Kansai International Airport). Most large international airports have piers, including Chicago's O'Hare International Airport, Frankfurt International Airport, London Heathrow Airport, Amsterdam, Schiphol airport and Miami International Airport.



Entrance to gates at Asheville Regional Airport

A satellite terminal is a building detached from other airport buildings, so that aircraft can park around its entire circumference. The first airport to use a satellite terminal was London Gatwick Airport. It used an underground pedestrian tunnel to connect the satellite to the main terminal.

The first airport to use an automatic people mover to connect the main terminal with a satellite was Tampa International Airport, which is the standard today. Paris's Charles de Gaulle International Airport (Terminal 1) and London Gatwick Airport (South Terminal) both have circular satellite terminals. Orlando International Airport and Pittsburgh International Airport have multipier satellite terminals. Denver International Airport, Cincinnati/Northern Kentucky International Airport, and Hartsfield-Jackson Atlanta International Airport have linear satellite terminals connected by central underground passages. Kuala Lumpur International Airport has a cross-shaped satellite terminal which is being used for international flights.

Some airports use a semicircular terminal, with aircraft parked on one side and cars on the other. This design results in long walks for connecting passengers, but greatly reduces travel times between check-in and the aircraft. Airports designed around this model include Charles de Gaulle International Airport (terminal 2), Dallas/Fort Worth International Airport, and Sapporo's New Chitose Airport.

One rarer terminal design is the mobile lounge, where passengers are transported from the gate to their aircraft in a large vehicle which docks directly to the terminal and the aircraft. Washington Dulles International Airport and Mirabel International Airport have both used this design.

Exercise 24. Underline the most suitable words:

- a) Karin and Ken were going to Atlanta. They called the *airport / shuttle* from Karin's house. Because the driver was late, they got a little bit worried.
- b) When they finally got to the *airport / e-ticket*,
- c) Karin ran inside the *boarding pass / terminal*.
- d) She and Ken were taking separate *flights / baggage*.
- e) Because she had gotten an *baggage / e-ticket*, she didn't need to get a *boarding pass / X-ray machine*.
- f) Since she only had a carry-on bag, she didn't need to check any *baggage / shuttle*.
- g) She got through the line at the *gate / X-ray machine*, and went directly to *baggage / the gate*.
- h) She was just in time to catch her *flight / airport*.

Exercise 25. Combine all sentences from exercise 24 to get a story. Retell it.

Exercise 26. Read and translate the text.

Hangars

Hangars are building in which aircraft are stored and repaired. Most airlines have their own hangars. Some hangars can hold several large jets at one time. Most airports locate hangars far enough from the terminal building to avoid interference with aircraft traffic on the ground.

Some airline employees work in the hangars. There, mechanics repair planes and stock-room employees keep records of spare parts needed for repairs.

Exercise 27. Answer the following questions.

1. What is a hangar?
2. Where are aircraft stored and repaired?
3. What can some hangars hold?
4. Where do most airports locate hangars?
5. Who works in hangars?
6. What do mechanics and stock-room employees do in the hangar?

Exercise 28. Translate the following sentences into English using active vocabulary.

1. Більшість аеропортів розташовують ангари достатньо далеко від аеровокзалу.
2. Деякі робітники авіакомпанії працюють в ангарах.
3. Ангар – це будівля, в якій літаки зберігаються та ремонтуються.
4. Більшість аеропортів мають власні ангари.
5. Деякі ангари можуть вміщувати декілька великих реактивних літаків одразу.

Exercise 29. Are the following sentences true or false? Write T or F in the brackets.

1. (..) Some hangars can hold several large jets at one time.
2. (..) Most airports cannot have their own hangars.
3. (..) Hangars are buildings in which aircraft land.
4. (..) Most airports located near the terminal building to avoid interference with the aircraft traffic on the ground.
5. (..) Airline employees can't work in the hangars.

Exercise 30. Read and translate the text.

The Control Tower

The control tower is the airport's nerve center. In the tower, air traffic controllers use radar, radio, signal lights, and other equipment to direct air traffic near the airport as well as movements of major airports may handle almost 190 landings and take-offs an hour during peak periods.

Many airports have control towers on top of the terminal. Large windows enclose the tower and give the controllers a clear view of the airport grounds and of landings and take-offs. Some airports have a separate control tower building.

Exercise 31. Pick up Ukrainian equivalents to the following English terms.

| | |
|---------------------------|-----------------------------|
| radar | обслуговувати |
| control tower | радіо |
| signal lights | керувати повітряним рухом |
| radio | диспетчерський пункт (вежа) |
| to direct the air traffic | радар |
| to handle | сигнальні вогні |

Exercise 32. Translate the following sentences into English using active vocabulary.

1. Диспетчерські пункти деяких аеропортів можуть обслуговувати майже 190 приземлень та злетів на годину у часи пік.
2. Деякі аеропорти мають окрему будівлю диспетчерського пункту.
3. Контрольно-диспетчерський пункт – це нервовий центр аеропорту.
4. Диспетчери служби управління повітряним рухом використовують радари, радіо, сигнальні вогні та інше обладнання для того, щоб керувати повітряним рухом в межах аеропорту.

Exercise 33. Read and translate the text.

Top Famous Airports

Airports are one of the most important locations on a map. Airports are the base station for the fastest means of international transport. Modern day aircrafts are the fastest means of travel via air and airport directs this air travel. Present day airports are cities within themselves, and tourists prefer to have a longer stay before flights. Here are some of the world's famous airports:

Cape Town Airport



Cape Town International Airport is South Africa's second-biggest airport. It is an important entry for tourists who love to visit the well-liked Western Cape annually. It is located about 25 km east of central Cape Town.

Previously it was named as the DF Malan Airport, but in mid 1990s name was changed to Cape Town International Airport. Each year thousands of passengers use it and are now in 2010 too, because of the FIFA World Cup being hosted by South Africa.

Numerous airport awards have been granted to this particular airport for example Skytrax 'Best Airport in Africa' award and the World Travel 'Leading Airport in Africa' award. Some of its special features include banks, currency exchange services, numerous dining outlets, around 30 retailers, and executive lounges, OSCA health care surgery, baby changing facilities etc.

Tokyo Haneda Airport



Tokyo Haneda airport is the biggest and the busiest airport in Japan, located 14 km south of Tokyo Station. Around 300 flights come and go on daily basis, among them more than half of them are domestic.

Haneda was initially the main airport for the Tokyo; but Narita International Airport has shared the business. Haneda deals with majority of local flights, while Narita deals nearly all the international flights.

This Airport has a special VIP terminal, with two parking lots for private aircraft. The special terminal is used by foreign officials visiting Japan, government officials, and Air Force of Japan. Haneda airport is liked by foreign visitors.

Dubai International Airport



Dubai International Airport is an international airport of Dubai, which is the largest city of UAE and a major aviation hub in the Middle East. This airport is located in the Al Garhoud district, 4 km southeast of Dubai.

It is run by the Department of Civil Aviation and is the home base to Emirates and Emirates Sky Cargo airlines.

Emirates are the leading airlines in the Middle East and Africa taking care of 60% of all travelers around the world, and account for 38% of all plane movements at the airport.

It is the 15th busiest airport in the world, trafficking 40.9 million passengers in 2009. The airport comprises of four terminals, three concourses, a VIP Pavilion, Dubai Executive Flight Terminal, Cargo Mega Terminal, Flower Centre, two parallel running runways, Dubai duty-free shopping area.

London Heathrow Airport



London Heathrow International Airport is the fourth-busiest international airport in the world taking care of approximately 70 million passengers each year and a main hub for BMI, British Airways and Virgin Atlantic Airways.

It is located 22 km west of central London. The airport is owned and run by BAA limited, who also own and operate five other UK airports. This airport is used by over 90 airlines flying to 170 destinations globally. It serves excellent facilities, including many restaurants, fast food outlets, shops, large duty-free outlets and with two parallel runways running east-west.

Singapore Changi Airport



Singapore Changi Airport is the chief aviation nucleus of Southeast Asia. The airport is about 17.2 kilometers north-east from the commercial centre in Changi.

It is home base to Singapore Airlines, Singapore Airlines Cargo, Valuair, Tiger Airways, SilkAir, Jetstar Asia Airways, and Jett8 Airlines Cargo. In 2009, the airport had handled 37,203,978 passengers, being the 21st most jam-packed airport in the world and the fifth most active in Asia by passenger traffic.

It is also the busiest cargo airport of the world, taking care of 1.66 million tons of cargo in 2009. Around 280 awards are being awarded to this airport.

Exercise 34. Role-Play: “The correct answer”. Select the correct answer to each task:

ANSWERS:

1. Chicago International Airport at O’Hare Field.
 2. Approximately 800,000 takeoffs and landings per year or more than one every minute day and night.
 3. Dallas/Fort Worth Airport in Texas.
 4. Sixty million per year.
 5. 9 runways, 13 terminals and 260 gates.
-
- a). the number of runways, terminals, and gates at the world’s largest airport ;
 - b). per hour or per day, the world’s largest airport;
 - c). the number of take offs and landings possible at the world’s busiest airport;
 - d). the number of passengers using the world’s largest airport per year and per day;
 - e). the world’s busiest airport;

Exercise 35. Monitor famous airports and make comparison characteristic using the table below:

| Airport's name | Location | Capacity |
|---------------------------------------|-----------------|-----------------|
| Cape Town International Airport | | |
| Tokyo Haneda airport | | |
| Dubai International Airport | | |
| London Heathrow International Airport | | |
| Singapore Changi Airport | | |

Exercise 36. Answer the following questions.

1. What do passengers do when they get on an airplane?
2. What do passengers do when they get off an airplane?
3. What do passengers check on the flight information monitors displayed in the airports, especially if there have been some schedule changes?

Exercise 37. Choose the most suitable word or phrase to complete each sentence:

- 1) landing; 2) zone; 3) hand luggage; 4) seat; 5) baggage; 6) airport; 7) safety; 8) lounge; 9) detector; 10) seat belt; 11) customs declaration; 12) plane; 13) flight;

A/An _____ can land, take off, arrive, or depart.

One can fasten, unfasten, adjust, or tighten _____.

One can collect or claim their _____.

One can be offered a window or aisle _____.

One can put, place, or stow their _____ in the overhead compartment.

There is a time or no-fly _____.

A/An _____ can be delayed, connecting, or direct.

1. One can arrive at, land at, meet at, or stop at the _____.
2. There is a departure, airport, arrival or guest _____.
3. There is a metal, smoke, or motion _____.
4. One can sign, fill out, or complete a/an _____.
5. It can be a/an _____ measure, precaution, or feature.
6. It can be a smooth, emergency, or forced _____.

Grammar Practice

General grammar review:

Exercise 38. The following information is grammatically incorrect. Make it correct and explain what you think is wrong with these sentences.

How do you know if your flight is cancelled?



- Flight schedules and cancellations is posted on bulletins in the airport.
- Be sure check the schedules.
- Some flights are on time and others is late.

What is a boarding pass?



- A boarding pass are a paper that has information about your flight.
- This boarding pass are for Gate 22 and Seat 5B.

What is the check-in area?



- The check-in area are where travelers check-in their luggage.
- They also let the workers know that they is there.

How this area is called?



- This is the waiting area.
- It is where travelers wait until they are called to board the plane.

Why is the luggage on the cart?



- The luggage are going to be put on the plane.

What is this area of the plane called?



- It are the cockpit.
- The pilot and co-pilot work in the cockpit.
- There is many instrument gauges in the cockpit.

Exercise 39. Use verbs in proper form.

1. On the ground, one plane after another ... (to take off).
2. Most of them ... (to be) travelers.
3. They ... (to require) more land.
4. Many airports ... (to have) poor connections with public transportation.
5. The FAA also ... (to operate) air navigational aids and ... (to control) air traffic.
6. Airports ... (to differ) from other transportation terminals.
7. Planes ... (to circle) the field.
8. The largest airports ... (to resemble) small cities.
9. More than 150 countries ... (to belong) to the ICAO.

Exercise 40. Put verbs into correct form and tell what tense is used in these sentences.

1. The station also ... (to supply) weather information to pilots who ... (not fly) airplane planes.
2. The briefing room ... (to include) a dispatch office.
3. Loudspeakers, television screens and lighted boards announce flight arrivals and departures.
4. They also ... (to have) their baggage checked.
5. Waiting rooms ... (to provide) seats for travelers and their friends.
6. It ... (to give) airlines general information on weather conditions throughout the country as well as around the world.
7. The airport manager ... (to oversee) the operation of the airport.

Exercise 41. Fill in the prepositions (for, to, in, from, with, at, of).

1. Passengers board and leave aircraft ... terminal locations called gates.
2. ... most large airports, a covered walkway called an air bridge connects the gate ... the aircraft during boarding.
3. Many other ... activities ... the passenger terminal go on behind the scenes.
4. The station also supplies weather information ... pilots who do not fly airline planes.
5. The airport manager may also have an office ... the terminal building.
6. Most airlines also maintain their own weather bureaus to check weather conditions ... specific flights.
7. Passengers begin and end their flights ... the passenger terminal.

Exercise 42. Put these sentences into Passive.

1. Most airlines have their own hangars.
2. Some airline employees work in the hangars.
3. Most airports locate hangars far enough from the terminal building.
4. Mechanics repair planes.
5. Some hangars hold several large jets at one time.

Brainstorming Test

Exercise 43. Make a presentation about colors.

1. Which color most likely represents the aviation?
2. Which color most likely represents the terminal?
3. Which color most likely represents the airport?

Exercise 44. Choose the most suitable word or phrase to complete each sentence:

Example: Helen's parents were very pleased when they read her school A

A) report B) papers C) diploma D) account

1. A pier design uses a long, narrow _____ with aircraft parked on both sides.

A) installation B) building C) house D) home

2. Airport has a cross-shaped satellite terminal which is being used for international _____.

A) ways B) take off C) roads D) flights

3. These airports are used only by _____ aircraft.

A) domestic B) military C) war D) aviation

4. Airports are one of the most _____ locations on a map.

A) important B) main C) big D) worst

5. Modern day _____ are the fastest means of travel via air.

A) vehicles B) aircrafts C) machines D) transports

6. Emirates is the leading _____ in the Middle East and Africa.

A) group B) organization C) airline D) company

7. The check-in _____ is where travelers check-in their luggage.

A) installation B) territory C) place D) area

Exercise 45. Make a presentation about one of the Famous Airports.

Exercise 46. The following sentences are grammatically incorrect. Make them correct and explain what you think is wrong with these sentences.

Big-city airports is busy. Thousands of people jams the terminal area. Most of them is travelers. Some is airport and airline employees. Others goes to airport to meet relatives arriving for a visit.

The largest airports has shops, hotels, restaurants, and movie theatres, police force, fire department, medical facilities and sewage treatment plant. Many of these facilities is needed to handle the day-to-day

traffic at an airport. These services becomes especially important when flight delay occur or emergencies arises.

Airports are usually located away from the centers of the cities they serve. Many airports has poor connections with public transportation.

Many small airports is privately owned.

Exercise 47. Write all new words and word combinations which you have learned from unit seven.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Exercise 48. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about design of modern airports using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Read the text “Design of Modern Airports” (pp. 241-242). Give your own comments.

Exercise 50. Write out all new words and word combinations which your have learned from supplementary reading text.

Unit Eight Design in Mass Media



Exercise 1. Use the words in the box to discuss the following questions:

- a) What associations come to your mind with the word combination mass media?
- b) Say what design in mass media means for you.

| | |
|----------------|---------------|
| manuscripts | TV-addicts |
| advertising | audience |
| propaganda | sources |
| broadcasting | issues |
| distribution | subtitles |
| narrowcasting | medium |
| animation | entertainment |
| visual effects | handwritten |
| benefits | press |

Exercise 2. Make sure you know the pronunciation and the meaning of the given words and word-combinations.

Exercise 3. Supply synonyms and antonyms for at least 5 words from the word list. Get ready to provide Ukrainian equivalents.

Exercise 4. Translate the following quotations, choose that are nearest to your own opinion and comment upon them.

1. "There's so much comedy on television. Does that cause comedy in the streets?"

Benjamin Disraeli

2. The man who reads nothing at all is better educated than the man who reads nothing but newspapers.

Thomas Jefferson

3. No news is good news No journalists is even better.

Nicolas Bentley

4. When a dog bites a man that is not news, but when a man bites a dog that is news.

Charles Anderson Dana

Exercise 5. Read and translate the text.

Mass Media

Mass media have become a necessary part of any modern society. The press, the radio and television play a very important role in people's life. They inform, educate and entertain us. They also influence the way people look at the world and even make them change their views. In other words, mass media play a very important part in shaping public opinion.

Millions of people read popular issues of newspapers and magazines in their spare time. Newspapers publish articles which cover the latest international and national events, give a full coverage of commercial, financial and public affairs. Many people buy newspapers also for the radio and TV programs which are printed there. A lot of magazines give an opportunity for youth to be in known in the fashion world, cultural life, sensational news and nightlife events; there we can find reports on education and sports.

Television is one of the greatest achievements and the most popular kind of mass media. It gives people an opportunity to be well-informed by watching documentaries, science programs, and panel discussions and so on. Television provides great opportunities for education. With the help of TV it is possible to study foreign languages, to learn a lot of amazing things.

At the same time there are many arguments against TV. Accessing watching has a bad effect on the eyes. Today a lot of people have become TV-addicts, in other words couch potatoes. Instead of going to a theatre or reading books mankind prefer to watch TV.

But nowadays Internet and other high-technology sources of information plays a very important role in people's life in spite of TV

So today mass media offers us a great variety to choose from.

Exercise 6. Are the following sentences true or false? Write T or F in the brackets.

1. () Mass media influence the way people look at the world and even make them change their views.

2. () Television does not give people an opportunity to be well-informed by watching documentaries, science programmes.
3. () It is not possible to study foreign languages with the help of TV.
4. () Today a lot of people have become Internet-addicts.
5. () Accessing watching has a bad effect on the eyes.

Exercise 7. Divide into groups and find benefits and dangers of television:

| Benefits of television | Dangers |
|------------------------|---------|
| | |
| | |
| | |
| | |
| | |

1. Television helps us to learn more about the world and to know and see many new things.
2. Television can make us passive. We don't have to think and our brains become lazy.
3. It has increased the popularity of sports and arts.
4. It takes time away from activities such as reading, conversation, and games.
5. It is an enjoyable way to relax.
6. It encourages us to buy things that we don't need, and can make us unhappy with our own lives.
7. It has made us aware of our global responsibilities. In 1985, for example, 1.5 billion people in 147 countries watched TV pop concert and helped to collect more than \$100 million for people in Africa.
8. It gives a false picture of society. A study in 1994 showed that people who watch a lot of television are more afraid of crime. They also think that there is a lot more crime than there really is.

Exercise 8. Read and translate the text.

Modern Mass Media

The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media such as books and manuscripts had already been in use for centuries.

Modern Mass media includes Internet media (like blogs, message boards, podcasts, and video sharing) because individuals now have a means to exposure that is comparable in scale to that previously restricted to a select group of mass media producers.

The communications audience has been viewed by some commentators as forming a mass society with special characteristics, notably atomization or lack of social connections, which render it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.

The term **public media** is less used and is defined as "media whose mission is to serve or engage a public."

Exercise 9. Begin these sentences.

1. ... is one of the greatest achievements and the most popular kind of mass media.
2. ... includes the broadcasting, press, the radio and Television
3. ... media whose mission is to serve or engage a public.
4. ... read popular issues of newspapers and magazines in their spare time.
5. ... give an opportunity for youth to be in known in the fashion world, cultural life, sensational news and nightlife events.

Exercise 10. Read and translate the text.

Forms of Mass Media

Electronic media and print media include:

- Broadcasting, in the narrow sense, for radio and television.

Broadcasting is the distribution of audio and video content to a dispersed audience via radio, television, or other, often digital transmission media.

The original term broadcast referred to the literal sowing of seeds on farms by scattering them over a wide field. Broadcasting forms a very large segment of the mass media. Broadcasting to a very narrow range of audience is called narrowcasting.

- A **data storage device** is a device for recording (storing) information (data). A storage device may hold information, process information, or both. A device that only holds information is a recording medium. Devices that process information (data storage equipment) may either access a separate portable.

- Film, most often used for entertainment, but also for documentaries.

A **film**, also called a **movie** or **motion picture**, is a story conveyed with moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating — or indoctrinating — citizens. The visual elements of cinema give motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue.

- **The Internet**, which has many uses and presents both opportunities and challenges. Examples can include Blogs and podcasts such as news, music, pre-recorded speech, and video

Internet is a global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail.

- **Mobile phones**, which can be used for rapid breaking news and short clips of entertainment like jokes, horoscopes, alerts, games, music, and advertising. A mobile phone (also called mobile, cellular telephone, cell phone or hand phone - is an electronic device used for full duplex two-way radio telecommunications over a cellular network of base stations known as cell sites.

- **Publishing** is the process of production and dissemination of literature or information – the activity of making information available for public view.

Publishing Includes Electronic publishing or e-Publishing.

Exercise 11. Study the forms of mass media and fill in the table.

| Form | Assignment |
|----------------------------|------------|
| Broadcasting | |
| Data storage device | |

| | |
|----------------------|--|
| Film | |
| Internet | |
| Mobile phones | |
| Publishing | |

Exercise 12. Translate the following sentences into English using active vocabulary.

- a) У демократичному суспільстві засоби масової інформації (ЗМІ) відіграють важливу роль.
- b) Соціальний зміст преси, телебачення, радіомовлення та інших засобів масової інформації формує громадську думку.
- c) Студенти нашого факультету займаються творчою роботою та вивчають проблеми передових технологій.
- d) Функції засобів масової інформації - інформаційна, культурна й розважальна.
- e) Засоби масової інформації (ЗМІ) - це своєрідна система, що охоплює періодичні друковані видання, радіо -, теле-, відео-програми, кінохронікальні програми, інші форми періодичного поширення масової інформації.

Exercise 13. Explain the meaning of the following terms in English:

- | | |
|-----------------|----------------|
| • advertising | • benefits |
| • entertainment | • medium |
| • TV-addicts | • publishing |
| • animation | • broadcasting |

Exercise 14. These are the key words connected with the topic discussed here. Match these words with the appropriate definitions.

| | |
|---------------|---|
| 1) Television | a) the process of sending and receiving messages through the air; broadcasting programmes for people to listen to. |
| 2) Newspaper | b) broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets. |

| | |
|-----------------|--|
| 3) Tabloid | c) a paper printed and sold usually daily or weekly with news, advertisements etc. |
| 4) The Internet | d) a newspaper with rather small pages, many pictures and little serious news. |
| 5) Radio | e) a way to communicate with your partner who might be a thousand miles away using the computer (e-mails). |

Exercise 15. *Read the text, divide it by paragraphs and get ready to discuss the information from the text.*

Billboard Advertising

Billboard advertising is the use of signs along roadways to advertise a wide range of products, services, and causes. In general, the signs used in these roadside advertising campaigns must be over a certain size in order to be truly referred to as a billboard. In general, the sign must be large enough for a driver or passenger in a vehicle to be able to clearly read the lettering while navigating the vehicle along a road. The use of billboard advertising has been around for many centuries. Prior to the advent of motor vehicles, primitive examples of billboards were sometimes used to alert people traveling on foot, on horseback, or by carriage that an inn could be found within a certain distance up the road. Along with naming the inn and providing an approximation of the distance to the establishment, the billboard would sometimes list some of the amenities such as clean beds, food, and the presence of facilities to house the carriage or stable the horse. During the early 20th century, the growing use of automobiles quickly led to companies making use of billboard advertising to publicize a wide range of products and services. Motor villages and motels would buy or lease billboards as a means of directing potential customers to their facilities. Towns and cities made use of billboard advertising to entice the traveler to stop long enough to see some of the local sights before moving on with the journey. Roadside restaurants made use of billboards to advertise hot meals for competitive prices. The effectiveness of these advertisements led to creating an entirely new branch of the advertising industry, as clients demanded newer and more attractive ads that would catch the eye and entice the traveler to stop and spend money.

Exercise 16. *Give the name to each paragraph. Make plan and retell the text.*

Exercise 17. Read and translate the text.

Billboards Rules

Rule №1 - Effective billboards are short, sweet, simple and to the point. Passing drivers are limited to the time they can see your billboard and they can't safely read very much. They also can not read small copy when "flying" by the sign.

Rule №2 - All billboard words should be at least one meter tall in order to be legible from the road. If your sign is close to the road, please do not ignore this rule, it still applies. Also if your sign is further away (higher than average) from normal, your copy should be bigger than this.

Rule №3 - All graphics need to be large enough to be seen at fast speeds and far distances. Designers generally try to make graphics as tall as the billboard with an exception to directional information.

Rule №4 - Use contrasting colors like yellow and black or red and white. Do not use colors that are similar to each other like blue and purple or orange and red because it will be hard to see two different colors from a distance.

Rule №5 - Make sure your ads appeal to your target market. Use colors, graphics and words that they will be interested in. Make sure your target market can understand your ad also.

Rule №6 - All effective ads must have a smooth flow. When someone looks at your ad you want them to see one thing first, then another item second, and so on. You don't want them to get lost in your ad and not know which way to look next. If this happens, they will stop looking at your ad!

Rule№7 - Getting attention is the most important thing your ad needs to do so it won't be overlooked. You can get attention in several ways, but the best advice - is to be creative and do something out of the ordinary.

Rule №8 - Once your ad has captured attention, your next step is to create an interest in your product or service. Your main goal here is to make your product stand apart from your competition. Use benefits to tell your target market what's in it for them; do not bore them with the facts.

Rule№9 - Create a desire for your product. Give your audience a small taste of your product or service. But don't give away too much information because the goal of your ad should be to get people to request more information.

Rule №10 - Call to Action - Don't leave your audience hanging; tell them what to do next. For example, "Call Now", or "Visit our website."

Exercise 18. Choose three rules that you think are the most important for billboards. Why do you think they are especially important?

Rule

Why is it important?

Exercise 19. Write the answers to the following questions:

1. What is the minimum distance between road and billboard?

2. What size of graphics should be at the billboard?

3. What colors should be at the billboard?

4. What colors should designers avoid at the billboard?

5. What thing does get an attention?

Exercise 20. Read and translate the text.

Role of Design in Newspaper

Newspaper is a publication which its main function is to report news. Most newspapers contain information for readers such as a weather report, television schedules, and also listing of stock prices. They also provide commentary on current politics, economics, and art and culture. In most cases newspaper depends on commercial advertising for their income at various degrees.

By the time readers see or read a newspaper, most of them have already learned of the breaking news through television or radio. However, they rely on newspaper to provide details on information and analysis which was rarely offered by the television or radio. Newspaper does not only inform readers but also helps readers to understand what led up to the event and how it will affect the world.

As a common practice newspaper are normally printed on inexpensive off-white paper known as newsprint.

The earliest recorded way of informing a public of certain news was Roman 'Acta diurna' by Julius Caesar posted daily in public places. The earliest known newspaper was published in Beijing in the 8th Century; handwritten, it was named 'Kaiyuan'. In the beginning, this news form was

given free to the public; in 1556 the Venetian government posted the 'Notizie Scritte' where readers had to pay a small coin, the 'Gazetta'. Newspaper as known today, come with advertising, political, economic and social news emerged in Britain in mid-18th century.

The major factor contributing to the early development of the newspaper was the invention of a printing press. The first printed newspaper was published in 1605. The oldest newspaper still in circulation, 'Post-och Inrikes Tidningar' of Sweden began its publication in 1645.

Some of the most prominent newspapers in the world are The Times, founded in 1785 by John Walter, Daily Telegraph, and the Daily Mail. The first American Daily, Pennsylvania Packet and General Advertiser made its first appearance in Philadelphia in 1784.

Exercise 21. Create a sketch for your own newspaper.

Exercise 22. Put sentences into correct order according to the text.

They also provide commentary on current politics, economics, and art and culture. Most newspapers contain information for readers such as a weather report, television schedules, and also listing of stock prices. Newspaper is a publication which its main function is to report news. In most cases newspaper depends on commercial advertising for their income at various degrees. However, they rely on newspaper to provide details on information and analysis which was rarely offered by the television or radio. By the time readers see or read a newspaper, most of them have already learned of the breaking news through television or radio. Newspaper does not only inform readers but also helps readers to understand what led up to the event and how it will affect the world.

Exercise 23. Complete these sentences.

1. Newspaper is
2. Most newspapers contain... .
3. In most cases newspaper depends on
4. The earliest known newspaper was... .
5. The first printed newspaper... .

Exercise 24. These are the key words connected with the notion discussed here. Match these words with the appropriate definitions.

| | |
|-----------|---|
| a program | 1) means the group of freely determined message recipients. |
|-----------|---|

| | |
|------------------------|---|
| a publication | 2) means information, an opinion or some other message provided to the public by means of radio waves, an electronic communications network or some other comparable technical arrangement. |
| the public | 3) means a coherent set of network messages that are primarily expressed as sound or moving picture. |
| a network message | 4) means printed matter, a data disc or some other text, sound or picture record produced by means of duplication, when provided to the public. |
| publishing | 5) means a publication intended to be issued regularly, at least four times per year. |
| broadcasting | 6) means a set of network messages, arranged into a coherent whole comparable to a periodical from material produced or processed by the publisher, and intended to be issued regularly. |
| a periodical | 7) means the provision to the public of publications and network messages other than programs. |
| a network publications | 8) means the provision of programs to the public. |

Exercise 25. Make the presentations on the following topics:

- On average, how much time do you spend with the medium?
- What role or purpose does this medium fulfill for you? What do you get from this medium? Do you tend to use this medium to satisfy a need such as information, entertainment or to fill the boredom?
- Do you use this medium during certain times of day or in certain situations?
- Do you use this medium alone or with others?
- How do you think your life would be different if this medium didn't exist?
- When this medium was first introduced, what impact do you think it had on our culture?
- Is there anything about your consumption of media you would like to change?

Exercise 26. Give English equivalents for the following word combinations and use them in sentences of your own.

- інформаційна система _____
- комп'ютерна інформаційна система _____

- засоби масової інформації _____
- дезінформація _____
- чутки _____
- міфи _____
- джерело інформації _____
- великі підприємства _____
- дозування інформації _____
- маніпулювання _____

Exercise 27. Role-play: “Suitable title”.

Match the headlines with the articles. Provide your own titles.

1. After years of research, scientists from Holland have invented a new tulip. The flower has petals which change color three times during its life. They start green, turn pink, and finish red.
2. A hoaxer in Brazil has sold bottled tap water to thousands of people for 20 US dollars a liter. He says the water is from the moon – which, in fact, has no water on it at all.
3. Boy pupils in Glasgow have won a discrimination case. In court they complained that their school allowed only girls to wear earrings. Are they happy with the result? Not exactly. The school rules have changed, but things haven’t improved for the boys. Now no one can wear earrings at the school.
4. A new-married student couple in Cambridge has celebrated their wedding in an unusual way by jumping. In all their wedding gear, into the River Cam. The director of ‘Brides ‘n’ Grooms’ – the local wedding outfit shop- has spoken to other couples to discourage them from following suit.
5. Leeds police have arrested two men who mugged a bank clerk and stole his bank bag. The attack happened last Thursday when the man was on his way to work. The thieves ran off with the bag, but when they opened it, they found only a tuna sandwich. The bank clerk hasn’t explained why his packed lunch was in the bag.
 - a) Equal Opportunities;
 - b) Fast Food;
 - c) Multi-Colored Petals;
 - d) Moon Water;
 - e) Main Marital Plunge.

Exercise 28. *Explain the meaning of the following English words or phrases and say how the corresponding notions in Ukrainian differ from the English ones.*

A tuna sandwich, the moon, a hoaxer, a new-married student couple, to be happy with the result, multi-colored petals, thieves.

Exercise 29. *Electronic media and print media have several forms which students must study. Make a list of these forms. In class speak about your favorites and the ones you dislike. Explain to your classmates why you enjoy or don't enjoy them.*

Exercise 30. *Read and translate the text.*

What is Advertising Design?

Advertising design refers to the creation and organization of visual artwork used in advertisements (ads) for products and services. The designs used in advertising are created by graphic designers. Advertising agencies employ graphic designers to create and execute brochures, direct mail, web ads and print ads.

Design elements used in advertisements include fancy lettering, borders, cartoons, illustrations and photographs. The main difference between advertising design and regular mainstream artwork is that advertising art must be designed to reach and compel the target audience to purchase products and services.

Advertising designers are not only talented in the art of creative design, they understand marketing and how to promote products and services through visual communication. Whereas a freelance fine artist may work on one creative piece of artwork for months, a graphic artist must constantly keep generating original advertising design pieces to meet campaign deadlines. Examples of advertising design are all around us. The banner ads you see on websites as well as the newspaper ads for products such as shoes and watches have been designed for advertising purposes. Graphic designers also create logos and symbols used in advertising to help inspire consumers to develop brand recognition, such as McDonald's golden arches.

It's important to realize that although advertising design is used to promote virtually every product and service sold today, it's not something new. For instance, the logo for Bavarian Motor Works' popular BMW automobiles was first created in 1917. The signature light blue and white used in the design are the traditional colors of Bavaria, Germany, where the cars are manufactured. The striking triangular check pattern is said to

symbolize the rotation of a propeller. BMW's logo design has worked well for the company's advertising and has undergone only minor changes in the font and outlining details since 1917.

Exercise 31. Answer the following questions:

1. What does an advertising design refer to?
2. With what aim do advertising agencies employ graphic designers?
3. What is the main difference between advertising design and regular mainstream artwork?
4. What is the main advantage of advertising designer's talent?
5. What examples of advertising design can you show?

Exercise 32. Use your own words to write definitions for these words.

1. Advertising design _____
2. Advertising designer _____
3. Graphic designers _____

Exercise 33. Find out how your classmate relates to media.

1. What kind of news stories do you find most / least interesting? (celebrating gossip, politics, sport, science, business, health)
2. How do you normally find out: what the weather's going to be like; the sports results; what's on at the cinema, the news headlines?
3. Do you ever: read your horoscope; do crosswords or other games, look at cartoons, read advertisement?
4. Do you have a favorite: newsreader, film critic; journalist, sports writer or broadcaster?
5. Which newspapers / TV channels/ radio stations in your country do you think are: biased, reliable, and sensational?

Exercise 34. Role-play: "Advertising Design Jobs". Check yourself whether you have the following skills:

Artistic Ability – Artistic skill is the most obvious trait that designers should possess. Having a good portfolio that demonstrates your skill and creativity will help you get noticed by prospective employers.

Communication Skills – Advertising designers also need good communication skills. Knowing your target audience and how to talk to them is an important part of advertising design. Your marketing skill and knowledge of customer psychology will play an important role in helping you get a message out to consumers.

Competitive Attitude – Aspiring ad designers also need to have a competitive edge. The advertising industry is highly competitive—possibly even bordering on cutthroat. One ad can make or break a career. While the pressure may not be as extreme for designers as it is in other ad agency positions, you will most likely be working under deadlines with people who are under pressure. You will need to be able to thrive in that environment.

Exercise 35. Match the words in the box with a suitable definition (a-j).

Use each word only once.

Commentator; critic; editor; freelance journalist; newsreader; paparazzi; presenter; press photographer; reporter.

- a) Photographers who follow famous people around to get good photos of them to sell to a newspaper..... .
- b) A person who writes about the good/bad qualities of books, concerts, plays, films, etc..... .
- c) A person who describes a sports event while it's happening on TV or radio..... .
- d) A person who collects and reports news for newspapers, radio, or TV..... .
- e) A person in charge of a newspaper or magazine, or part of one, who decides what should be in it..... .
- f) A person who introduces the different sections of a radio or TV programme..... .
- g) A person who writes articles for different papers and is not employed by a single newspaper..... .
- h) A person who reads the news on TV or radio..... .
- i) A person who takes photos for a newspaper..... .

Exercise 36. Read and translate the article. Get ready to discuss it in class.

Choose the best option a), b), or c):

The positive side of the job is 1) _____ getting to see a lot of plays and shows which I love. But the really great thing about being a theatre critic is that, as theatre is an ongoing thing, something that's going to be repeated night after night for some time, there's also the feelings that you may have a 2) _____ impact on the work. If the producer or the actors read what you've written and agree with you, they might actually change something and improve the performance. That's not something that

film or book critics can do. Some critics also like making friends with the stars and all that – but personally I don't.

For me the most part of the job is all the travelling. Getting there on time, parking, getting back to the office to write for a nightly deadline. That all gets really stressful. Another awful thing is that editors

3) _____ bits from your review without you knowing. You learn as a critic that if you've got anything 4) _____, say it straight away because it might not get printed. I once wrote a review of a play by Julian Mitchell called *Another Country*. I did not like it much, but there was a new young actor who I thought was great, Called Kenneth Branagh. That was in the last paragraph and it got cut, so it looked as if I'd never 5) _____ this great new talent.

- | | | |
|------------------------|-------------------------|-----------------|
| 1 a) apparently | b) gradually | c) obviously |
| 2 a) positive | b) harmful | c) negative |
| 3 a) change | b) add | c) cut |
| 4 a) to complain about | b) that isn't important | c) worth saying |
| 5 a) noticed | b) spoken to | c) criticized |

Exercise 37. Red and try to identify the terms to the following definitions:

1) _____ is a written publication containing news, information and advertising, usually printed on low-cost paper. It often refers to articles on political events, crime, business, art/entertainment, society and sports. Most traditional papers also feature an editorial page containing columns which express the personal opinions of writers. Supplementary sections may contain advertising, comics, coupons, and other printed media. It is most often published on a daily or weekly basis, and they usually focus on one particular geographic area where most of their readers live.

2) _____ are publications, generally published on a regular schedule, containing a variety of articles, generally financed by advertising, by a purchase price. They are published weekly, biweekly, monthly.

Exercise 38. Translate the following sentences into English using active vocabulary.

- Основна функція веб-сайту – передача інформації.
- Кращому сприйняттю інформації сприяє графічне оформлення і зручне розміщення матеріалу.
- Хороший веб-дизайн – це не просто вдале поєднання кольорів і грамотно підібрані картинки.

- d). Зазвичай поведінка користувачів в Інтернет нічим не відрізняється від поведінки покупців у магазинах.
- e). Відвідувачі переглядають кожну нову сторінку, сканують очима текст і клацають на першу ж сторінку, яка привернула їхню увагу.
- f). Користувачі цінують якість. Якщо на сайті є важлива і корисна для користувача інформація, то він закриє очі на оформлення сайту і на рекламу, яка там розташована.
- g). Саме тому сайти, що надають високоякісний контент, але не володіють вишуканим оформленням, мають стабільну високу відвідуваність.
- h). Користувачі не читають веб-сторінок, вони сканують їх очима, шукаючи на них «зачіпки», такі як заголовки, списки, слова, виділені жирним або курсивом тощо.
- i). Проста закономірність: якщо сайт не може виправдати очікувань цільової аудиторії, компанія втрачає прибуток.
- j). Користувачі керуються своєю інтуїцією. У більшості випадків користувачі незграбно виконують різні дії, не читаючи інструкцій, розміщених на сайті.

Exercise 39. Answer the questions and express your opinion on the following.

- 1) What images spring to mind when you hear the word ‘media’?
- 2) What is the media?
- 3) Do you think the media have too much power?
- 4) What are the good and bad things about the media in your country?
- 5) What do you think about countries that ban or restrict the media?
- 6) How is today’s media different from that of 30 years ago?
- 7) Can you think of any examples of the media being irresponsible?
- 8) Would you like to work for the media?
- 9) What countries do you think have very good media and which have not so good media?
- 10) Why do people fear the media?
- 11) Should there be any censorship of the media?
- 12) Are reporters in today’s media lazy?
- 13) Do you think the media tries to manipulate people or change their views?
- 14) Is it a good idea for a country’s media to be controlled by the government?
- 15) Do you trust the media?

Exercise 40. Role-play: “The mass media design of future”.

Make a list of the media’s forms which may be different in response to these changes in the year 2025. Use these ideas to write a letter from an advertising designer in the year 2025.

Exercise 41. Note all advantages and disadvantages of mass media.

Grammar Practice

Perfect Participle / Progressive Passive Participle

Exercise 42. Adjectives to describe the media. Match the sentences. Then look at the way the bold adjectives are used in context, and guess their meaning.

1. The reporting in the paper was very **sensational**.
2. The news on that TV channel is really **biased**.
3. I think *The Observer* is the most **objective** of the Sunday papers.
4. The film review was quite **accurate**.
5. I think the report was **censored**.

- A. It said the plot was poor but the acting good, which was quite true.
- B. It bases its stories just on facts, not on feelings or beliefs
- C. The newspaper wasn’t allowed to publish all the details.
- D. It made the story more shocking than it really was.
- E. You can’t believe anything you hear on it. It’s obvious what political party they favor!

Exercise 43. Put verbs in correct forms.

1. The old bats (to include) a plastic, an aluminum and a wooden one.
2. Wood (to use) in building both solid and skeletal structures.
3. The stability of the log building (to depend) entirely on the mutual support of the walls.
4. The skeletal system (to require) precise cutting and shaping of lumber.
5. The blocks (to make) of wood.
6. There (to be) a polished wood floor in this room.
7. The entrance to the tunnel (to be) a low wooden door.
8. All parts of a building can efficiently (to construct) of wood except foundations.
9. There (to be) an ironing-board, two kitchen chairs and a couple of broken wooden boxes snaked around the front room.

Exercise 44. A. Rewrite the sentences using a participle clause.

- Look at the woman **who is dressed in blue**. =
Look at the woman **dressed in blue**.
- The boy **who is sitting next to the lady** is my cousin. =
The boy **sitting next to the lady** is my cousin.

1. The boy who was injured in the accident is still in hospital.
2. Cars which are made in Germany are usually expensive.
3. I gave some sweets for the small girl who was crying in the park.
4. I know an Italian restaurant which serves excellent spaghetti.
4. The boy who is making so much noise is my son.
5. The grammar books which were printed last week will be sent to all school.
6. I'd like to stay in a room that overlooks the sea.
7. The purse which was stolen from the room was found by police.
8. Many people who live in large cities hate crowds.
9. The snow which is falling on highway will make traveling dangerous.

C. Rewrite the sentences using the progressive passive participle.

- The letter **which is being typed** now will be sent to a travel agency.
= The letter **being typed** now will be sent to a travel agency

1. The bridge which is being repaired now was built in 1986.
2. The tooth which is being drilled by dentist won't hurt you any more.
3. The house which is being painted now is going to be sold.
4. The song which is being played now was popular ten years ago.
5. The dinner which is being cooked now is for my family.

D. Join these sentences using present participle.

- I looked out of window. I saw my friend.
= **Looking out of window**, I saw my friend.

1. The man didn't want to see this girl. He quickly went in the small room.
_____, the man quickly went in the small room.
2. Suzy didn't realize that the telephone was out order. She tried to phone her boyfriend. _____, she tried to phone her boyfriend. Taylor.
3. Jane is busy in the kitchen. She is cooking some fish for visitors. Jane is busy in the kitchen_____.

4. The lady opened the door quietly. She saw her maid stealing the jewellery in drawer. _____, the lady saw her maid stealing the jewellery in drawer.

5. I felt rather tiered. I decided to have a rest in my room.
_____, I decided to have a rest in my room.

6. The postman brought the parcel to Mrs. Taylor. He thought that Thomas stayed with the Taylor. _____, the postman brought the parcel to Mrs. Taylor.

7. I realized that my sister was studying for exam. I turned off the radio.
_____, I turned off the radio.

D. Rewrite the sentences using perfect participle form.

- *I took a shower, and then I went to work. = **Having taken a shower, I went to work.***
 - *As the children had been warned not to stay out too long, they came home early. = **Having been warned not to stay out too long, they came home early.***
1. He had worked all his life, so he decided to take to take a long holiday.
 2. She had finished all the house work, and then she sat on the sofa to watch TV.
 3. He failed the exam because he hadn't studied.
 4. As she had been advised by his doctor to lose weight, she started to go on diet.
 5. As I have never met your secretary before, I'm surprised to see how beautiful she is.
 6. Tom was disappointed to get a bad mark because he had written his composition as carefully as possible.
 7. He had driven all day, so he was glad to get home and rest.
 8. As the boxer had been beaten twice, he gave up fighting.
 9. She left home, and then she found she had forgotten her purse.
 10. I haven't seen the letter, so I don't know what it is about.
 11. Because Jim had passed the test, he was accepted for the job.
 12. As he had been impressed by the beauty of valley, he stopped the car and got out to look at the view.
 13. She counted the money and took it to the bank.
 14. I had been a broad, so I missed your party.
 15. As he had forgotten to bring his home to get it.

Brainstorming Test

Exercise 45. Choose the most suitable word or phrase to complete each sentence:

Example: Helen's parents were very pleased when they read her school A

A) report B) papers C) diploma D) account

1. Martin has quite good _____ of physics.
A) results B) pass C) understanding D) head
2. Edward has a _____ in French from Leeds University.
A) certificate B) degree C) mark D) paper
3. My favourite _____ at the university is philosophy.
A) topic B) class C) theme D) subject

1. Our English teacher _____ us some difficult exercises for homework.

A) set B) put C) obliged D) made

2. Before you begin the written exam, always read the _____ carefully.

A) orders B) instructions C) rules D) answers

6. If you want to pass the examination, you must study _____

A) hard B) enough C) thoroughly D) rather

7. Most students have quite a good sense of their own _____

A) grasp B) ability C) idea D) information

Exercise 46. Make a presentation about design in mass media.

Exercise 47. Write all new words and word combinations which you have learned from unit eight.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Exercise 48. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about industrial design using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 49. Read the text about the design in mass media (pp. 242-246). Get ready to discuss the information from the text.

Exercise 50. Write out all new words and word combinations which you have learned from supplementary reading texts.

Unit nine:
Scientific Conferences



Exercise 1. Make sure you know the pronunciation and the meanings of the given words and word-combinations.

| | | |
|-------------|--------------|---------------------|
| conference | anime | academic conference |
| thesis | manga | participant |
| speech | symposium | committee |
| poster | trade fair | application form |
| negotiation | investigator | brochure |
| publication | authorship | case studies |
| essay | credibility | abstract |

Exercise 2. Supply synonyms and antonyms for at least 5 words from the word list. Get ready to provide Ukrainian equivalents.

Exercise 3. Topic for discussion:

What associations come to your mind when you hear the word combination - scientific conferences?

Exercise 4. Translate the following quotations, choose that are nearest to your own opinion and comment upon them.

1. “A conference is just an admission that you want somebody to join you in your troubles.”

Will Rogers

2 . “No grand idea was ever born in a conference, but a lot of foolish ideas have died there.”

Scott Fitzgerald

3. “A conference is a gathering of important people who singly can do nothing, but together can decide that nothing can be done”.

Fred Allen

4. There is no law except the law that there is no law.

John Wheeler

5. Our scientific power has outrun our spiritual power. We have guided missiles and misguided men.

Martin Luther King

6. A scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die and a new generation grows up that is familiar with it.

Max Planck

Exercise 5. Read the information below to understand the various meanings of the word “conference”.

1. Conference – is a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda).

2. Conference – is a meeting/gathering of particular individuals invited to consult with, discuss and/or present information on a particular topic or set of topics in a related field or subject for the purpose of bettering relations and information exchange between the organizations/markets the individuals represent. A formalized event where scientists present their research results in speeches, workshops, posters or by other means. Scientific, technical or educational conferences, symposia, workshops or seminars are organized for the purpose of communicating or exchanging opinions and views.

3. Conference – is a general session or face-to-face group that relies on participation; often used to publicize developments in a particular field of endeavor or discipline.

4. Conference – is a multilateral diplomatic negotiation; a formalized event where scientists present their research results in speeches, workshops, posters or by other means; an event organized by a for-profit or non-profit organization to discuss a pressing issue – like a new product, market trend or government regulation – with a range of speakers.

Exercise 6. Translate into Ukrainian and make up your own sentences with the following words.

- a) prearranged meeting;
- b) exchange of information;
- c) present information on a particular topic;
- d) purpose of communicating;
- e) a particular field;
- f) to discuss a pressing issue.

Exercise 7. Read and translate the text.

There are a lot of large meetings. All these meetings fall into following categories depending on the theme:

Fan Convention



A fan convention, or con (term antedates 1942), is an event in which fans of a particular film, television series, comic book, actor, or an entire genre of entertainment such as science fiction or anime and manga, gather to participate and hold programs and other events, and to meet experts, famous personalities, and each other. Some also incorporate commercial activity.

Fan conventions are traditionally organized by fans on a not-for-profit basis, though some events catering to fans are run by commercial interests for profit. Many conventions have award presentations relating to their genre (such as the Hugo Awards which have been presented at The World Science Fiction Convention (WorldCom) since 1953).

Symposium



In ancient Greece, the symposium was a drinking party (from Greek *symposion*, "to drink together"). Literary works that describe or take place at a symposium include two Socratic dialogues, Plato's *Symposium* and Xenophon's *Symposium*. The Greek symposium was a key Hellenic social institution. It was a forum for men to debate, plot, boast, or simply to party with others.

The definition of Symposium is a meeting or conference for the public discussion of some topic especially one in which the participants form an audience and make presentations.

Trade Fair



A trade fair (trade show, trade exhibition or expo) is an exhibition organized so that companies in a specific industry can showcase and demonstrate their latest products, service, study activities of rivals and examine recent market trends and opportunities. In contrast to consumer fairs, only some trade fairs are open to the public, while others can only be attended by company representatives (members of the trade, e.g. professionals) and members of the press, therefore trade shows are classified as either "Public" or "Trade Only".

Business Conferences



Business conferences are events organized by an association, individual, publication or private company for the purpose of networking, education or to discuss a business topic with a range of speakers. They can also be organized by either a non-profit or for-profit organization. The latter is called a conference company. Business conferences are often held at convention centers and large hotels with conference facilities.

Academic Conference



An academic conference is a conference for researchers (not always academics) to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers. Conferences are usually filled with various presentations. They tend to be short and concise, with time span of

about 10 to 30 minutes; they are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings.

Usually a conference will include keynote speakers (often, scholars of some standing, but sometimes individuals from outside academia). The keynote lecture is often longer, lasting sometimes up to an hour and a half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions, round tables on various issues and workshops.

Academic conferences fall into three categories:

- the themed conference, small conferences organized around a particular topic;
- the general conference, a conference with a wider focus, with sessions on a wide variety of topics. These conferences are often organized by regional, national, or international learned societies, and held annually or on some other regular basis;
- the professional conference, large conferences not limited to academics, but with academically-related issues.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest. Larger meetings may be handled on behalf of the scientific society by a Professional Conference Organizer or PCO.

Exercise 8. Write the answers to the following questions.

1. What is an academic conference?

2. What are the parts of the conference?

3. How can the participants of the conference present their works?

4. What is the difference between a conference and a workshop?

5. What categories do academic conferences fall into?

6. What is called a general conference?

7. Who can organize a conference?

Exercise 9. Explain the difference between themed, general and professional conferences using the points: organizers, conferees, topics.

Exercise 10. Complete the sentences.

1. An academic conference is
2. A fan convention is
3. Symposium is
4. Business conferences are
5. Depending on the theme of the meeting
6. Conferences are usually organized either by

Exercise 11. Match these words with the appropriate definitions.

| | |
|-------------------------|--|
| Manga | 1) is a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda). |
| Conference | 2) is a meeting or conference for the public discussion of some topic especially one in which the participants form an audience and make presentations. instruments, usually grouped on a flat surface. |
| Conference Organizer | 3) Pain large conferences not limited to academics, but with academically-related issues. |
| Symposium | 4) a pai a Japanese genre of cartoons, comic books, and animated films, typically having a science-fiction or fantasy theme and sometimes including violent or sexually explicit material. |
| Professional conference | 5) a person who arranges an event or activity. |

Exercise 12. Read and translate the text.

Welcome to the Scientific Conference

Conferences are one of the few perks of the scientific life, so make sure you take advantage of their career-enhancing properties. Well-run professional meetings and conferences give their participants the opportunity to meet, present their works and discuss problems in a relaxed atmosphere.

Some conferences will offer exciting activities in the afternoons. These activities are excellent opportunities for networking, so don't just

spend all your free time hanging around, playing table football or on tennis courts, taking golf courses or walking along the paths in parks and forests (information of these facilities is usually provided, on request, beforehand or at registration). Instead try to speak to group leaders about your work, their work, or the possibility of working for them.

A full program of social events allows participants to take advantage of these international meetings. The participants are invited to social activities and in addition a program of tours is usually arranged to enable them to become familiar with the site and the vicinity. Descriptions of places of historical or cultural interest in the region also are available. If no organized group trips are planned to such places, the Travel Agent will assist individuals who are interested in private excursions.

At many conferences, the last night provides an opportunity for a dinner and entertainment. In many cases it is also usually the last chance to make new contacts and exchange ideas. It's a good idea to take a notebook to a conference, especially if your boss is expecting you to give a meeting report upon your return. Conferences can lead to some very productive experimental ideas.

Organizing Committees of scientific forums try to envisage all awkward situations, which a participant can encounter. For this reason conference receptionists are usually located in the main lobbies of Airport buildings and railway stations. Representatives holding signs with the conference symbol can be found at most of the exit for passengers completing customs and passport formalities. They are ready to assist participants with travel related problems.

The members of local Organizing Committees also are ready to help with accommodation and dining arrangements. They organize meals at quite reasonable rates and inform the participants about dining and lunch services at registration.

People coming to scientific conferences are normally offered a choice of two types of accommodation: student residence halls (dormitories) available at low charges, and comfortable hotel rooms at much higher rates. A special reservation card is required for the hotel accommodations. The card should be returned directly to the hotel. Any inquiries about the services of the hotel should be directed to the Organizing Committee.

Some participants of conferences are lucky enough to receive so-called travel awards or travel grants, a special fund established to aid foreign travellers. The intent of these awards is to aid those who could not otherwise attend the conference.

Exercise 13. Answer the following questions to check your understanding of the text.

1. What opportunities do conferences provide?
2. What sports facilities can the participants take part into at scientific conferences?
3. How can you receive this sort of information?
4. What events does the full program of conference offer to the participants?
5. What is “weather and clothing” information?
6. What does a conference receptionist do at the conference?
7. Who is in charge of dining and accommodation a service?
8. What kind of accommodation does the Committee provide for the people coming to the conference?
9. What is a travel award?

Exercise 14. Explain the meaning of the following terms in English:

- thesis
- workshop
- poster
- authorship
- negotiation
- publication
- symposium
- abstract

Exercise 15. Find the terms to the given definitions.

- the area around particular place;
- a formal dinner for many people on an important occasion;
- an office employee who receives people;
- a group of people chosen to do a particular job;
- the grounds of a school or college;
- something granted, as property, stipend.

Exercise 16. Are following sentences true or false? Write T or F in the brackets.

1. () Well-run professional meetings cannot give their participants the opportunity to meet, present their works and discuss problems in a relaxed atmosphere.
2. () Organizing Committees of scientific forums try to delete all awkward situations, which a participant can encounter.
3. () The members of local Organizing Committees also are ready to help with accommodation and dining arrangements.
4. () A special reservation card is not required for the hotel accommodations.

Exercise 17. Paraphrase the following sentences using the words and phrases from the text.

1. *If you make an inquiry*, the information on the sports facilities will be provided to you.
2. *In the beginning* of June day-time temperature here is quite *changeable*
3. Evening temperatures are generally quite *pleasant*
4. *Participants* are expected to dress formally to *ceremonial occasions*.
5. A conference *employee* is in the main lobby of the airport building to meet people coming to the forum.
6. *Upon finishing* all the passport formalities passengers left an airport building.
7. Participants are *suggested* a choice of two types of *housing*.
8. *The students' dormitories* are available at a *low price*.
9. Scientific conferences generally have a special fund to *help* foreign participants.
10. *The aim* of this fund *is to support* those who haven't enough money to come to the conference.

Exercise 18. Complete the sentences according to the text.

1 . Conferences are one of the few perks of 2. These activities are excellent opportunities for 3. A full program of social events allows participants to 4. At many conferences, the last night provides an opportunity for 5. It's a good idea to take a notebook to a conference, especially if 6. Organizing Committees of scientific forums try to 7. People coming to scientific conferences are normally offered a choice of 8. Some participants of conferences are lucky enough to receive

Exercise 19. Translate the following sentences into English using active vocabulary.

1. Реєстрація учасників міжнародної конференції з питаньпромислового дизайну відбудеться в неділю 31 травня о 10 годині ранку.
2. Учасники конференції, які приїдуть після 10-ї години, можуть пройти реєстрацію у середу о 10 годині в холі університету.
3. Вартість проживання у студентських гуртожитках для учасників симпозіуму значно нижча, ніж у готелях міста.
4. Для того щоб зарезервувати номер у готелі, необхідно відправити спеціальну реєстраційну форму заздалегідь.
5. Організаційний комітет надає спеціальні гранти молодим вченим

та студентам, що дозволить їм взяти участь у роботі конференції «Проблеми креативності у сучасному дизайні».

Exercise 20. Read and translate the text.

Scientific Communication and Correspondence

The most brilliant experiments ever performed would be of little value if no one ever heard about them. Therefore, communication is of utmost importance in science.

One of the patterns of scientific communication is correspondence. It has its own rules and conventions, and scientific or business letters should be written according to these rules and in special format. The following points will help you to communicate successfully with your colleagues all over the world: a) Write a writer's address at the top or in the top right-hand corner of the letter b) Write a reader's name, position and address on the left c) Dates are usually written on the right.

Open a letter with the name of a reader. If you don't know the name, write **Dear Sir, Dear Madame, Dear Sir or Madame** (if you don't know the sex of the addressee). Use **Dear Sirs** if you write to an institution, company or organization. Each new idea in your letter should be signaled by a new paragraph. Leave a line space between the paragraphs. Finish your letter with the phrase "Yours sincerely", if you know the reader's name and with "Sincerely yours", "Sincerely", or "Yours truly" (*Am.*) if you don't. Put your signature.

Below are two sample letters: the first was written by a student inquiring about participation in the Forum, the second one by the Organizing Committee Secretary.

Letter I

Alex Korn
Odessa University Biology Department
Odessa 270062, Ukraine
February 1, 2010

Forum of Young European **Researchers**
President of the Organizing **Committee**
CWBI, University of Liege
40 Sart-Tilman, Liege, Belgium

Dear Sir,

I saw the first announcement about the First Forum of Young European Researchers by chance. I would like to apply and to have further

information about it. I would be grateful if you could send me an application form and further information about participation in the Forum. I look forward to hearing from you in the near future. Thank you in advance.

Yours sincerely,
Alex Korn (Mr)

Letter II

Forum of Young European Researchers
President of the Organizing Committee
CWBI, University of Liege
40 Sart-Tilman, Liege, Belgium

Alex Korn
Odessa University Biology Department
Odessa 270062, Ukraine, February 1, 2010

Dear Alex,

Thank you for your letter regarding participation in the Forum. Enclosed is information on the program and call for abstracts. An official application form and brochure with general instructions will be sent to you under separate cover by the Committee Secretary. Upon completion the application form should be returned to the Organizing Committee.

If I can provide you with any further information, please let me know.

Yours sincerely,
Iane Delfosse, PhD

Exercise 21. Look through the text and tell what is a better way to organize a manuscript.

Content and Organization of a Manuscript

Research is complete only when the results are shared with the scientific community. Although such sharing is accomplished in various ways, both formal and informal, the traditional medium for communicating research results is the scientific journal.

The scientific journal is the repository of the accumulated knowledge of a field. In the literature are distilled the successes and failures, the information, and the perspectives contributed by many investigators over many years. Familiarity with the literature allows an individual investigator to avoid needlessly repeating work that has been done before, to build on existing work, and in turn to contribute something new. A literature built of meticulously prepared, carefully reviewed contributions thus fosters the growth of a field.

Although writing for publication is sometimes tedious, the rewards of publication are many for the writer, the reader, and the science. The writing process initially requires a thorough review and evaluation of previous work in the literature, which helps acquaint one with the field as a whole and establishes whether one's idea is truly new and significant. Authors beginning the writing process will find that there is no better way to clarify and organize their ideas than by trying to explain them to someone else. The content and the organization of a scientific manuscript reflect the logical thinking in scientific investigation, and the preparation of a manuscript for journal publication is an integral part of the individual research effort.

Just as each investigator benefits from the publication process, so the body of scientific literature depends for its vitality on the active participation of individual investigators. Authors of individual scientific articles contribute most to the literature when they communicate clearly and concisely.

Exercise 22. Put the sentences into correct order. Read and translate the text.

1. Would it influence your work? 2. No matter how well written, a paper that reflects poor methods is unacceptable. 3. Indeed, such defects are a major cause for the rejection of manuscripts. 4. No amount of skill in writing can disguise research that is poorly designed or managed. 5. Before committing a report to the manuscript form, you as a potential author should critically review the quality of research and ask if the research is sufficiently important and free from flaws to justify publication. 6. If the report came from another researcher, would you read it? 7. Most researchers have in the back of a drawer one or more studies that failed to meet this test.

Exercise 23. Role – Play: “Before preparing a manuscript...”.

The following checklist may help in preparing a manuscript. Choose the most powerful points:

- Is the research question significant, and is the work original and important?
- Have the instruments been demonstrated to have satisfactory reliability and validity?
- Are the outcome measures clearly related to the variables with which the investigation is concerned?
- Does the research design fully and unambiguously test the hypothesis?

- Are the participants' representatives of the population to which generalizations are made?
- Did the researcher observe ethical standards in the treatment of participants — for example, if deception was used for humans?
- Is the research at an advanced enough stage to make the publication of results meaningful?

Exercise 24. Underline the most suitable words:

Authorship

1. Authorship is reserved for people who make *primary* / *first* contribution to and hold primary *deities* / *responsibility* for the data, concepts, and interpretation of results for a published work.
2. Authorship *encompasses* / *capture* not only those who do the actual writing but also those who have made substantial scientific *shortcoming* / *contributions* to a study.
3. To prevent *misunderstanding* / *aversion* and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of *deciphering* / *recognition*.

Exercise 25. Study the types of academic articles and fill in the table.

| Type | Assignment |
|--------------------------------|-------------------|
| Theoretical articles | |
| Methodological articles | |
| Case studies | |
| Brief reports | |

Types of Academic Articles

Theoretical articles are papers in which the author draws, on existing research literature to advance theory in any area of study. Review and theoretical articles are often similar in structure, but theoretical articles present empirical information only when it affects theoretical issues. The author traces the development of theory to expand and refine theoretical constructs. Ordinarily, the author presents a new theory. Alternatively, the

author may analyze existing theory, pointing out flaws or demonstrating the superiority of one theory over another. In this type of theoretical analysis, the author customarily examines a theory's internal and external consistency that is, whether a theory is self-contradictory and whether the theory and empirical observation contradict each other.

Methodological articles are papers in which new methodological approaches, modifications of existing methods, and discussions of quantitative and data analytic approaches are presented to the community of researchers. These papers should focus on the methodological or data analytic approach at hand and should introduce empirical data only as an illustration of the approach. Methodological articles should be presented at a level that makes them accessible to the well-read researcher and should present sufficient detail that researchers can assess the applicability of the methodology to their research problem. Further, the paper should allow the reader to reasonably compare the proposed approach to currently used alternative approaches and to execute the approach. In methodological articles, highly technical materials (e.g., derivations, proofs, details of simulations) should be presented in appendixes to improve the overall readability of the article.

Case studies are papers in which the author describes case material obtained while working with an individual or organization to illustrate a problem, to indicate a means for solving a problem, or to shed light on needed research or theoretical matters. In writing case studies, authors carefully consider the balance between providing important illustrative material and using confidential case material responsibly. Confidentiality is generally handled by one of two means. One option is to prepare the descriptive case material, present it to the subject of the case report, and obtain written consent for its publication from the subject. The other option is to disguise some aspects of the case material so that neither the subject nor those who know the subject would be identifiable. Such disguising of cases is a delicate issue, because it is essential not to change variables related to the phenomena being described. Three main strategies have emerged for achieving this: (a) altering specific characteristics, (b) limiting the description of specific characteristics, and (c) obfuscating case detail by adding extraneous material.

Other, less frequently met types of research include brief reports, comments and replies on previously published articles, and monographs. Although the contents of these articles are dissimilar, the manuscripts should still be logically and coherently organized. Authors should refer to the

journal to which they are submitting the manuscript for specific information regarding these kinds of articles.

Exercise 26. Explain the difference between theoretical and methodological articles. How case studies differ from the first two types?

Exercise 27. Translate the following words and use them in the sentences of your own.

Advance theory; empirical information; theoretical constructs; existing theory; self-contradictory; modifications of existing methods; illustration of the approach; illustrative material; confidential case; coherently organized.

Exercise 28. Read and translate the text.

How to Write an Article

Determine the typical length of an article in the journal for which you are writing, and do not exceed that length unless you are writing a monograph or some other exceptional material.

Discursive writing often obscures an author's main points, and long manuscripts are frequently improved by condensing. If a paper is too long, shorten it by stating points clearly and directly, confining the discussion to the specific problem under investigation, deleting or combining tabular material, eliminating repetition across sections, and writing in the active voice.

Carefully outline the hierarchy of the ideas you wish to present, and use headings to convey the sequence and levels of importance. Headings help a reader grasp the article's organization and the relative importance of the parts of the article.

Although scientific writing differs in form from literary writing, it need not and should not lack style or be dull. In describing your research, present the ideas and findings directly, but aim for an interesting and compelling manner that reflects your involvement with the problem.

Scientific writing often contrasts the positions of different researchers. Differences should be presented in a professional, no

combative manner: For example, "Fong and Nisbett did not consider ..." is acceptable, whereas "Fong and Nisbett completely overlooked ..." is not.

A title should summarize the main idea of the paper simply and, if possible, with style. It should be a concise statement of the main topic and should identify the actual variables or theoretical issues under investigation and the relationship between them. An example of a good title is "Effect of Transformed Letters on Reading Speed."

A title should be fully explanatory when standing alone. Although its principal function is to inform readers about the study, a title is also used as a statement of article content for abstracting and information services.

Titles are commonly indexed and compiled in numerous reference works. Therefore, avoid words that serve no useful purpose; they increase length and can mislead indexers. For example, the words *method* and *results* do not normally appear in a title, nor should such redundancies as "A Study of" or "An Experimental Investigation of" begin a title. Avoid using abbreviations in a title: spelling out all terms will help ensure accurate, complete indexing of the article. The recommended length for a title is 10 to 12 words.

Every manuscript includes a byline consisting of two parts: the name of the author and the institution where the investigation was conducted (without the words *by* or *from the*).

The preferred form of an author's name is first name, middle initial(s), and last name; this form reduces the likelihood of mistaken identity. To assist researchers as well as librarians, use the same form for publication throughout your career; that is, do not use initials on one manuscript and the full name on a later one. Determining whether Gregory A. Orr is the same person as G. A. Orr, G. Orr, or A. Orr can be difficult, particularly when citations span several years and institutional affiliations change.

The affiliation identifies the location where the author or authors conducted the investigation, which is usually an institution. Include a dual affiliation only if two institutions contributed substantial financial support to the study. Include no more than two affiliations. When an author has no institutional affiliation, list the city and state of residence below the author's name. If the institutional affiliation has changed since the work was completed, give the current affiliation in the author identification notes.

Exercise 29. Complete the sentences and translate into Ukrainian:

1. Discursive writing often obscures
2. If a paper is too long

3. Headings help a reader
4. Scientific writing differs in form
5. A title should summarize the main idea of
6. Therefore, avoid words that
7. The preferred form of an author's name is

Exercise 30. Translate the following sentences into English using active vocabulary.

- a) Автором вважається людина, котра зробила вагомий внесок у розробку концепції і яка несе відповідальність за наведені у дослідженні данні.
- b) Готове до друку академічне дослідження зазвичай складається із вступу, методичної та емпіричної частини, висновків
- c) Огляд існуючої літератури – обов'язкова частина будь-якої теоретичної статті.
- d) Автори наукових статей повинні викладати свої думки чітко і послідовно.
- e) Перед тим, як почитати писати наукову статтю необхідно оцінити своє дослідження на предмет вагомості рішень для сучасної науки.

Exercise 31. State seven main features of the academic writing. Discuss advantages and disadvantages of the presentations in written form.

Exercise 32. Work in pairs: imagine that you have no idea about academic writing; ask your classmate as many questions as you can to get maximum information.

Exercise 33. Answer the following questions.

1. What is the main purpose for presenting a research manuscript for publication?
2. What problems are usually raised before researches while preparing academic manuscript?
3. Who may be considered as State the concept of authorship?
4. What main types of academic articles do you know?
5. What are the parts of academic articles?

Exercise 34. Read and translate the text.

How to Write Thesis.

When we formulate theses, we make experience comprehensible: we organize the chaos. As researchers, we begin to pick up facts and

experiences that are relevant to our theses--just as magnets pick up iron filings--and we leave what is irrelevant behind. Thus, for both reader and writer, a thesis cuts through immense confusion to make one point perfectly clear. A good thesis, then, is essential to a well-written analytical essay, and at least four things are essential to a good thesis: it must be clearly defined, adequately focused, well supported, and relatively high in the orders of knowledge.

First, you don't know what you have committed yourself to--in fact, you may not have committed yourself to anything. As a result, your paper lacks unity. A unified essay is one in which all of your arguments, directly or indirectly, support your thesis. If you have not defined your thesis clearly, you will not know what your arguments should support. Consequently, you will ramble: some of your arguments will be irrelevant to any thesis your readers might infer; others will be contradictory.

A thesis can be clearly defined and still lead to a rambling essay if it is not adequately focused. A good thesis narrows your topic to an idea that you can successfully develop within the framework of your essay.

In any case, if the essay is to be effective--if it is to persuade readers of your thesis or at least of your credibility--you must provide arguments that are cogent and numerous enough to satisfy the critical reader, and you must go on to support these arguments with facts and examples.

Finally, there is an important distinction between a tentative and a definitive thesis. A tentative or working thesis is often valuable in the early stages of the writing process in that it guides your inquiry into your subject, suggesting questions, problems, and strategies. The best definitive theses, however, generally come late in the writing process. However, developing a thesis that is clearly expressed, adequately focused, well supported, and high in the orders of knowledge goes a long way toward ensuring the success of your essay.

Exercise 35. Read and translate the text.

What is an Abstract?

An abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book; presents the objective, methods, results, and conclusions of a research project; has a brief, non-repetitive style.

Although an abstract appears as the first section of a paper, it should be written last. You need to have completed all other sections before you can select and summarize the essential information from those sections.

Many abstracts are published without the complete paper itself in abstract journals or in online databases. Thus, an abstract might serve as the only means by which a researcher determines what information a paper contains. Moreover, a researcher might make a decision whether to read the paper or not based on the abstract alone. Because of this need for self-contained compactness, an abstract must convey the essential results of a paper.

What Goes in an Abstract?

In doing any research, a researcher has an objective, uses methods, obtains results, and draws conclusions. In writing the paper to describe the research, an author might discuss background information, review relevant literature, and detail procedures and methodologies.

However, an abstract of the paper should:

- describe the objective, methods, results, and conclusions;
- omit background information, a literature review, and detailed description of methods;
- avoid reference to other literatures.

How Do You Write an Abstract?

Writing an abstract involves boiling down the essence of a whole paper into a single paragraph that conveys as much new information as possible. One way of writing an effective abstract is to start with a draft of the complete paper and do the following:

1. Highlight the objective and the conclusions that are in the paper's introduction and the discussion.
2. Bracket information in the methods section of the paper that contains keyword information.
3. Highlight the results from the discussion or results section of the paper.
4. Compile the above highlighted and bracketed information into a single paragraph.
5. Condense the bracketed information into the key words and phrases that identify but do not explain the methods used.
6. Delete extra words and phrases.
7. Delete any background information.
8. Rephrase the first sentence so that it starts off with the new information contained in the paper, rather than with the general topic. One way of doing this is to begin the first sentence with the phrase "this paper" or "this study."

9. Revise the paragraph so that the abstract conveys the essential information.

Exercise 36. Study information about an abstract with the example and write your own one:

Example: Science abstract

Luis Lehner, "Gravitational radiation from black hole space times" Ph.D. University of Pittsburgh, 1998 DAI-B 59/06, p. 2797, Dec 1998.

The problem of detecting gravitational radiation is receiving considerable attention with the construction of new detectors in the United States, Europe, and Japan. The theoretical modeling of the wave forms that would be produced in particular systems will expedite the search for and analysis of detected signals. The characteristic formulation of GR is implemented to obtain an algorithm capable of evolving black holes in 3D asymptotically flat space times. Using compactification techniques, future null infinity is included in the evolved region, which enables the unambiguous calculation of the radiation produced by some compact source. A module to calculate the waveforms is constructed and included in the evolution algorithm. This code is shown to be second-order convergent and to handle highly non-linear space times. In particular, we have shown that the code can handle space times whose radiation is equivalent to a galaxy converting its whole mass into gravitational radiation in one second. We further use the characteristic formulation to treat the region close to the singularity in black hole space times. The code carefully excises a region surrounding the singularity and accurately evolves generic black hole space times with apparently unlimited stability.

Why do this study

The problem of detecting gravitational radiation is receiving considerable attention with the construction of new detectors in the United States, Europe, and Japan. The theoretical modeling of the wave forms that would be produced in particular systems will expedite the search and analysis of the detected signals.

What the study does

The characteristic formulation of GR is implemented to obtain an algorithm capable of evolving black holes in 3D asymptotically flat space times. Using compactification techniques, future null infinity is included in the evolved region, which enables the unambiguous calculation of the radiation produced by some compact source. A module to calculate the waveforms is constructed and included in the evolution algorithm.

Results

This code is shown to be second-order convergent and to handle highly non-linear space times. In particular, we have shown that the code can handle space times whose radiation is equivalent to a galaxy converting its whole mass into gravitational radiation in one second. We further use the characteristic formulation to treat the region close to the singularity in black hole space times. The code carefully excises a region surrounding the singularity and accurately evolves generic black hole space times with apparently unlimited stability.

Keywords

gravitational radiation (GR)
space times
black holes

Exercise 37. Think and write the most appropriate endings to the sentences below.

1. An abstract is
2. An abstract appears
3. An abstract might serve
4. An abstract of the paper should
5. Writing an abstract involves

Exercise 38. Translate the following words into Ukrainian.

Bias, authorship, manuscript, abstract, no evaluative, coherent, self-contained, concise, theoretical article, empirical study, methodological paper, body of a paper, introduction.

Grammar Practice

Exercise 39. Correct the mistakes in the following sentences.

1. Neither the participants nor the confederate were in the room.
2. The position in the sequence were changed, and the test rerun.
3. The rats who completed the task successfully were rewarded.
4. Name the participant whom you found achieved.
5. The participant who I identified as the youngest dropped out.
6. The significance is questionable because of one participant performing at incredible speed.

Exercise 40. Insert the appropriate word or expression:

include, inform, contact, to have an appointment, purpose, hospitality, consent, to elucidate, contribution, to extend an invitation.

1. During the coffee break I _____ with Dr. Snow to discuss some important problems.
2. We thank you very much for the warm reception and _____ you afforded us during the Congress.
3. Please _____ the chairman of the Organizing Committee as soon as you arrive in Kyiv.
4. Kindly _____ the Chairman of the Program Committee the title of you _____.
5. The _____ of this Conference is _____ such problems as scientific documentation, storage and retrieval of scientific information.
6. Thank you for _____ to give a talk on " _____ ".
7. The Social Program will _____ also a visit to the theatre.
8. I am happy _____ to attend the Conference.

Exercise 41. Discuss the following questions in groups:

- a) What is an abstract?
- b) What are the purposes of abstract?
- c) What are the main rules of abstract writing?

Brainstorming Test

Exercise 42. Complete the sentences with the words:

Recapping; summarize; leaving to; from; conclude; summarize of; conclude; left; on; recap; go back; by;

I'd like to _____ something Jane said in her presentation. If I could just _____ a few points _____ John's report. I don't have a lot of time _____ so I'm going to _____ the next few points. I'd like quickly _____ the main points _____ my presentation. _____ quickly _____ the main points _____ my presentation. I'd like to _____ by _____ you with this thought ... If I may _____ quoting Mr. Smith

Exercise 43. You have to prepare a speech about your scientific research. Do it using the following phrases and word combinations.

I would like to begin with

The key thing I'd like to start with is.....

The subject of my speech is

I'm going to deal with

I'd like to fix(draw) your attention on (to) the following questions
 Assume that.....
 These assumptions call attention to
 On the other hand.....
 It is safe to say that.....
 In order to go more thoroughly into this problem.....
 It is essential for.....
 In addition to.....
 As mentioned above.....
 It is necessary to determine here
 It should be stressed here
 Here is an illustrative explanation of.
 Previous investigations show
 From the viewpoint of.....
 Perhaps it will be polemic to.....
 In this sense I would like to emphasize.....
 I would like to raise some questions related to
 Thus, we come to the following conclusion
 Thank you for attention.

Exercise 44. Make a presentation about categories of meetings.

Exercise 45. Write all new words and word combinations which you have learned from unit nine.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Exercise 46. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about Scientific Conferences using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 47. Read and translate the text about scientific conferences (p.246-247). Answer the following questions to check your understanding of the text.

1. Why conferences are inescapable part of the rich tapestry of scientific life?
2. In what way can they help people who share common interests?
3. What information should be indicated in the registration form?
4. What is the best way to do at the conference?
5. Why do many scientists feel that conferences are more intellectually stimulating than formal papers?
6. What conferences often give their participants the feeling of enthusiasm and intellectual satisfaction?
7. How can conferees feel themselves after the conference?

*Exercise 48. a) Read the article "Planning to Go to a Conference (pp. 247-248) and make a short plan of the text;
b) Define the main idea of the text;*

Exercise 49. Make up the annotation of the text.

Exercise 50. Make a list all new words and word combinations which you have learned from supplementary reading.

Unit ten:
Professional Communication



Exercise 1. Make sure you know the pronunciation and the meanings of the given words and word-combinations.

| | | |
|---------------|--------------------|---------------|
| communication | application letter | seeker |
| context | prospecting letter | respect |
| greetings | thank you letter | recheck |
| accuracy | acceptance letter | request |
| letterhead | greeting | salutation |
| apologize | consideration | inconvenience |
| promotion | salary | resume |
| email | benefit | affair |

Exercise 2. Supply synonyms and antonyms for at least 5 words from the word list. Get ready to provide Ukrainian equivalents.

Exercise 3. Topic for discussion:

What associations come to your mind when you hear the word combination - professional communication?

Exercise 4. Translate the following quotations, choose that are nearest to your own opinion and comment upon them.

1. The problem with communication ... is the illusion that it has been accomplished.

George Bernard Shaw

2. The relationship is the communication bridge between people.

Alfred Kadushin

3. To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

Anthony Robbins

4. Good communication is as stimulating as black coffee, and just as hard to sleep after.

Anne Morrow Lindbergh

5. Even if you do learn to speak correct English, whom are you going to speak it to?

Clarence Darrow

Exercise 5. Get to know some definitions of the word “Communication”.

Communication is the process of to impart information from a sender to a receiver with the use of a medium.

Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speaking, singing and sometimes tone of voice, and nonverbal, physical means, such as body language, sign language, paralanguage, touch, eye contact, or the use of writing.

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond.

Professional communication encompasses written, oral, visual and digital communication within a workplace context

Professional communications entail:

Written communication

Letters

Reports

Email

Verbal communication

In person

Over the phone

Non-verbal communication

Informal Letter

A letter is ‘a missive communication in writing, addressed to a person or body of persons; an epistle’ (From Oxford English Dictionary OED online. URL: www.oed.com). Typical informal contexts are writing to family members, relatives and friends, and love letters.

Structure of a Personal Letter

1. Date – This is the date when the letter is written
2. Greetings and Name of Recipient – The greeting usually starts with the word ‘Dear’ followed by the given name of the recipient or relationship and it ends with a comma. Two examples are shown: ‘Dear Ronald,’ ‘Dear Uncle,’

3. Introduction – This is the opening of a letter. It may include greetings like ‘How are you?’.
4. Sometimes, you may refer to a previous letter.
5. Body – This is the main body of the letter. It includes the message that the writer wants to tell the recipient. It is often divided into paragraphs.
6. Closure – This part indicates the letter is going to end. The writer may ask the recipient to reply here.
7. Complimentary Close – This short expression includes a few words on one line. It ends with a comma. Some examples are shown below.
8. ‘Yours sincerely,’ ‘Best regards,’ ‘Love’.
9. Signature – the signature of the writer.

Language Use in an Informal Letter

1. Formality and Accuracy – Formal and accurate grammar and spelling are expected, depending on the relationship between the writer and the recipient.
2. Style – Language use may be personal. For example, first and second person pronouns may be frequently used.

Exercise 6. Complete the sentences.

1. Date is
2. Introduction is
3. Body is
4. Closure is... .
5. Complimentary Close is... .

Exercise 7. Read and translate the text.

Cover Letters

There are following types of cover letters used during the job search process:

- *application letters* (serve as an introduction to your resume),
- *prospecting letters* (an inquiry about possible vacancies or a request for an informational interview),
- *thank you letters* (a follow-up to an interview),
- *acceptance letters* (to accept a job offer), or rejection letters (used to thank an employer for a job offer, but to reject it).

Many job seekers concentrate their efforts on developing a resume, but dedicate little time to writing effective letters. While a resume is important, a letter is an opportunity to further market your qualifications. And both the resume and cover letter provide the employer with a first impression of your communication skills.

Application Letters

This type of letter is used to apply for specific openings and accompanies your resume. It gives you an opportunity to introduce yourself to an employer and provides a link between the job, your skills, and experience.

The application letter should inform the reader why he or she is receiving the resume. If you have already spoken to them by phone or in person, note this in your letter.

Give detailed information about your qualifications without repeating information from your resume verbatim. Instead, state the value of your experiences, education, or personal qualities. Ask yourself “What have I learned from these experiences?” Then relate this to the skills you can provide to the employer. Emphasize what you can do for the employer, not how you will personally benefit from being hired for the job.

When applying for a specific position, your letter should reflect the qualifications listed in the actual job posting. The closer the match between the employer’s requirements and your background, the more likely you will be contacted for an interview. Letters should be professional, yet written creatively enough to attract the attention of the reader.

Use this type of letter in response to specific job advertisements and vacancy announcements. Your strategy is to demonstrate that your qualifications fit the requirements of the position. Study the position description carefully and decide on one or more themes – education, experience, interests, responsibility, etc. – that show persuasively how well you fit the position. Link major job dimensions with your related past performance and experience.

Application Letter Example

Toni C. Morrison
550 North Alabama Street
River Falls, WI 54022
(555) 555-5555

May 20, 2002
Dr. Douglas Johnson
Saint Paul Public Schools
360 Colbourne Street
Saint Paul, MN 55102

Dear Dr. Johnson:

This letter of application for the position of Secondary Language Arts teacher expresses a sincere interest in interviewing and working for

the public school system of Saint Paul. Enclosed is my application form and resume. A credential file and transcript are being sent to your office.

As an English Teacher, I bring real world experience to this position. Having successfully owned and operated a business, my practical knowledge and survival skills are extensive. My background encompasses rich and varied experiences that have utilized the English language to function in society. Saint Paul's motto of "lifelong learning" has been my experience.

I also have all the qualities for an English Language Arts and Literature Teacher, expressed in my innate appreciation and love of the language. Reading and writing have always been fundamental aspects of my life and, thus, my teaching.

As a person, I combine thoughtful intelligence with empathetic concern. As a teacher, I incorporate firm expectations of my students into a flexible approach of addressing students' individual learning styles. My students appreciate the diversity expressed in my classroom. Regarding professional relationships, I have been commended for using tact and diplomacy in dealing with staff, administration, and parents. Recently, the State of Minnesota imposed guidelines regarding mandates for the year 2000. The challenge of working with students in the Saint Paul School District to ensure that they can meet state mandated evaluations interests me. I will work to implement the "road to change" that Saint Paul advocated throughout the school district.

Please consider my application and resume as well as my credential file and references. If you need any further information please call me at 555.555.5555. I look forward to an interview to discuss how my qualifications are suited to your school district.

Sincerely,
Toni C. Morrison

Exercise 8. Why professional communication is important? Try to find appropriate motivation:

- You need to be able to communicate your ideas to others.
- Others are more likely to listen to your ideas if you are professional.
- Professional communication puts you ahead of others in competitive situations.
- It shows respect to others and builds others' respect for you.

Exercise 9. Translate into Ukrainian and make up your own sentences with the underlined words.

Prospecting Letter

Prospecting letters are used to inquire about potential internships or job openings in hopes of ultimately generating an interview. Since it is better to address your letter to a specific person within the organization; preferably someone with the authority to hire, be sure to research companies prior to sending out prospecting letters.

Prospecting Letter Example

Lucas Grant
415 Ocean Highway Boulevard
Los Angeles, CA 11234

grant@ocean.edu
March 23, 200X
Betty White
Executive Marketing Director

Dear Ms. White:

After researching a number of organizations for summer internships in the field of marketing, I was especially impressed with what I have read about Greenhouse Marketing Company and its mission to work directly with small businesses to increase visibility in the marketplace while creating an environment where they can compete with larger and more established firms.

In May, I will be completing my sophomore year at the University of Southern California and my plan is to major in marketing. I have a strong interest in business and management issues with a specific interest in the area of marketing. Through this type of hands on experience, I hope to further develop my professional background in preparation for a position in the marketing field after graduating from college.

Enclosed is my resume offering a summary of my educational background and my previous internship experience in marketing. In addition to marketing, I also worked as a sales associate for Crystals in Los Angeles. I would appreciate the opportunity to further discuss the possibility of an internship with Greenhouse Marketing Company during a follow-up phone

call next week. You can also contact me at lgrant@ocean.edu or (415) 324 – 5673.

Sincerely,
Lucas Grant

A sample thank you letter illustrating the main points to include in a thank you letter you'll want to send out to each interviewer.

Lucas G. Grant
415 Ocean Highway Boulevard
Los Angeles, CA 11234
lgrant@ocean.edu

March 23, 200X
Betty White
Executive Marketing Director
Greenhouse Marketing Company
45 Blackhorse Rd.
Santa Anna, CA 34567

Dear Ms. White,

Thank you for meeting with me yesterday to discuss the summer marketing internship with Greenhouse Marketing Company. I am very interested in this opportunity and feel that my experience meets all of the qualifications we discussed in our meeting. I can see how my previous internships have prepared me for this position and I know I will make a positive contribution to your organization.

I am especially excited about the internship research project you discussed since it would be something I would enjoy taking part in as well as a way to add to my knowledge and experience in marketing. I appreciate the time you spent discussing the project planned for this summer and I have already developed some ideas on what areas we would need to research before beginning the project.

Thank you again for your time and consideration and, as we discussed, I will contact you next week to follow up on the interview.

Sincerely,
Lucas G. Grant

Acceptance Letters

How to write an acceptance letter:

Even if you have accepted verbally, it is smart to write an acceptance letter to formally accept the offer and to confirm the details.

- Be gracious when accepting a job, promotion, appointment, public office, gift, etc.
- Thank the person, business, organization, etc. when you begin your letter.
- Briefly identify what it is that you are accepting.
For example, “This is a wonderful opportunity for me, and I am happy to accept the position as associate director of sales.”
- Thank those who have helped you, if you feel it is appropriate.
- Restate the terms as you understand them if you are formally accepting a job position or similar assignment, including the starting date, job expectations, rate of compensation, health and dental benefits, sick and vacation days, etc.
- Keep the tone of your letter positive if you are accepting a resignation. Do not say anything that might make you liable for legal action.
- Thank the person for the invitation if you are accepting an invitation to a social event, and express your anticipation that the event will be a success. Clarify any details about the event, if needed, such as date or time, location, dress, etc.
- Recheck for errors. For job offers and the like, the acceptance letter may become part of a company’s permanent file for you, so make sure that it is well-worded and free of embarrassing grammatical or other errors.
- Close your letter by restating your appreciation for being offered the job, award, gift, etc.

Exercise 10. There are examples of acceptance letter, claimletter and request letters, to give you an idea on how to write your own letters, the phrases in italics, should be replaced by your own information.

[Date]

[Address]

[Phone Number]

[Employer's Name and Title]

[Employer's Address]

Dear [Recruiter Name],

After having considered your offer for [*Position title*] at [*Organization title*] it is with great enthusiasm that I accept your offer. This job opportunity fits with my career expectations and path and I therefore look forward to contributing to the success of [*Organization title*].

As we discussed, my starting salary will be [*salary here*] and health and life insurance benefits will be [*describe here*].

I have handed in my notice from my current job, the notice period being [*notice period length*].

I look forward to start [*work / training course*] on the [*starting date*]. If you need any additional documents please let me know.

Again, thank you.

Sincerely, [*sign your name*] [*type your name*].

Claim Letters

How to write an effective claim letter in minutes:

- At the beginning of your letter, indicate that you are making a claim and specify the type of claim you are making (e.g., an insurance claim).
- State the policy number, if applicable.
- Describe the specific circumstances or details of the claim (for example, that a product is defective or the details of an accident). Give all relevant facts concerning the claim.
- Indicate the dollar amount you are claiming or what action you would like the reader to take and the date by which you expect the action to be taken.
- Refer to any documents you are including with your letter, including claim forms, repair estimates, warranty, or records or receipts. Ask if there is any other information or documents or forms you need to send.
- If you are using some of the enclosed documents as evidence to substantiate your claim, specifically mention the content of the documents and illustrate how they support your claim.
- Indicate by when you would like to receive a reply to your letter and include contact information that will allow the person to easily reach you.
- You may want to thank the reader for his/her (anticipated) help before ending your letter.

Dear Sirs:

Faulty product

I'm afraid that the enclosed product doesn't work. It is the third one I've had to return this month (see attached correspondence).

I bought it from ABC stores at Newtown, Big County on (date).

I was careful to follow the instructions for use, honestly.

Other than the three I've had to return recently, I've always found your products to be excellent.

I'd be grateful if you could send a replacement and refund my postage (state amount).

I really appreciate your help.

Yours faithfully,

signature

J Smith (Mrs)

Request Letters

Request letters can be a very effective way of accomplishing what you need.

How to write a request letter to help you to get what you want:

- Be particularly courteous and tactful when writing this letter, as requests are generally an imposition on another's time and/or resources or talents. Put the reader at ease, and help her or him feel that responding will not be burdensome.

- Be brief.
- Be confident and persuasive. Be assertive but not overbearing.
- Don't hem and haw around the issue—be straightforward, and include as much detail as necessary to clearly convey your request.
- Don't be manipulative.
- Avoid the temptation to apologize for your request. Strive to make the person feel complimented that you would ask the favor of him or her.
- Make only reasonable requests.
- Express your willingness to reciprocate the kindness or favor.
- Invite the person to contact you if he or she has any questions or concerns, and thank him or her for taking the time to consider your request.

Example Request Letter

Your Return Address

[Date]

Mr. /Ms. J. Smith XYZ Company 123 Sesame Street Your Town, Your State Zip Code/Postal Code

Dear Mr. /Ms. Smith:

Re: Request for an Interview

My name is *[your name here]* and I am writing to request an interview to discuss available positions in the *[name of department]* with your company. *[If you were referred to the company by someone you know, be sure to include this information here. "James Ray, who is an employee in your Sales Department, suggested I contact you."]*

I am a graduate of *[name of educational institution you attended]* and I have *[x]* years of experience in the field of *[name of industry or field of study]*. I am currently looking for new employment opportunities and I would like to have the opportunity to discuss how my skills and abilities can be of benefit to your company.

I will contact you by phone next week to set up a convenient time when I can discuss my qualifications. I will bring my resume with me at that time. If you have questions or would like more information, please feel free to contact me by phone at *[area code and number here]*. I can also be reached by e-mail at *[your e-mail address here]*.

Thank you for taking the time to consider my request, and I will be in touch with you soon.

Sincerely,

[Your Name Here]

Exercise 11. Write the difference between application letter and claim letter.

Exercise 12. Role – Play: “Writing a letter...”

- a) Imagine you find yourself in a difficult situation one day. Write a letter to an advice columnist asking for advice.
- b) Imagine you read an article in your favorite newspaper the other day. It produced a strong impression on you. Write a letter to the editor to express your appreciation.

Exercise 13. Answer the following questions.

1. What is the difference between a personal business letter and business letter?
2. What is letterhead?
3. Which part of a letter identifies the address of the person writing the letter?
4. Which part of a letter identifies the address of the person receiving the letter?
5. What would be an example of a greeting / salutation?
6. What would be an example of a complimentary close?
7. What is the body of a letter?

Exercise 14. Explain the meaning of the following terms in English:

- | | |
|-------------|---------------|
| • context | • negotiation |
| • greetings | • benefit |
| • salary | • seeker |
| • email | • resume |

Exercise 15. Write a letter to the manager of the local transport authority.

There have recently been some problems with public transport in your area. In your letter

- explain what these problems are;
- say how these problems are affecting local people;
- say what changes could be made.

Exercise 16. According to the given information, define each type of the letter.

a) Dear Sir / Madam,

I recently stayed at your hotel, from 9th - 13th December. Unfortunately, we experienced a number of problems with our room.

b) Dear Sir / Madam,

- I am writing to enquire about the facilities in your conference centre.
- c) Dear Sir / Madam,
I am writing to apologize for the late arrival of your order.

Exercise 17. Read the endings below. Choose the type of letter (I or II) that they would be suitable for.

- a) Thank you for your assistance / attention.
I a letter asking for help or information
II a reply to a letter of enquiry
- b) Once again, we apologize for any inconvenience.
I a letter asking for help or information
II a letter saying sorry about a problem or situation
- c) Please do not hesitate to contact us if you require further information.
I a reply to a letter of enquiry
II a letter to a newspaper about a local situation
- d) I hope you will take these points into consideration.
I a letter explaining some problems / suggestion solutions
II a letter describing the writer's skills and qualifications
- e) I hope you will soon take steps to solve this problem.
I a letter which described problems
II a letter which offered solutions
- f) I hope to receive your prompt answer and a refund.
I a letter to a newspaper about a local situation
II a letter of complaint
- g) I hope something is done about this situation before too long.
I a reply to a letter of enquiry a letter
II a letter to a newspaper about a local issue

Exercise 18. Study all types of letters and fill in the table.

| Type of letter | Assignment |
|--------------------|------------|
| Application Letter | |
| Prospecting Letter | |

| | |
|-------------------|--|
| Acceptance Letter | |
| Claim Letter | |
| Request Letter | |

Exercise 19. Read and translate the text.

Interview

Structure of an Interview

The structure of an interview is similar to a dialogue in the sense that participants both take turns and contribute in the whole process. However, participants in an interview normally take a clear role, either as an interviewer asking questions or an interviewee giving answers.

The interviewer may occasionally give responses to the interviewee's answer. These roles, in normal circumstances, do not change throughout the whole process. Here is the typical structure of an interview:

1. *Introduction* – The interviewer will usually introduce himself and also the topic.
2. *Body* – These will involve a series of turn-taking, usually in the form of question-an-answer, i.e. the interviewer asks questions and the interviewee gives answers. One person speaks at a time.
3. *Closure* – This indicates the interview is going to end. Normally, the interviewer will show this by saying 'That's all for my questions' and 'Thanks you'.

Language Use in an Interview

1. Sentence structure – Language use tends to be brief and short, as interviews are usually conducted orally. A large number of questions can also be found.
2. Formality and accuracy – Formal grammar is usually followed.
3. Style – The style of the interviewer normally tends to be objective and neutral while that of the interviewee(s) may vary depending on the context, subject matter and personal factor.

Exercise 20. Read this article. Be ready to discuss it with the group.

Email

An email/electronic mail is 'the sending of non-spoken information between individuals over a telecommunication network to a selected location or locations where it is stored for subsequent retrieval in a computer; information sent in this way'.

Structure of an Email

The format of an email may be very similar to that of an informal letter. However, certain necessary parts of an informal letter may become optional, e.g. introduction, closure and complimentary close.

Necessary parts in an email are shown below:

1. a. Date and Time of Sending the Email.
- b. Email Addresses of the Sender and the Recipient(s).
- c. Title of the Email (Subject).

Note that Parts 1(a)-(c) do not need to be input by the sender, as most emailing system will automatically include such information.

2. Greetings and Name of Recipient(s) – e.g. ‘Hi, Sam,’ or ‘Dear Sam.’
3. Body – This is the main body of the letter. It includes the message that the writer wants to tell the recipient. It is often developed into paragraphs or short points.
4. Name of the Sender.
5. Signature – this part usually includes detailed contact information of the sender.

Language Use in an Email

Language use in an email may greatly vary depending on different contexts, the subject matter and even the participants. In formal contexts like job applications, language may be more formal and similar to that of formal letters. In personal contexts like chatting between friends, language use may tend to be less formal.

1. Sentence structure – Varied structures.
2. Formality and accuracy – Formal grammar and spelling may be followed, but not necessary in interpersonal communication among friends.
3. Punctuations – Punctuations are sometimes used in an idiosyncratic and unconventional way.
4. Style – Shorthand, acronyms, abbreviations, colloquialisms, etc. are quite common.

Exercise 21. Complete the sentences as they are in the text.

1. The interviewer may
2. The style of the interviewer normally... .
3. An email/electronic mail is.... .
4. Language use in an email may... .
5. Punctuations are

Careers

Exercise 22. *These are the key words connected with the notion discussed here. Match these words with the appropriate definitions.*

| | |
|----------------------|---|
| Self-Employed | The person in charge of a company or organisation |
| White-Collar Workers | People who are employed in the company |
| Manual Workers | If you work for yourself |
| Employees | People who work in offices |
| Manager | People who work with their hands |

Talking about ability and skill:

- She is *good at* communicating with people / making money / designing things.
- He is *good with* figures / his hands / children.
- He is a *good* listener / communicator.
- She has got a *good business sense* / artistic *sense* / *sense of* design.

Things you might be interested in when applying for a job:

- opportunities for promotion / for travel / to meet people
- pay, working conditions, working hours, holidays.

Exercise 23. *Answer the following questions.*

Careers guidance questionnaire

a). *Which of these areas can you see yourself working in? Tick the words.*

| | | |
|----------------------|------------------------|----------------------|
| business | industry | arts / entertainment |
| science / technology | education | the environment |
| health and welfare | politics / public life | media |
| service industries | | |

b). *How true are these statements of you? Give yourself a mark out of five.*

| | |
|----------------------------------|--------------------------------|
| I don't mind hard physical work. | I enjoy working with my hands. |
| I enjoy solving problems. | I'm a good listener. |
| I'm good with figures. | I have a good artistic sense. |
| I'm a good communicator. | |

c). *What do you expect from a job? Give each of these a mark out of five.*

| | |
|---|--------------------------------------|
| prospects for promotion | the power to take your own decisions |
| contact with other people | a good salary |
| the chance to travel | long holidays |
| being able to leave the job behind you when you go home | |

Exercise 24. Choose two of these jobs – one you think would be suitable for you, and one you think wouldn't be suitable for you. (If you like, you can choose jobs that are not in the list.) Say what you would like and dislike about each job. Use the ideas in the box to help you.

Shop assistant office manager writer salesperson factory worker
bus driver electrician journalist teacher disc jockey
architect police officer secretary accountant actor

pay, necessary skills, holidays, promotion, contact with people, variety, travel, taking orders, independence, responsibility, hours, smartness, personality.

Example: shop assistant

I wouldn't want to be a shop assistant. You have to work long hours and the pay isn't very good. I'd certainly meet a lot of people, but I wouldn't be very good with the difficult customers: I'd probably lose my temper with them and get the sack. The other thing is that I don't dress particularly smartly, and I'm not punctual, either.

Exercise 25. Role – Play: “Job Vacancies...”

Imagine you are an employer. Write the advertisement to a newspaper for the position of a computer programmer/secretary/ design engineer/ecologist/chemist (using key words).

Such model sentences can be helpful in compiling your own texts:

1. Ideally candidates will present with the following profile:
 - Educated to degree level – Life Science, Business or Marketing;
 - 4-6 year experience in sales and marketing;
 - Excellent interpersonal skills;
 - Excellent command of both written and spoken English;
 - Willingness to travel (20-30%).
2. Excellent interpersonal, negotiating and persuasive abilities / skills. Competent in French and English.
3. Fluency in English, near-fluency in French.
4. All positions require a good command of English and French and /or German.
5. Fluency in German would be a distinct advantage.
6. Working knowledge of German or French is desirable.
7. You will need a thorough knowledge of the local area you're applying for.

8. The right person must be versatile, capable of running the production and office sides of the business.

9. I have some knowledge of Western accounting.

10. You will possess strong leadership skills, enabling you to get the most out of both contractor and your own staff, together with the ability to fully represent the Council and individual clients. You should also possess proven business management skills gained through at least five years' experience of successfully managing large scale contracts.

11. Candidates should have:

- highly developed organizational and administrative skills;
- ability in management and supervision of a number of staff;
- knowledge of financial system;
- a customer orientation and commitment to a quality service.

12. You will have a degree or a professional qualification in a business related discipline and a capacity to logical thought. You must be a good team member, but with the ability to work on your own initiative. Developed presentational skills both in writing and orally will be necessary.

13. We will expect you to have proven experience of assessment, training and facilitation within a best-practice, blue-chip environment. You will also demonstrate the intellectual ability and interpersonal skills to work with client managers at a very senior level.

14. Knowledge of correspondence, file and records management is required.

15. Knowledge of the structure and personnel in the Government of Ukraine is a plus.

Exercise 26. Rewrite the sentences below so that they would be more formal.

a) If we want to reduce traffic jams, the council should build more roads in this area.

I recommend

b) The council should also provide more buses.

Another possibility

c) To help the environment, we could recycle our paper and glass.

To help the environment, one idea would

d) School children should study practical subjects so they can find jobs more easily.

If school childrenpractical subjects, theyjobs more easily.

e) In order to be healthy, we should eat a balanced diet.
In order to be healthy, the first step

f) If you want to reduce the amount of litter, you should provide more litter bins.
I suggestmore litter bins if you want to reduce the amount of litter.

Exercise 27. Rewrite the sentences below so that they are more informal.

- a) You should try yoga if you have a bad back.
Why don'tif you have a bad back?
- b) If you want somewhere to stay, you could stay with me.
If you want somewhere to stay, how aboutwith me?

Exercise 28. Translate the following sentences into English.

1. Вони відбуваються у формі групових або індивідуальних бесід: при прийомі на роботу і при звільненні, з метою заохочення і покарання, для вирішення виробничих питань і для того, щоб ближче познайомитися.

2. Важливими є бесіди, де обговорюються нові ідеї, плани, завдання, відбувається обмін інформацією, стимулюється пошук активності працівників, обговорюються перспективи їхнього професійного зростання.

3. Такі бесіди керівника сприяють самореалізації та творчому зростанню підлеглих.

Exercise 29. Read and translate the text.

Resumes and Application Letters

Once you've finished your research on the employer you are interested in, you can start writing your resume. If you have already compiled it, all you have to do is to tailor it to suit the employer and the position you are going to apply for. Job seekers usually don't perceive modifying their resume as a crucial step in getting an invitation to a job interview but nothing could be further from the truth.

How do you arouse interest in a person who has never seen you or spoken to you? How do you relate the most important facts of your life in a

matter of minutes? How do you present your achievements and outline your strengths on a couple of pages?

Your resume is everything: your school record, diplomas, certificates, degrees, experience, employment history, knowledge, strengths, interests, goals and much more, all condensed into an explosive compound whose only purpose is to knock recruiters off their feet and make them want you badly.

You have probably read some of the great old masterpieces from the past, when the only way to win a woman's heart was through romantic letters, poetry and an occasional red rose. This is exactly how you can win an employer's heart. Not by sending them red roses, but through potent and powerful words in your resume and application letter. Your resume is the most powerful selling tool at your disposal. Invest time and money in its preparation and keep it updated. Its only purpose is to secure a job interview.

When applying for a job, always make that extra effort and find out the name of the person to whom you are sending your resume and application letter. A title is not enough. By addressing a person by their name you break the intimacy barrier. A person's name is the most important word in everybody's vocabulary. Everybody wants to see their name written and referred to: it makes them feel valued.

Using names is not enough, however. Use simple and effective language, without clichés, stock phrases and formalities. Write the same way you would talk to that person if he was standing before you. Don't try to impress too much. Be brief. Avoid going into too many details and don't boost your achievements. You do that at the interview.

Exercise 30. Answer the following questions.

1. When can you start writing your resume? 2. How do you attract attention of an employer? 3. What is the only purpose of the resume? 4. How can you win an employer's heart? 5. What should you invest time and money in? 6. What should you do when applying for a job? 7. Why is a person's name the most important word in everybody's vocabulary? 8. What language should you use?

Exercise 31. Read and translate the rules into Ukrainian.

How to Prepare Your Resume

1. Prepare it yourself. Don't use agencies. Do, however, use word-processing software and a laser printer if you have access to them. To the average employer, presentation is often more important than substance.

2. Get somebody else with a good knowledge of English grammar and style to proofread it.
3. Ask as many relevant people as possible to give you their opinion on the content, quality and style of your resume.
4. Use high-quality stationery, preferably creamy or light blue in color. Although white is the norm, you want your resume to stand out. Avoid screaming colors. Subtle pastels or sky-blue high-quality bond stands out just enough to be noticed and remembered.
5. Don't lie or exaggerate your accomplishments. Honesty is the best policy as far as resumes are concerned (interviews are slightly different, as we are going to see later).
6. Use words that project an image of a person who takes action, assumes responsibility and achieves results: designed, calculated, established, started, initiated, introduced, managed, supervised, monitored, investigated, trained, achieved, and increased.
7. The following facts *don't* have a place on your resume (so make sure you leave them out): your present or past salaries, expected salary, the names of your references, a photograph of yourself, your nationality, height, weight, eye color, names of your spouse and children.
8. Optional information that you may or may not include is your age, your marital status, hobbies and outside interests. You are recommended to leave all of them out. These facts have nothing to do with your ability to do a job; they are totally irrelevant and may serve as an 'invitation' to some sort of discrimination by employers.

Example Resume

Richard Anderson

1234, West 67 Street,
Carlisle, MA 01741,
(123)-456 7890.

Objective:

An entry-level graphic designer position in a reputed organization.

Summary of Qualifications:

- Experienced in designing for print publications and also for websites.
- Proficient in most commonly used computer design applications.
 - Educated in design and general fine arts.
 - Able to communicate exceedingly well with clients and meet deadlines.

Professional Qualifications:

- Created logo and advertising layouts for a local supermarket.
- Designed various newsletters for large and small college student groups.
- Produced business cards for several clients.

Computer Skills:

- Dreamweaver
- PowerPoint
- Adobe Freehand
- Quark Express

Freelance Clients:

- Cumulusonline.com, Minnesota
- Hope College, Hillel, Holland
- Hollandstudentsonline.com, Holland

Education:

- **Hope College, Holland, Michigan**
- BA Degree in Art 4.5 GPA.

Work Experience:

- Waiter, Chico's Coffee-shop, Holland, Michigan
- Library Aide, Hope College Library, Holland, Michigan

Exercise 32. The words you use in your resume should be relatively short, action oriented, concise and unambiguous. They will help you to project an image of a results-driven doer, action-oriented achiever. Every word of action will say what you've done in the past and translate into what you could do, if hired. Write your own resume using the following words:

generated directed scheduled monitored maximized coordinated
optimized instructed taught demonstrated established guided
introduced eliminated reduced completed controlled implemented
conducted accomplished revised modified managed supervised
administered designed built provided researched analyzed evaluated
performed motivated delivered trained expedited created invented
composed developed founded solved proved negotiated planned
launched organized structured increased expanded saved streamlined
improved sold maintained

Exercise 33. Read the letter. There is one vocabulary or grammar mistake in every line. Find the mistakes and make corrections.

Dear Alex,

1) This is just a short letter to say thank you so much for invite me to your home. 2) I had really a great time. I think you live in an incredibly beautiful country! 3) Especially, I loved our trip in the mountains, even though I was exhausted! 4) On the way home, I had a ten hours wait at Los Angeles airport because of bad weather. 5) I was really annoying and I spent the rest of my money on lots of cups of coffee. 6) I can't tell you how happy was I to finally get home. 7) Anyway, I would really like you to come to New York next year. 8) It is plenty of room in my apartment so you could stay here as long time as you like. 9) We could spend a day wandering round Central Park, see a baseball game – whatever do you like. 10) It's also worth to spend a whole day at least in the Metropolitan Museum. 11) Get in touch and let me know what you are thinking.

Thanks again,

Andy

Exercise 34. Translate the following sentences into English.

1. Культура говоріння тісно пов'язана з мовленнєвим етикетом, тобто з правилами вітання, знайомства, прощання, вдячності, вибачення, запрошення, схвалення тощо.

2. Люди, як правило, негативно реагують на порушення вироблених суспільством формул етикету.

3. Для того щоб ділове спілкування було ефективним, важливо, щоб його учасники обов'язково зверталися один до одного на "Ви" (як до співробітників, так і до клієнтів).

4. Керівник організації, фірми, навчального закладу спілкується з підлеглими щоденно; його бесіди з ними бувають коротко та довготривалими, спокійними і напруженими.

Exercise 35. Answer the following questions.

How true are these statements of you?

I get on with other people.

I don't mind taking orders.

I'm punctual.

I need to be my own boss.

I can cope when things get tough.

I like to look smart.

I can keep smiling – however I'm feeling.

I go crazy if I do the same thing for too long.

Exercise 36. State seven main features of the professional communication. Discuss advantages and disadvantages of the presentations in written form.

Advantages:

Disadvantages:

Exercise 37. Work in pairs: imagine that you have no idea about business writing; ask your classmate as many questions as you can to get maximum information.

Exercise 38. Write the answers to the following questions.

1. What is a main purpose of professional communication?

2. What problems are usually raised before journalists while preparing for Interview?

3. What basic rules are needed for preparing your resume?

4. What main types of letters do you know?

5. What professional ability and skills have you got?

Exercise 39. Correct the mistakes in the following text.

Saying “not”, which is almost always difficult in person, is easier in a letter. But when an organizations rejects a request made by a customer, the organizational writer have to remember that future business and the organizational image are at stake. The wording and approached have to be carefully.

The best way to prepare a reader for bad news are to demonstrate that what the reader has requested or proposed have received due consideration. This considerations can be indicate by referring specifically to the situation at hand and by assuring the reader you know who he or she are. The more specific and personal the references, the more palatable the refusal.

Grammar Practice

Use of Modal Auxiliaries

Exercise 40. From the choices provided after each sentence select the verb that would correctly complete the sentences.

1. You seem to be having trouble there. _____ I help you?

Would

Will

Shall

2. I don't have enough money to buy lunch. _____ you lend me a couple of dollars?

May

Could

Shall

3. That ice is dangerously thin now. You _____ go ice-skating today.

mustn't

might not

would mind not to

4. It's way past my bedtime and I'm really tired. I _____ go to bed.

should

ought

could

5. He _____ have committed this crime. He wasn't even in the city that night.
 might
 shouldn't
 couldn't
6. John is over two hours late already, He _____ missed the bus again.
 should have
 must have
 will have
7. I'm really quite lost. _____ showing me how to get out of here?
 Would you mind
 Would you be
 Must you be
8. That bus is usually on time. It _____ to be here any time now.
 might
 has
 ought
9. I read about your plane's near disaster. You _____ terrified!
 might have been
 must have been
 shall have been
10. It's the law. They _____ have a blood test before they get married.
 might
 could
 have to
11. Professor, we've finished our work for today. _____ we leave now, please?
 May
 Can
 Must

Brainstorming Test

Exercise 41. Read the two paragraphs below. There are four main claims about the benefits and negative effects of television. Underline each claim and number them. Explain how one can use television in ones own carrer.

Clearly, television has become the prime source of information for many people. At the touch of a button, we can find out about the latest economic developments, changes in social policy, political news and so on. As well as keeping us in touch with current affairs, television offers us an

opportunity to experience countries and cultures that we cannot experience directly. This experience is partly responsible for the change in British food and our interest in foreign films and music.

Despite these benefits, there are certainly a number of problems associated with a dependency on television. Firstly, it has been accused of destroying conversation, especially during family meal times. “How was your day” has been replaced with “What’s on channel three?” As it is such a time-consuming passive activity, it can also lead to health problems. Whereas children used to spend a great deal of their free time playing outdoors, they now amuse themselves in front of the TV for hours. This is bad for their general fitness, eyesight and ability to concentrate on more acting interests.

Exercise 42. You have just returned from a two week holiday in an English-speaking friend’s home. You want to thank him/her.

Write a letter to your friend. In your letter

- say what you enjoyed about your holiday;
- mention a problem you had during your journey home;
- invite your friend to stay with you.

Exercise 43. Prepare a speech for Interview with a rector of University where you study.

Exercise 44. Make a presentation about categories of meetings.

Exercise 45. Imagine that you are in charge of receiving guests coming to the students' conference at our University. Draw a symbol of the conference and make a special sign for meeting foreign participants at exit gate of the airport building.

Exercise 46. Write all new words and word combinations which you have learned from unit ten.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Exercise 47. Sum up all the information of the unit, add your comments and write summary (20-25 sentences) about Professional Communication using active vocabulary. Try to avoid copying the texts. Get ready to present it orally using the key words as prompts for discussion.

Supplementary Reading

Exercise 48. Read and translate the text about Coordinating organization and development (p.246-247).

Exercise 49. Make up the annotation of the text.

Exercise 50. Make a list all new words and word combinations which you have learned from supplementary reading.

Supplementary Reading

Unit One: Education.

Cambridge and Oxford Universities History.

*2011 University of Cambridge, The Old Schools,
Trinity Lane, Cambridge CB*

The University of Oxford (informally **Oxford University**, or simply Oxford) is a university located in Oxford, United Kingdom. It is the second oldest surviving university in the world and the oldest university in the English-speaking world. The University grew rapidly from 1167 when Henry II banned English students from attending the University of Paris. In post-nominals the University of Oxford was historically abbreviated as Oxon. (from the Latin *Oxoniensis*), although Oxf is nowadays used in official University publications.

After disputes between students and Oxford townsfolk in 1209, some academics fled north-east to Cambridge, where they established what became the University of Cambridge. The two "ancient universities" have many common features and are often jointly referred to as *Oxbridge*. In addition to cultural and practical associations as a historic part of British society, the two universities have a long history of rivalry with each other. Most undergraduate teaching at Oxford is organised around weekly essay-based tutorials at self-governing colleges and halls, supported by lectures and laboratory classes organised by University faculties and departments.

The University is a member of the Russell Group of research-led British universities, the Coimbra Group, the League of European Research Universities, International Alliance of Research Universities and is also a core member of the Europaeum. It forms part of the 'Golden Triangle' of British universities.

The expulsion of foreigners from the University of Paris in 1167 caused many English scholars to return from France and settle in Oxford.

The historian Gerald of Wales lectured to the scholars in 1188, and the first known foreign scholar, Emo of Friesland, arrived in 1190.

The head of the University was named a chancellor from 1201, and the masters were recognised as a *universitas* or corporation in 1231. The students associated together, on the basis of geographical origins, into two "nations", representing the North (including the Scots) and the South (including the Irish and the Welsh). In later centuries, geographical origins continued to influence many students' affiliations when membership of a

college or hall became customary in Oxford. Members of many religious orders, including Dominicans, Franciscans, Carmelites, and Augustinians, settled in Oxford in the mid-13th century, gained influence, and maintained houses for students. At about the same time, private benefactors established colleges to serve as self-contained scholarly communities.

Among the earliest were William of Durham, who in 1249 endowed University College, and John I de Balliol, father of the future King of Scots: Balliol College bears his name.

Another founder, Walter de Merton, a chancellor of England and afterwards Bishop of Rochester, devised a series of regulations for college life; Merton College thereby became the model for such establishments at Oxford as well as at the University of Cambridge. Thereafter, an increasing number of students forsook living in halls and religious houses in favour of living at colleges.

In 1636, Chancellor William Laud, archbishop of Canterbury, codified the university statutes; these to a large extent remained the university's governing regulations until the mid-19th century. Laud was also responsible for the granting of a charter securing privileges for Oxford University Press, and he made significant contributions to the Bodleian Library, the main library of the university.

Cambridge University

Garrett, Martin (2004), 'Cambridge: a Cultural and Literary History', Signal Books.

The University of Cambridge (informally Cambridge University, or simply Cambridge) is a public research university located in Cambridge, United Kingdom. It is the second oldest university in both England and the English-speaking world and the seventh oldest university globally.

The university grew out of an association of scholars in the city of Cambridge that was formed, early records suggest, in 1209 by scholars leaving Oxford after a dispute with townsfolk. The two "ancient universities" have many common features and are often jointly referred to as *Oxbridge*. In addition to cultural and practical associations as a historic part of British society, the two universities have a long history of rivalry with each other.

Academically, Cambridge ranks as one of the world's top universities, as well as a leading university in Europe, and contends with Oxford for first place in UK league tables. Affiliates of the University have won more Nobel Prizes than those of any other institution in the world –

with 88 Nobel Laureates as of October 4, 2010 - the most recent one being Robert G. Edwards for the prize in physiology or medicine.

The University is a member of the Russell Group of research-led British universities, the Coimbra Group, the League of European Research Universities and the International Alliance of Research Universities. It forms part of the 'Golden Triangle' of British universities.

Foundation of the Colleges

Garrett, Martin (2004), 'Cambridge: a Cultural and Literary History', Signal Books.

Cambridge's colleges were originally an incidental feature of the system. No college is as old as the university itself. The colleges were endowed fellowships of scholars. There were also institutions without endowments, called hostels. The hostels were gradually absorbed by the colleges over the centuries, but they have left some indicators of their time, such as the name of Garret Hostel Lane.

Hugh Balsham, Bishop of Ely, founded Peterhouse in 1284, Cambridge's first college. Many colleges were founded during the fourteenth and fifteenth centuries, but colleges continued to be established throughout the centuries to modern times, although there was a gap of 204 years between the founding of Sidney Sussex in 1596 and Downing in 1800.

The most recently established college is Robinson, built in the late 1970s. However, Homerton College only achieved full university college status in March 2010, making it the newest full college.

In medieval times, colleges were founded so that their students would pray for the souls of the founders. For that reason they were often associated with chapels or rabbeyes. A change in the colleges' focus occurred in 1536 with the Dissolution of the Monasteries. King Henry VIII ordered the university to disband its Faculty of Canon Law and to stop teaching "scholastic philosophy". In response, colleges changed their curricula away from canon law and towards the classics, the Bible, and mathematics.

As Cambridge moved away from Canon Law so too did it move away from Catholicism. As early as the 1520s, the continental rumblings of Lutheranism and what was to become more broadly known as the Protestant Reformation were making their presence felt in the intellectual discourse of the university. Among the intellectuals involved was the theologically influential Thomas Cranmer, later to become Archbishop of Canterbury.

Nearly a century later, the university was at the center of another Christian schism. Many nobles, intellectuals and even common folk saw the ways of the Church of England as being all too similar to the Catholic Church and moreover that it was used by the crown to usurp the rightful powers of the counties. East Anglia was the centre of what became the Puritan movement and at Cambridge, it was particularly strong at Emmanuel, St. Catherine's Hall, Sidney Sussex and Christ's College. They produced many "non-conformist" graduates who greatly influenced, by social position or pulpit, the approximately 20,000 Puritans who left for New England and especially the Massachusetts Bay Colony during the Great Migration decade of the 1630s. Oliver Cromwell, Parliamentary commander during the Civil War and head of the English Commonwealth (1649–1660), attended Sidney Sussex.

Unit Two: Culture

Women, Culture and Power.

Bernice Sandler, Center for Women Policy Studies, in speech to National Coalition for Sex Equity in Education Conference, July 1992, Rapid City, South Dakota.

To the extent that culture consists of "the learned behaviors of a given human society," women and men figure equally in the cultural system. However, the cultural "template" is constantly being negotiated, revised, and reproduced, and the power to participate in this process of negotiation has historically been divided along gendered lines. As a result, we cannot read a discussion of culture by, say, Mathew Arnold, without inquiring about the cultural processes by which Arnold (a wealthy, heterosexual white male) could gain respect for his writing, while contemporary female authors like Mary Anne Evans and Charlotte Bronte <http://www.wsu.edu:8001/vcwsu/commons/topics/culture/glossary/cbronte.html> had to adopt male pseudonyms in order for their work to be accepted. Among the earliest human societies, organized by kinship groups, different types of work were probably allocated to women and men -- food preparation and cooking for women, hunting and building for men, etc. Some scholars have argued that, despite this division of labor, matriarchal kinship groups were the original cultural template among human societies; the Iroquois culture of North America is a famous example of matriarchal culture. While the prevalence of matriarchy in early human society is

unknown, evidence does suggest that in many societies family descent was traced through the mother rather than through the father; these societies are described as "matrilineal."

In historic times, however, most dominant world cultures have been patrilineal, although some examples of matriarchy/matrilineality can be found. The vast majority of these dominant cultures have systematically limited the power of women in their social, political, and religious institutions. And, while dramatic progress in women's rights has been made since World War II in some countries, women continue to be under-represented politically, under-compensated economically for equal work (as compared to men), and restricted in many major religions from access to positions of authority.

In the pages that constitute this fundamental learning topic, we are responding to a complex question: "What is culture?" This reminder about imbalances of power distribution among females and males is not part of the answer. Rather, we should see it as a fundamental part of the process of inquiry. Often when we fail to speak of gender, it is because we are speaking of the masculine gender - the gender in such a case is assumed: "Political power in Medieval England was concentrated in the hands of wealthy." Do we take this to imply that wealthy women held the reigns of political power? No, of course not. We would normally identify gender in this statement only if the power was where we would expect it not to be: that is, with women. We can't ask "what is culture?" then, without also asking who has the authority to answer that question. And we must ask of any answers, of any positions in regard to culture and culture-formation, "what are the implications of this answer for the distribution of authority between genders?"

U.S. citizens and residents live in a country which, for more than half its history, prevented women from voting in public elections. If progress has been made in the seventy-five years since women won the right to vote, it is because critical questions have been asked about U.S. culture and because many poor answers have been challenged. We hope that you'll find in these pages tools which are useful as you participate in this process -- and we hope that you'll use those tools to challenge answers, here and elsewhere, that you find unsatisfactory.

Unit Three:
Art
20th Century Architecture

Architectural Digest © 2011

One might say that 19th century architecture aimed to beautify the new wave of civic structures, like railway stations, museums, government buildings and other public utilities. It did this by taking ideas from Neo-Classicism, Neo-Gothic, French Second Empire and exoticism, as well as the new forms and materials of so-called "industrial architecture", as exemplified in factories along with occasional landmark structures like the Eiffel Tower. In comparison, 20th century urban building work was characterized by vertical development (skyscrapers), flagship buildings, and post-war reconstruction. More than any other era, its design has been dominated by the invention of new materials and building methods. It began with the exploitation of late 19th century innovations, such as the structural steel frame, in a style known as Early Modernism.

In America, architects started incorporating Art Nouveau and Art Deco designs into their work, while in Germany and Russia totalitarian architecture pursued a separate agenda during the 1930s.

Famous architects of the first part of the century included: Louis Sullivan (1856-1924), Frank Lloyd Wright (1867-1959), Victor Horta (1861-1947), Antoni Gaudi (1852-1926), Peter Behrens (1868-1940), Walter Gropius (1883-1969) and Le Corbusier (1887-1965). After 1945, architects turned away from functionalism and began creating new forms facilitated by reinforced concrete, steel and glass.

Thus Late Modernism gave way to Brutalism, Corporate Modernism and High Tech architecture, culminating in structures like the Georges Pompidou Centre in Paris, and the iconic Sydney Opera House - one of the first buildings to use industrial strength *Araldite* to glue together the precast structural elements.

Since 1970, postmodernist architecture has taken several different approaches. Some designers have stripped buildings of all ornamentation to create a Minimalist style; others have used ideas of Deconstructivism to move away from traditional rectilinear shapes; while yet others have employed digital modeling software to create totally new organic shapes in a process called Blobitecture.

Famous post-war architects include: Miers van der Rohe (1886-1969), Louis Kahn (1901-74), Jorn Utzon; Eero Saarinen (1910-61), Kenzo Tange (1913-2005), IM Pei (b.1917), Norman Foster (b.1935), Richard Rogers, James Stirling (1926-92), Aldo Rossi (1931-97), Frank Gehry

(b.1929), Rem Koolhaas (b.1944), and Daniel Libeskind (b.1946). Famous architectural groups or firms, include: Skidmore, Owings & Merrill (est 1936); Venturi & Scott-Brown (est 1925); the New York Five - Peter Eisenman, Michael Graves, Charles Gwathmey, John Hejduk, Richard Meier; and Herzog & de Meuron (est 1950).

Art and Architecture in Ukraine

2010 National Academy of Arts of Ukraine

Although prehistoric and Greek paintings have been discovered in Ukraine, the first major style to develop was the religious iconography of the Kievan period. Between the 16th and 18th centuries, long-standing Byzantine traditions gave way to European influences during the Renaissance and the baroque period, when secular, non-religious themes were introduced. Portraits were especially popular. When eastern Ukraine lost its autonomy under Russian rule in the late 18th century, many Ukrainian painters, such as Dmytro Levytsky, moved to Russia in search of training and wider markets.

Among the earliest sculptures are the numerous stone *babas*, lifesize female figures that Turkic nomads erected in the steppe between the 11th century and 13th century. Sculpture was not well developed in the Kievan and early modern periods. In the 19th century sculpture in parks, squares, and other public places became popular, such as the statues of Saint Volodymyr (Vladimir) and the Cossack leader Bohdan Khmel'nyts'ky in Kyiv. Ukraine's most famous sculptor, Alexander Archipenko, was a pioneer of the cubist style. He emigrated early in his career, eventually settling in the United States in 1923.

Architecture in Ukraine has a rich history beginning with structures built by Greek colonists in the Crimea in the 6th century BC. The importance of Kyiv as a political and economic center from the 10th century AD encouraged the building of major Byzantine-style structures there, most notably the Cathedral of Saint Sophia in the 11th century. The impact of the Renaissance was especially strong in western Ukraine, reflected in structures such as the Dormition Church in L'viv. A synthesis of Ukrainian, Byzantine, and European styles, called Cossack Baroque, produced a series of unique churches in the 18th century. Ukraine also was influenced by the lavish rococo style that originates in France; examples include the Church of Saint Andrew in Kyiv and the Cathedral of Saint George in L'viv. Ukraine's ornate wooden churches are especially renowned in world architecture. During the Soviet period, functionalist and constructivist

tendencies predominated, resulting in new structures such as the Derzhprom office complex in Kharkiv.

Relationship between Architecture and Art

2010 National Academy of Arts of Ukraine

Architecture - the art of designing and constructing buildings - has always been closely intertwined with the history of art, for at least three reasons. First, many public works (especially religious buildings) were designed with aesthetics in mind, as well as functionality. They were built to inspire as well as serve a public function. As a result, they involved the services of a wide range of 'artists' and decorative craftsmen as well as labourers. Second, in many of these buildings, the exteriors and interiors acted as showcases for fine art painting (eg. Sistine Chapel), frieze and relief sculpture (eg. The Parthenon, European Gothic cathedrals), stained glass art (eg. Chartres Cathedral), and other artworks like mosaics and metalwork. Thirdly, public building programs typically went hand in hand with the development of visual art and most major 'arts' movements (eg. Renaissance, Baroque, Rococo, Neoclassical) influenced both architecture and the fine arts.

Ancient Architecture

Architectural Digest - December 2001

Early architecture had two main functions:

- (1) to consolidate security and power;
- (2) to please the Gods. The richer the society, the more important these functions became.

Egyptian Architecture



The first great civilization to emerge around the Mediterranean basin was that of Egypt (c.3100-2500 BCE). In addition to their own written language, religion and dynastic ruling class, the Egyptians developed a unique architecture, largely consisting of massive burial chambers in the form of Pyramids (at Giza, near Cairo) and underground tombs (in the desolate Valley of the Kings, Luxor).

Design was monumental but not architecturally complex and employed posts and lintels, rather than arches, although Egyptian expertise in stone had a strong influence on later Greek architecture.

Famous examples of Egyptian pyramid architecture include: The Step Pyramid of Djoser (c.2630 BCE) designed by the architect Imhotep, and The Great Pyramid at Giza (c.2550 BCE), also called the Pyramid of Khufu or 'Pyramid of Cheops'. Later, during the Middle and Late Kingdoms (c.2040-300 CE), the Egyptians constructed a series of palaces at Karnak (eg. Temple of Amon, 1530 BCE onwards). These structures were adorned with a diverse range of artworks - few of which survive - including murals, panel paintings, sculptures, and metalwork, depicting various Gods, deities, rulers and symbolic animals in the unique Egyptian representational art style, together with hieroglyphic inscriptions.

Sumerian Architecture



Meanwhile, in Mesopotamia and Persia (c.3200-323 BCE), the Sumerian civilization was developing its own unique building - a type of stepped pyramid called a ziggurat. But in contrast to the pyramids of the Egyptian Pharaohs, ziggurats were not built as tombs but as man-made mountains to bring the Sumerian rulers and people closer to their Gods who supposedly dwelt high up in mountains to the east. Ziggurats were constructed from clay-fired bricks, often finished with colored glazes.

Greek Architecture



The history of art and architecture in Ancient Greece is divided into three basic eras: the Archaic Period (c.600-500 BCE), the Classical Period (c.500-323 BCE) and the Hellenistic Period (c.323-27 BCE).

About 600 BCE, inspired by the theory and practice of earlier Egyptian stone masons and builders, the Greeks set about replacing the

wooden structures of their public buildings with stone structures - a process known as 'petrification'. Limestone and marble was employed for columns and walls, while terracotta was used for roof tiles and ornaments. Decoration was done in metal, like bronze.

Like painters and sculptors, Greek architects enjoyed none of the enhanced status accorded to their successors. They were not seen as artists but as tradesmen. Thus no names of architects are known before about the 5th century BCE. The most common types of public buildings were temples, municipal structures, theatres and sports stadiums.

What is Art?

*Professor of Philosophy, California State University, Long Beach.
November 23, 2006*

It is more than 30 years since they dissolved their group. Many musicians lamented the disappearance of the group and the death of John Lennon. It has come home to me that an epoch was certainly over. It goes without saying that the Beatles had a great influence not only over music, but also over other walks of life.

It was in 1960's and 1970's that they did their musical activities. This coincided with Vietnam War and world-wide unrest by so-called New Left political movement. This multiple effect made them all the more famous and influential. Much has been said on their way of life, political attitude, and most of them were now taken for granted by young generation; "revolutionary" was turned into "ordinary" as time went by. We in the 21st century are no longer surprised at their message because almost all of their ideas were instilled into the young people's mind, at least superficially. For better or worse, the Beatles has become "part" of Western civilization.

One of the most striking features the Beatles has left us is the waning distinction between "art" and "popular entertainment". Due to the increasing availability of various means of mass-media, we tend to forget the once-distinct borderline between them. What is "art"? What is "popular entertainment"? Which does the Beatles music belong to? Or anyway, who makes distinction between them?

Before the turn of the 20th century, art and entertainment had been clearly defined; art used to belong to aristocrats and the rich, while popular entertainment to the have-nots. This does not mean that the latter is less sophisticated than the former. But many people growing up before the World War Two tended to see them as such. This is a persistent view derived from the 19th century.

We have now come to a point where the re-definment of art should be made by the very existence of the Beatles. Among more than 120 songs of their own composing, some have lasting charm and popularity. Some were made very elaborately. Others have unforgettably beautiful melodies. Should they be called "the works of art"? Now I'd like to put all the cards on the table and see.

Beautiful or not

*2011 Ex'pression College for Digital Arts
6601 Shellmound Street, Emeryville, CA 94608*

Many conventional people regard works of art as something beautiful. Beauty is a very subjective concept, thus it is next to impossible to tell what is beautiful from what is not. Moreover, the concept of beauty is often confused with natural beauty, such as mountains and rivers, minute structure of cells and crystals. They are no less beautiful than the greatest of masterpieces.

Elaborate or not

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6601 Shellmound Street, Emeryville, CA 94608*

The works of art are not too simplistic to appreciate. The minute mosaic of European architecture in the Middle Ages does not always give us lasting impression. Elaborate design and structure may be sometimes regarded as a proof of great effort, but this does not always follow that they are worthy of receiving highly artistic evaluation.

Unpredictable Expression

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According to the late Taro Okamoto, known as a radical modern sculptor, what distinguishes art from non-art can be found in its unpredictable factors. When we say in surprise, "What's that? I've seen it for the first time!", it's a typical work of art, he said. Indeed, when "Taiyo no To (The Tower of the Sun God)", which was his own making, first appeared at the entrance gate of Osaka Exposition in 1970, people were stunned. Some artists even call their own accomplished works "happenings" or "non-everyday-life situation". But the mere queerness does not attract the lasting attention of people so long. People get easily bored. In fact, many followers of modern art who pursued only the novelty sank into oblivion.

Elitism

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Since ancient times, the works of art have been in the hand of kings and aristocrats. Without the help of his patrons, Michelangelo could not have completed his marvelous sculptures, let alone glorious cathedrals. Would art be impossible if it were not for time and money? Could only the affluent people afford to enjoy the essence of art? For so many years ordinary people were left outside of the artistic development. But as we see on the walls of Lasko, Spain, primitive people apparently had chances to express their artistic drives on the wall. Their works were firmly combined with religious rites or incantation.

Popularity

*2011 Ex'pression College for Digital Arts
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It is very dangerous to set the standard of art by the degree of popularity. It is true that many masterpieces won great admirers, but in this age of mass media, being popular is a far less reliable indication of being a work of art. We cannot tell short-sighted fad from established reputation in a short run. Even the respect for centuries-old works of art may be overturned overnight. That a work is defined as art in one era does not necessarily mean it is so in another. As preference changes, so the styles of art change. Even the greatest works of the time cannot escape from being forgotten. "Art is not eternal".

Evolution

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Greatly influenced by the theory of evolution, which suggests clear direction of biological changes, some people adopt this term in the world of art. The essence of evolution is a development with the merits accumulated in the past. Man cannot exist without the precedents of mammals, reptiles, fishes, amoebas etc... Can the same idea be applied to the definition of art? When we look back to the history of art, this seems feasible. Modern art was born with the result of the denial of concrete paintings. Renaissance broke out in the heaps of ancient ruins. But the history of art is quite similar to that of humanity. History repeats itself! We cannot find whatever clear-

cut direction of the future, either better or worse, simpler or more complicated etc... Art can be created under an utterly isolated circumstance as long as there exists mankind. The evolution of art does not account for the huge variety of it today, but its random and irrelevant creations all over the world does.

Originality

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This is also a very important and also controversial concept, and no imitation deserves the title of art. But it is evident that there are no such things as creation in a real sense of the word except in the case of God. Our "creation" is merely a new combination of what have already existed. This fact makes quite difficult to draw the borderline between what is original and what is not. Notwithstanding, originality is indispensable to defining art.

Expressions

*2011 Ex'pression College for Digital Arts
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We may well define art in a much broader sense of the word. None of these discussions have a decisive point in defining it. Art is expressions; in a lasting form of picture, sound, shape etc... What we have in our mind sometimes takes shape; this is art, whether visible, audible or touchable. Art is also communicable. It is not until others appreciate it that the work of art has "raison d'etre". In this sense of the word, a hammer is not a work of art. But only if the hammer was expressed in a form of real extension of a human soul, it can be called art. Aesthetic standards do not correspond to artistic standards, because giving sensual pleasure does not always express the state of mind. The most important criterion as to whether something is art or not depends on whether the work is a genuine product out of the artist's mind; it must have "the screaming of a soul".

Nowadays most popular music and art tend to be deficient of "the screaming of a soul". In this light, many of the Beatles songs seem to have their strong soulful messages. Since the coming of the Beatles we have learned that so-called popular entertainment includes not a few artistic factors.

Unit Four: *Painting*

Leonardo's Perspective

Cole, Alison. Eyewitness Art: Perspective, Dorling Kindersley, New York, 1992.

"The most praiseworthy form of painting is one that most resembles what it imitates." "Perspective is nothing else than seeing a place or objects behind a plane of glass, quite transparent, on the surface of which the objects behind the glass are to be drawn."

During the Renaissance, European artists began to study the model of nature more closely and to paint with the goal of greater realism. They learned to create lifelike people and animals, and they became skilled at creating the illusion of depth and distance on flat walls and canvases by using the techniques of linear perspective.

During the Renaissance in Italy, architects and artists investigated the question of how to draw three dimensional objects on flat surfaces. They began to think of a painting as an "open window" through which the viewer sees the painted world. They also developed a system of mathematical rules known as linear perspective to help painters achieve their goal of realism.

Linear perspective is a mathematical system for creating the illusion of space and distance on a flat surface. The system originated in Florence, Italy in the early 1400s. The artist and architect Brunelleschi demonstrated its principles, but another architect and writer, Leon Battista Alberti was first to write down rules of linear perspective for artists to follow. Leonardo da Vinci probably learned Alberti's system while serving as an apprentice to the artist Verrocchio in Florence. To use linear perspective an artist must first imagine the picture surface as an "open window" through which to see the painted world. Straight lines are then drawn on the canvas to represent the horizon and "visual rays" connecting the viewer's eye to a point in the distance.

Leonardo da Vinci trained as a painter during the Renaissance and became a true master of the craft. His amazing powers of observation and skill as an illustrator enabled him to notice and recreate the effects he saw in nature, and added a special liveliness to his portraits. Curious as well as observant, he constantly tried to explain what he saw, and described many experiments to test his ideas. Because he wrote down and sketched so many of his observations in his notebooks, we know that he was among the very

first to take a scientific approach towards understanding how our world works and how we see it.

Leonardo recognized that one way to paint scenes realistically was to observe with great care how animals, people, and landscapes really looked. He was also careful to notice the differences in how an object looked when it was close by and when it was farther away, and when it was seen in bright light and in dim light. He turned his attention to nature during long walks. He wrote detailed notes on his observations and made sketches of the things he saw in his notebooks throughout his life.

Leonardo was fascinated by the atmosphere and by its effects on the colors and distinctness of distant objects. Though other artists had already begun to create some of these effects in their work, Leonardo was the first to make careful measurements and suggest rules for applying them realistically in painting. He called the subject aerial perspective.

In morning light Leonardo observed that distant objects such as mountains look bluer and less distinct than nearby mountains. He also noted that the more distant the mountain, the more its color approached that of the surrounding atmosphere.

His experiments suggested that to correctly color objects at different distances, artists should do as follows: Paint the nearest one its true color. Paint the one behind proportionately bluer and the one behind that bluer still.

Leonardo wanted to answer the question: what causes the haziness and blueness of distant objects? He applied his observations and reasoning to come up with various ideas which he tested. His writings show that he approached the questions much as a modern scientist would, using what he knew about optics and the makeup of the atmosphere to formulate his hypotheses.

Leonardo recognized that the atmosphere surrounding the earth contained moisture and dust as well as air. The further away an object lay he reasoned, the more the moisture and dust would reflect light from it blurring its true colours and details.

He also reasoned that the air itself was not blue in colour. If it was, the sky overhead would appear bluer from lower elevations where the earth's atmosphere is thicker than from a mountain top where it is thinner. As Leonardo observed, the opposite is true.

Leonardo made observations of smoke and water vapour viewed against dark and light backgrounds. He concluded that the blue colour of distant mountains results from warm water vapour in the air illuminated by sunlight in front of the dark background of the mountains. Was Leonardo

correct in his scientific understanding of aerial perspective? Not completely, but considering the limited scientific tools and knowledge of his day, his ideas were remarkably insightful.

Modern Art

*Frazier, Nancy. 2001.
The Penguin Concise Dictionary of Art History.
New York: Penguin Books.*

Modern Art - painting, sculpture, and other forms of 20th-century art. It is the art of the 20th century that includes many movements and styles. Before World War II some of the styles that originated in Europe were fauvism, expressionism, cubism, futurism, constructivism, neoplasticism, dada, and surrealism; artists in the United States developed the styles synchronism and precisionism.

Although scholars disagree as to precisely when the modern period began, they mostly use the term modern art to refer to art of the 20th century in Europe and the Americas, as well as in other regions under Western influence. The modern period has been a particularly innovative one. Among the 20th century's most important contributions to the history of art are the invention of abstraction (art that does not imitate the appearance of things), the introduction of a wide range of new artistic techniques and materials, and even the redefinition of the boundaries of art itself.

Fauvism

*"Book talk: The Unknown Matisse...",
ABC Radio National,
interview with Hilary Spurling,
8 June 2005. Retrieved 1 January 2008.*

At the turn of the century, artists in both France and Germany were interested in aboriginal art. Gauguin, for example, searched for the so-called primitive, first in Brittany and later in the South Seas. His mode of decorative color patterning and his theories influenced a later group of painters who came to be known as the fauves ("wild beasts"); their leader was Henri Matisse. Other fauves were Andr  Derain, Georges Braque, and Maurice de Vlaminck, who claimed to have been among the first European artists to discover African sculpture.

Expressionism

Ian Chilvers, The Oxford dictionary of art, Volume 2004, Oxford University Press, p. 506

Expressionism is the name given to a movement involving artists more concerned with recording subjective feelings and responses, via distortions of line and color, than with the faithful representation of outer reality. In Germany the movement encompassed two groups. The young artists active between 1905 and 1913 and known as Die Brücke (The Bridge) were, like the fauves, inspired by African art and carried its boldness and power into their own work. Members of the group included Ernst Ludwig Kirchner, Karl Schmidt-Rottluff, Erich Heckel, and Emil Nolde. Portraying the sufferings of humanity, they worked in a style somewhat resembling fauvism, but with the added ingredient of angst (anxiety). The early, emotionally charged work of the Norwegian painter Edvard Munch was well known in Germany and greatly impressed Die Brücke artists. Somewhat later, in 1911, Franz Marc and the Russian-born Wassily Kandinsky organized the other phase of German expressionism, *Der Blaue Reiter* (The Blue Rider), in Munich; they were inspired by aboriginal art, fauvism, and folk art, and their expressionism evolved toward a semiabstract mode of painting. Major Blaue Reiter artists were August Macke, Gabriele Menter, the Swiss Paul Klee, and the Russian Alexei von Jawlensky. Cubism Inspired by Cezanne's increasingly geometric approach toward the depiction of landscape forms and still-life objects, and by the dynamic shapes of African and Iberian sculpture, the cubist style was developed by Pablo Picasso and Georges Braque in Paris between 1907 and 1914. Cubism, which became the most influential of all 20th-century art styles, emphasizes the flatness of the picture plane, or surface, and rejects traditional perspective, foreshortening, modeling, and chiaroscuro. In the hands of Picasso and Braque and their colleagues the French painters Fernand Leger, Robert Delaunay, and Sonia Terk Delaunay and the Spaniard Juan Gris, cubist painting passed through various phases. A group of Italian artists—Gino Severini, Umberto Boccioni, Carlo Carra, and Giacomo Balla—further modified the cubist style. Their attempt to express in art 20th-century dynamic motion was called futurism.

Abstract painting

Harrison and Wood, Art in theory, 1900-2000, Wiley-Blackwell, 2003, p. 189.

Abstract art, which involves not one but several distinct styles, began developing in Germany, the United States, Russia, and the Netherlands in

the second decade of the 20th century. Cubism was crucial to its evolution, particularly in Russia, where artists, aware of French trends either through trips to Paris or seeing avant-garde art in Moscow collections, began to create geometrically constructed paintings. Kasimir Malevich called his approach to abstraction suprematism, while other Russians—such as Aleksandr Rodchenko and El Lissitzky—were known as constructivists. After his contact with cubism, the Dutch-born Piet Mondrian invented a form known as neoplasticism. His flat-plane grid paintings and his aesthetic theories were seminal to the development of geometric abstraction in the United States in the 1930s.

Dada

*Dada & les dadaïsmes, Paris,
Gallimard, Folio Essais, n 257, 1994*

During World War I (1914-1918) in Zürich, Switzerland, a group of war resisters, disgusted with bourgeois values, chose a nonsense word, dada (French for “hobbyhorse”), to describe their protest activities and the art they created in defiance of established aesthetic criteria. Best known of the Dada artists was the French painter Marcel Duchamp, who expressed his disapproval of “pleasing and attractive art” with his readymades; one such work was a reproduction of Leonardo da Vinci’s famous portrait, the Mona Lisa, to which he added a mustache and goatee. Other Dadaists were Francis Picabia, George Grosz, and Max Ernst.

Surrealism

*William S. Burroughs, James Grauerholz, Ira Silverberg.
Word Virus: The William S. Burroughs Reader.
Grove Press, 2000.*

Dada artists employed accident and chance to create works, and these methods were adopted by their successors, the surrealists. In 1924 the French writer Andre Breton gave surrealism its name and manifesto, asserting the superiority of the unconscious and the role of dreams in artistic creation. The most important surrealists were Ernst, the Spaniards Salvador Dali and Joan Miry, the Belgian Ren Magritte, and the French artists Jean Arp and Andre Masson.

American Painting before World War II

*American Ascendancy and European Decline:
Painting after World War Two Franz Schulze .
Spring 1996*

At the turn of the century, Americans who worked in a somewhat impressionistic style, such as Maurice Prendergast or Childe Hassam, were painting genteel pictures of upper-class life. Another group of artists, including Robert Henri, John Sloan, and George Bellows, rejected this kind of art and devoted themselves to portraying, with direct, vigorous realism, life in the city streets. They were later dubbed the Ashcan school, reflecting their choice of homely subject matter. It was not until the celebrated Armory Show of 1913, an international art exhibition held in New York City, that American artists became aware of avant-garde European styles. When finally exposed to cubism, they created synchronism, an abstract style stressing color rhythms, and precisionism, a sharply focused, stylized realism that incorporates cubism's flattening of objects and pictorial space. Outstanding artists of this period were Marsden Hartley, Joseph Stella, Arthur Dove, Charles Sheeler, Georgia O'Keeffe, and Stuart Davis.

During the 1930s, other American painters reacted against foreign influences and turned to portraying the American scene in their own ways. Regionalists such as Grant Wood were inspired by rural Midwestern life—as in his universally popular work, the satirical *American Gothic* (1930, Art Institute of Chicago). Ben Shahn gave a political edge to his portrayals of city life during the Depression, while the greatest American realist of the century, Edward Hopper, took as the subject of his quiet, contemplative paintings the solitude of individuals in modern cities and small towns.

Painting since World War II

*American Ascendancy and European Decline:
Painting after World War Two* Franz Schulze .
Spring 1996

Since World War II (1939-1945), American artists have played a vigorous role in originating new styles or developing those begun in other countries. These include abstract expressionism, op art and pop art, photorealism, and minimalism.

European Post War Painting

Elizabeth L. Eisenstein, The Printing Revolution in Early Modern Europe, Cambridge University Press, 2Rev ed, 12 September 2005

Among the major figures in European painting after World War II were the French artist Jean Dubuffet, whose witty paintings were inspired by the art of children and of psychopaths, and the Dutch painter Karel Appel, also

influenced by children's art. In England, the agonized figures of Francis Bacon and the lyrical, urbane pictures of David Hockney demonstrated the vitality of English figurative painting.

Abstract Expressionism

*Elizabeth L. Eisenstein,
The Printing Revolution in Early Modern Europe,
Cambridge University Press, 2Rev ed,
12 September 2005*

The catalyst in the creation of abstract expressionism, a movement centered in New York City in the 1940s and 1950s, was undoubtedly the presence in the United States of many refugee European surrealists. Their exploration of the unconscious and of techniques employing accident intrigued Jackson Pollock, Willem de Kooning, Hans Hofmann, and many others. These artists, who favored surrealist automatism (a technique similar to automatic writing) and expressionism, were known as gestural painters. In the hands of Pollock, for example, the painting technique involved dripping colors over large canvases to create energetic, random patterns. Other abstract expressionists, such as Mark Rothko and Barnett Newman, developed color-field painting, applying great expanses of subtly modulated color to the canvas.

Op Art and Pop Art

*Elizabeth L. Eisenstein,
The Printing Revolution in Early Modern Europe,
Cambridge University Press, 2Rev ed,
12 September 2005*

In the 1960s, new styles and movements were initiated. Some painters continued in the path of abstraction, as exemplified by the op art works of Hungarian-born Victor Vasarňly. Where op art relies on producing generally abstract optical illusions for its effect, pop art, as in the witty works of its originator, the English artist Richard Hamilton, is representational. Pop artists drew their imagery from advertising billboards, movies, comic strips, and ordinary, everyday objects. Robert Rauschenberg, Jasper Johns, Jim Dine, Roy Lichtenstein, Tom Wesselmann, James Rosenquist, and Andy Warhol were major American pop artists.

New Realist Painting

*Elizabeth L. Eisenstein,
The Printing Revolution in Early Modern Europe,
Cambridge University Press, 2Rev ed,
12 September 2005*

The ironic images of pop art helped clear the way for a revival of realist painting. Realism is a continuous but highly individualistic tradition in American art, encompassing such diverse painters as Thomas Eakins, Sloan, Hopper, Andrew Wyeth, and Fairfield Porter. The realists who received the most attention in the 1970s and 1980s were those who had assimilated some of the aesthetic concerns of abstract art. Photorealism relied on photography to achieve a precisely detailed, impersonal kind of realist painting, as in the meticulous cityscapes of Richard Estes. The rigorously structured nude figures of Philip Pearlstein and the flatly composed paintings of Alex Katz and Wayne Thiebaud also imparted a cool, abstract tone to realism.

New Abstract Tendencies

*Elizabeth L. Eisenstein,
The Printing Revolution in Early Modern Europe,
Cambridge University Press, 2Rev ed,
12 September 2005*

After the intense subjectivism of abstract expressionism, abstract painting moved toward a more impersonal, rigorous formal purity. The culmination of this tendency was minimalism, in which painting was reduced to simple geometric forms, rhythmic patterns, or single colors. Leading minimalists included Kenneth Noland, Larry Poons, Robert Ryman, and Brice Marden. A related movement, hard-edge abstraction, evolved toward more complex and dynamic abstract compositions in the works of Frank Stella and Al Held. Conceptual art, influenced by Duchamp's dictum that painting should be "at the service of the mind," often consisted of only a single word or a theoretical statement.

Neoexpressionism

*Elizabeth L. Eisenstein,
The Printing Revolution in Early Modern Europe,
Cambridge University Press, 2Rev ed,
12 September 2005*

In the 1980s a number of young European and American artists rebelled against the austere, impersonal formalist purity of much abstract art. The result was a revival of figurative and narrative painting called neoexpressionism. Most neoexpressionists avoided any attempt at realistic depiction, instead employing rough brushwork and bold color to convey their highly subjective, often ambiguous and cryptic visions. Among the most prominent neoexpressionists were the Germans Anselm Kiefer and Georg Baselitz, the Italians Sandro Chia and Francesco Clemente, and the Americans Julian Schnabel and David Salle.

Unit Five: The History of Design

What is Design?

Design as a Shared Activity

*Archer, B (1973) "The Need for Design Education."
Royal College of Art*

The nature of design is equally as complex as that of technology. Archer wrote that:

"Design is that area of human experience, skill and knowledge which is concerned with man's ability to mould his environment to suit his material and spiritual needs."

1) Design is essentially a rational, logical, sequential process intended to solve problems or, as Jones put it:

"initiate change in man-made things"

2) For the term "design process," we can also read "problem-solving process", which in all but its abstract forms works by consultation and consensus. The process begins with the identification and analysis of a problem or need and proceeds through a structured sequence in which information is researched and ideas explored and evaluated until the optimum solution to the problem or need is devised.

Yet, design has not always been a rational process; up until the Great War design was often a chaotic affair in that consultation and consensus were barely evident. Design was not a total process. The work of participants in the process was often compartmentalized, each having little if any input in matters which fell outside the boundaries of their specific expertise.

Thus, participants explored their ideas unilaterally, with one or another participant, through virtue of their "expertise", imposing constraints upon all others. In this way, the craftsman has a veto on matters

to do with skill or availability of materials, the engineer had a veto on technological considerations, and the patron alone could impose considerations of taste and finance.

During the inter-war years the Bauhaus movement attempted to knit the design process into a coherent whole in that students were encouraged to study design in a way that was both total and detailed. That is, designers were expected to balance all the considerations that came to bear upon the design of particular artefacts, systems and environments. In this way, though, design quickly evolved into a closed activity - an activity in which all but the designers themselves has little if any valid input to make on questions of materials, taste . . . and so on. Designers came to exist within a social bubble, consulting no-one but other designers. The result was that many designs conceived particularly during the immediate post-Second World War period did little to satisfy the needs of users. Such designs were exemplified by the disastrous housing policies adopted by many local authorities in the UK who built residential tower block after residential tower block. These were essentially realisations of dreamy design concepts rather than solutions to the social, cultural and environmental needs of the local populations.

Recent years have marked a sharp reaction against the design movement, which has perhaps been personified by Prince Charles and has crusade against architectural “*carbuncles*”. Likewise, individuals within society have sought to express their own tastes, their own individuality, personal style and personal self-image through what they use and purchase. Thus it is that design is not an activity solely for engineers and designers but is a shared activity between those who design artefacts, systems and environments, those who make them and those who use them.

Design and Art

Jones, J.C. (1970) “Design Methods and Technology: Seeds of Human Futures”

Design is often viewed as a more rigorous form of art, or art with a clearly defined purpose. The distinction is usually made when someone other than the artist is defining the purpose. In graphic arts the distinction is often made between fine art and commercial art.

Applied art and decorative arts are other terms, the latter mostly used for objects from the past.

In the realm of the arts, design is more relevant to the "applied" arts, such as architecture and industrial design.

Today the term design is widely associated with modern industrial product design as initiated by Raymond Loewy and teachings at the Bauhaus and Ulm School of Design (HfG Ulm) in Germany during the 20th Century.

Design implies a conscious effort to create something that is both functional and aesthetically pleasing. For example, a graphic artist may design an advertisement poster. This person's job is to communicate the advertisement message (functional aspect) and to make it look good (aesthetically pleasing).

The distinction between pure and applied arts is not completely clear, but one may consider Jackson Pollock's (often criticized as "splatter") paintings as an example of pure art. One may assume his art does not convey a message based on the obvious differences between an advertisement poster and the mere possibility of an abstract message of a Jackson Pollock painting.

Design and Engineering

Robinson, M. A., Sparrow, P. R., Clegg, C., & Birdi, K. (2005). Design engineering competencies: Future requirements and predicted changes in the forthcoming decade. Design Studies, 26(2), 123–153.

Engineering is often viewed as a more rigorous form of design. Contrary views suggest that design is a component of engineering aside from production and other operations which utilize engineering. A neutral view may suggest that design and engineering simply overlap, depending on the discipline of design.

The American Heritage Dictionary defines design as: "*To conceive or fashion in the mind; invent,*" and "*To formulate a plan*", and defines engineering as: "*The application of scientific and mathematical principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes, and systems.*"

Both are forms of problem-solving with a defined distinction being the application of "scientific and mathematical principles". How much science is applied in a design is a question of what is considered "science". Along with the question of what is considered science, there is social science versus natural science. Scientists at Xerox PARC made the distinction of design versus engineering at "moving minds" versus "moving atoms".

Design and Production

2011 National Arts Centre

The relationship between design and production is one of planning and executing. In theory, the plan should anticipate and compensate for potential problems in the execution process.

Design involves problem-solving and creativity. In contrast, production involves a routine or pre-planned process. A design may also be a mere plan that does not include a production or engineering process, although a working knowledge of such processes is usually expected of designers. In some cases, it may be unnecessary and/or impractical to expect a designer with a broad multidisciplinary knowledge required for such designs to also have a detailed specialized knowledge of how to produce the product.

Design and production are intertwined in many creative professional careers, meaning problem-solving is part of execution and the reverse. As the cost of rearrangement increases, the need for separating design from production increases as well. For example, a high-budget project, such as a skyscraper, requires separating (design) architecture from (production) construction. A Low-budget project, such as a locally printed office party invitation flyer, can be rearranged and printed dozens of times at the low cost of a few sheets of paper, a few drops of ink, and less than one hour's pay of a desktop publisher. This is not to say that production never involves problem-solving or creativity, nor that design always involves creativity.

Designs are rarely perfect and are sometimes repetitive. The imperfection of a design may task a production position (e.g. production artist, construction worker) with utilizing creativity or problem-solving skills to compensate for what was overlooked in the design process. Likewise, a design may be a simple repetition (copy) of a known preexisting solution, requiring minimal, if any, creativity or problem-solving skills from the designer.

Unit Six: Industrial Design

de Noblet, J., Industrial Design, Paris: A.F.A.A. (1993)

Industrial design makes a product attractive and appealing; adds to the commercial value of a product and increases its marketability.

When an industrial design is protected, this helps to ensure a fair return on investment. An effective system of protection also benefits consumers and the public at large, by promoting fair competition and honest trade practices.

Protecting industrial designs helps economic development, by encouraging creativity in the industrial and manufacturing sectors and

contributes to the expansion of commercial activities and the export of national products.

In most countries, an industrial design must be registered in order to be protected under industrial design law. As a general rule, to be registrable, the design must be "new" or "original". Different countries have varying definitions of such terms, as well as variations in the registration process itself. Generally, "new" means that no identical or very similar design is known to have existed before. Once a design is registered, the term of protection is generally five years, with the possibility of further periods of renewal up to, in most cases, 15 years.

Depending on the particular national law and the kind of design, an industrial design may also be protected as a work of art under copyright law. In some countries, industrial design and copyright protection can exist concurrently. In other countries, they are mutually exclusive: once the owner chooses one kind of protection, he can no longer invoke the other.

Under certain circumstances an industrial design may also be protectable under unfair competition law, although the conditions of protection and the rights and remedies ensured can be significantly different.

Designs that are generally barred from registration in many territories include:

- designs that do not meet the requirements of novelty, originality and/or individual character;
- designs that are considered to be dictated exclusively by the technical function of a product; such technical or functional design features may be protected, depending on the facts of each case, by other IP rights (e.g. patents, utility models or trade secrets);
- designs incorporating protected official symbols or emblems (such as the national flag);
- designs which are considered to be contrary to public order or morality.

Some countries exclude handicrafts from design protection, as industrial design law in these countries requires that the product to which an industrial design is applied is "an article of manufacture" or that it can be replicated by "industrial means".

When an industrial design is registered, the holder receives the right to prevent unauthorized copying or imitation by third parties. This includes

the right to prevent all unauthorized parties from making, selling or importing any product in which the design is incorporated or to which it is applied. Because industrial design rights are territorial in nature, this right is limited to the territory for which the design is registered.

Generally, industrial design protection is limited to the country in which protection is granted. Under the Hague Agreement Concerning the International Registration of Industrial Designs, a WIPO-administered treaty, a procedure for an international registration is offered. An applicant can file a single international application with WIPO. The applicant can designate as many Contracting Parties as he wishes.

Unit Seven: Design of Modern Airports

The Secret to a Successful Airport Design Project

*By Peter Kant,
Rapiscan Systems Airport Consulting,
Spring 2010*

Over the last half of the century, air travel has become commonplace around the world. As a result, today's airports have become more than utilitarian hubs.

According to leading architects and experts in the field, creating a calm, functional and aesthetically pleasing airport environment can make a huge difference when it comes to beating competition. Reducing the stress of international travel and providing enjoyable places to wait for aircraft to arrive can often be influencing factors when consumers and airlines choose to use your gates.

With this in mind, we caught up with Mike Davies, founding partner and senior director at Rogers Stirk Harbour + Partners, to find out more about where airport designers have been improving their methods and adding new considerations into designs.

Airport projects themselves are homage to just how far airport design constraints and demands have changed – a line can quite often be drawn between the capabilities of an older airport in contrast to the new, with hard-won experience linking the two.

It's clear that designing airports has become a more complex undertaking than ever before, both in terms of problems encountered and the methods by which those problems are solved. So we asked Davies how

operators can ensure that a construction or expansion project doesn't get mired in wasteful delays and indecision.

According to Davies, airport operators should place human considerations high on the list of priorities when choosing a design partner for a new project. "Go and meet people," he advises, "and select the [design team] about whom you think, 'yeah, I could work with these guys for three or four years.'"

The best operator-designer relationship is balanced, he says. Neither party should overpower the other nor have all levels of involved personnel, from designers, operators and airlines, «right down to the trolley team», to be included in conversation.

Once a partner has been selected, Davies says preparation and prior investigation is key to keeping costs low. A thorough prototyping phase before construction began on the T5 building exterior ensured that few unexpected hitches took the team by surprise when it arrived at the site.

Davies describes pre-planning as "an effective way of eliminating unknowns, and cost escalation is partly from unknowns".

Airport design is a million miles away from the idea of the lone architect imposing his vision onto a project. It has become a highly collaborative process, designers and operators working with a host of specialists to create a building that covers all the bases – attractive, practical, calming and seamless.

Unit Eight **Design in Mass Media**

*'Design history and the history of design'. Pluto Press: London.
Retrieved 28 June 2009.*

Mass media is a deceptively simple term encompassing a countless array of institutions and individuals who differ in purpose, scope, method, and cultural context.

Mass media include all forms of information communicated to large groups of people, from a handmade sign to an international news network. There is no standard for how large the audience needs to be before communication becomes "mass" communication.

There are also no constraints on the type of information being presented. A car advertisement and a U.N. resolution are both examples of mass media. Because "media" is such a broad term, it will be helpful in this discussion to focus on a limited definition.

In general usage, the term has been taken to refer to only "the group of corporate entities, publishers, journalists, and others who constitute the communications industry and profession." This definition includes both the entertainment and news industries. Another common term, especially in talking about conflict, is "news media." News media include only the news industry. It is often used interchangeably with "the press" or the group of people who write and report the news.

The distinction between news and entertainment can at times be fuzzy, but news is technically facts and interpretation of facts, including editorial opinions, expressed by journalism professionals. Which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event is determined by journalists and management and will depend on a variety of factors ranging from the editorial judgment of the reporters and editors, to other news events competing for the same time or space, to corporate policies that reflect management's biases.

Importance

Mass communicated media saturate the industrialized world. The television in the living room, the newspaper on the doorstep, the radio in the car, the computer at work, and the fliers in the mailbox are just a few of the media channels daily delivering advertisements, news, opinion, music, and other forms of mass communication.

Because the media are so prevalent in industrialized countries, they have a powerful impact on how those populations view the world. Nearly all of the news in the United States comes from a major network or newspaper. It is only the most local and personal events that are experienced first-hand. Events in the larger community, the state, the country, and the rest of the world are experienced through the eyes of a journalist.

Not only do the media report the news, they create the news by deciding what to report. The "top story" of the day has to be picked from the millions of things that happened that particular day. After something is deemed newsworthy, there are decisions on how much time or space to give it, whom to interview, what pictures to use, and how to frame it. Often considered by editors, but seldom discussed, is how the biases and interests of management will impact these determinations. All of these decisions add up to the audience's view of the world, and those who influence the decisions influence the audience.

The media, therefore, have enormous importance to conflict resolution because they are the primary -- and frequently only -- source of information regarding conflicts. If a situation doesn't make the news, it simply does not exist for most people. When peaceful options such as negotiation and other collaborative problem-solving techniques are not covered, or their successes are not reported, they become invisible and are not likely to be considered or even understood as possible options in the management of a conflict.

Negatives

The news media thrive on conflict. The lead story for most news programs is typically the most recent and extreme crime or disaster. Conflict attracts viewers, listeners, and readers to the media; the greater the conflict the greater the audience, and large audiences are imperative to the financial success of media outlets. Therefore, it is often in the media's interest to not only report conflict, but to play it up, making it seem more intense than it really is. Long-term, on-going conflict-resolution processes such as mediation are not dramatic and are often difficult to understand and report, especially since the proceedings are almost always closed to the media. Thus conflict resolution stories are easily pushed aside in favor of the most recent, the most colorful, and the most shocking aspects of a conflict. Groups that understand this dynamic can cater to it in order to gain media attention. Common criteria for terrorist attacks include timing them to coincide with significant dates, targeting elites, choosing sites with easy media access, and aiming for large numbers of casualties.

Protesters will hoist their placards and start chanting when the television cameras come into view. It is not unusual for camera crews or reporters to encourage demonstrators into these actions so they can return to their studios with exciting footage. The resulting media coverage can bestow status and even legitimacy on marginal opposition groups, so television coverage naturally becomes one of their planned strategies and top priorities. The "30-second sound bite" has become a familiar phrase in television and radio news and alert public figures strategize to use it to their advantage.

In most parts of the industrialized world, the news has to "sell," because the handful of giant media conglomerates that control most of the press (media outlets) place a high priority on profitable operations. Their CEOs are under relentless pressure to generate high returns on their shareholders' investments. Media companies face tight budgets and fierce competition, which often translate into fewer foreign correspondents, heavy reliance on sensationalism, space and time constraints, and a constant need

for new stories. Reporters with pressing deadlines may not have time to find and verify new sources. Instead they tend to rely on government reports, press releases, and a stable of vetted sources, which are usually drawn from "reliable" companies and organizations. Most overseas bureaus have been replaced by "parachute journalism," where a small news crew spends a few days or less in the latest hotspot. These same media outlets are also dependent upon advertisement revenue, and that dependence can compromise their impartiality. Many newspapers and television stations think twice before reporting a story that might be damaging to their advertisers, and will choose to avoid the story, if possible.

According to a survey taken in 2000, "...about one in five (20 percent) of local and (17 percent) (of) national reporters say they have faced criticism or pressure from their bosses after producing or writing a piece that was seen as damaging to their company's financial interests." The drive to increase advertising revenue has led many local news shows to measure out world news in seconds to accommodate longer weather and sports reports.

The news that is reported in the West comes from an increasingly concentrated group of corporate- and individually-owned conglomerates. Currently, the majority of all media outlets in the United States and a large share of those internationally are owned by a handful of corporations: Vivendi/Universal, AOL/Time Warner (CNN), The Walt Disney Co. (ABC), News Corporation (FOX), Viacom (CBS), General Electric (NBC), and Bertelsmann. These companies' holdings include international news outlets, magazines, television, books, music, and movies as well as large commercial subsidiaries that are not part of the media. Many of these companies are the result of recent mergers and acquisitions. The U.S. Federal Communications Commission (FCC) is currently considering revising media-ownership rules that would encourage even further consolidation in the future.

In addition to the control exercised by owners, there are also government controls and self-censorship. The United States, governed by a constitution where the First Amendment guarantees freedom of the press, has arguably one of the most free presses in the world, and is one of the few countries where the right to free speech is expressly written into the constitution. Yet even the U.S. government exerts control over the media, particularly during times of war or crisis. In many other countries around the world, especially emerging nations and dictatorships, governments impose tight restrictions on journalists, including penalties ranging from

finer to imprisonment and execution. In these environments, rigorous self-censorship is necessary for survival.

Positives

Without the media, most people would know little of events beyond their immediate neighborhood. The further one goes outside of one's circle of friends and family, the more time-consuming and expensive it becomes to get information. Very few, if any, individuals have the resources to stay independently informed of world events. With the news, however, all one has to do is turn on a television or turn to the Internet. Even when it is biased or limited, it is a picture of what is happening around the world.

The more sources one compares, the more accurate the picture that can be put together. In addition to the media conglomerates, there are also a range of independent news outlets, though they have a much smaller audience. Some of these provide an alternative view of events and often strive to publish stories that cannot be found in the mainstream media.

Technological advances in many industrialized (primarily Western) countries make it possible to read papers and watch broadcasts from around the globe. While language skills can be a barrier, it is possible to live in the United States and watch Arab-language broadcasts from the Middle East, or to get on the Internet and read scores of Chinese newspapers. Having access to these alternative voices limits the power of monopolies over information.

Another important benefit of a functioning mass news media is that information can be relayed quickly in times of crisis. Tornado and hurricane announcement can give large populations advance warning and allow them to take precautions and move out of harm's way. In a country suffering war, a radio broadcast outlining where the latest fighting is can alert people to areas to avoid. In quieter times, the media can publish other useful announcements, from traffic reports to how to avoid getting HIV. It is a stabilizing and civilizing force.

Along the same lines, the news media allow elected and other officials to communicate with their constituents. Frequently, the delegates at a negotiation will find they understand each other much better over the course of their discussions, but that understanding will not reach the larger populations they represent without a concerted communications effort. If constituents are not aware of these new understandings (and subsequent compromises) during the course of negotiations, they will almost certainly feel cheated when a final agreement falls far short of their expectations. To achieve ratification, delegates must justify the agreement by discussing it

with and explaining it to their constituents throughout the entire process and the media is often used for this purpose.

Unit nine: Scientific Conferences

The Way to Get Professional Experience

"Advisory: Training and Employment Guidance Letter No. 12-09" (PDF). United States Department of Labor. January 29, 2010.

Love them or hate them, conferences are an inescapable part of the rich tapestry of scientific life. They can be career- and motivation-enhancing experiences, leaving you buzzing with new ideas, contacts, and collaborations. Alternatively they can be dull as ditchwater, leaving you with the sinking feeling that you've just paid over a lot of money for the privilege of napping the week away in a velvet-upholstered hellhole. Needless to say those conferences are professionally important. They allow researchers to meet in friendly and relaxed atmosphere, to discuss latest developments in areas of their particular interest, to exchange the views and ideas and find potential partners for future collaboration and common projects.

Potential participants receive announcements or circulars with the information on registration, program, short courses, expositions, housing (hotel or dorm selection, check-in and check-out date, room type, type of payment), transportation, tours, cultural and sports facilities, etc. They are asked to send back a conference registration form with the indication of a participant's last and first name, organization name, name of academic institution or affiliation, address, telephone number, email, registration fee, selected area of scientific interest, type and name of the presentation (lecture, communication, or poster).

The aim of the conference is to help find new ways of treating various issues using recent scientific advances and also to pave the way for future cooperation in research on these issues at local, regional or international levels.

The conference is based around several research themes. The best way to do at the conference is to participate in all discussions. Your goal at the conference is to contribute to the development of scientific advances for research, make proposals on improving the organisation of research, etc. All conferees should strictly follow instructions and deadline to submit either hardcopy or electron versions of their abstracts. Time needed for the presentation should also be indicated.

Conferences also provide an efficient means for establishing a personal network of individuals who can be helpful professionally: people who know how to do things to mutual interest, who have experiences which may be related to current areas of concern, or who have useful information. At conferences you can observe intellectual creativity in action, the formation of the nascent ideas that may not appear in written form for several years. Conferences may be intellectually much more stimulating than the formal papers.

Even listening to a discussion of a familiar subject can be educational. When the subject is familiar, the listener can concentrate on the development of the material and observe the interaction of ideas without the usual concern about understanding the content. At this level of thought it is often possible to separate local problems, from those, which are more general in nature.

Participants of well-run conferences frequently come away with the feeling of enthusiasm and intellectual stimulation that inspires their work of researchers for several years.

Planning to Go to a Conference

*Family Conference Reference Guide
Ministry of Children and Family Development
Child and Family Development Division
August 200*

Finding out about the most useful meetings is not always easy. Keep your eye on the relevant pages in journals and check with friends who already are on the "conference circuit" (a few are never off it). Some conferences come up at regular intervals. As soon as you know about the meeting, write to the organizers for details and an application form. It is useful but not essential to have a piece of research to display. It need not be a large or expensive project, but if it is targeted to interest the scientific organizers and is accepted for presentation it gives you a legitimate reason to participate. Many departments will only support you or grant you leave if you are presenting a paper or a poster.

a) preparing your abstract.

Acceptance to make a presentation will depend on your abstract, and clear writing is a skill that should be cultivated. It must impress the selection committee as being scientifically sound and of interest. Check the main thrust of the meeting and its subsections. The conference application form will usually have a special page with a template and an example of how the abstract should be set out.

b) registration and booking travel and accommodation.

Early registration is usually more economic, but it is often not possible to get permission and support quickly. Book in at the nearest and best hotel you can afford. If the meeting is to be held in a hotel try to book in there; you do not want to spend precious time travelling in an unfamiliar city in commuter traffic or expensive taxis. Find out about the city and country before you travel. For most places there are good illustrated books with maps and practical tips.

c) at the conference.

Always arrive early, preferably a day ahead. You need to be reasonably rested from your journey before facing the rigours of the conference. The scientific sessions may last from 8 am to 6 pm, sometimes with "working breakfasts" and always with social programs in the evenings. Get the final conference program and abstract book as soon as possible. It will take time to understand the plan of the program, especially if it has various parallel sessions and is on several sites.

d) plan your strategy

Only careful review of the program and abstracts will enable you to make the best use of the time. Define your main objectives for the meeting. Which sessions are you going to attend and which will you deliberately miss out? Most big conferences have parallel sessions for part of each day. This is to permit different subspecialties to have their own sections and to give more people the opportunity of presenting material. Decisions about what to attend may be difficult, so be sensible; do not try to go to every session that interests you, that is impossible. There are ceremonial sessions at most conferences. They may be considered a boring waste of time, but they do permit you to identify some of the key people on the platform.

Types of Conferences.

*Ministry of Children and Family Development
Child and Family Development Division
August 2000*

There are 7 types of High-Level Scientific Conferences:

1- Euro Conferences are high-level scientific meetings with a focused theme at the cutting-edge of research bringing together young researchers and established scientists. In a Euro Conference project each event may last up to 7 days. The number of participants in each event is up to 150.

2- Euro Summer Schools provide advanced training for young researchers. Internationally recognized scientists should provide the training. The schools are to be organized around specific scientific themes and must have a define- syllabus; multidisciplinary schools are encouraged. A Euro Summer School normally lasts up to 30 days, with up to 150 participants, preferably to be organized in a closed environment. The venue should provide the necessary infrastructure and an appropriate setting to facilitate contacts and scientific discussions between all participants, in particular among young researchers and between young researchers and lecturers. Euro Summer Schools may take place at any time of the year.

3- Euro Lab Courses are advanced training courses organized in universities, research institutes, scientific centers or industrial laboratories with an emphasis on practical techniques and substantial hands-on laboratory or field experience for the participants. Participants (trainees) should be researchers who would benefit from training in the scientific techniques or special research methods offered. Lecturers may be from the centre offering the course but could also include researchers and experts from outside the centre; e.g. from industry. A Euro Lab Course lasts up to 30 days, with up to 50 participants, including lecturers. Participation of industry is particularly encouraged.

4- Euro Workshops are small meetings lasting up to 30 days, with up to 50 participants active in scientific fields of extreme dynamism, for the purpose of analyzing the most recent research results as well as discussing and planning future developments. The majority of participating researchers must be among those researchers who publish the most recent leading articles on the topic concerned.

The dissemination of results is essential to this conference type, in order to let the whole scientific community benefit from the advanced thinking and views developed during the meeting.

Multidisciplinary topics are particularly encouraged.

5- Large Conferences: support may be requested by its organizers uniquely for financing the participation of young researchers in events, which fall outside the definition of Euro Conferences, i.e. with more than 150 participants. In order to enforce the training aspect, these young researchers must play an active role in the event, by at least presenting their scientific results, preferably in an oral presentation.

6- PhD Euro Conferences contain all the standard objectives of standard Euro Conferences, except that they are organized by, and open exclusively to young researchers, i.e. coordinator, local organizers,

scientific committee, and all other attending scientists, with the possible exception of a few invited keynote speakers, must be young researchers.

The additional objectives of PhD Euro Conferences are to give young researchers the opportunity to gain experience in setting-up and running scientific conferences as well as to discuss and develop radically new ideas without any scientific bias in an international environment.

All scientific as well as legal and contractual requirements of standard Euro Conferences, such as providing a cutting-edge scientific topic or nominating a responsible legal entity, apply also to PhD Euro Conferences. In the case of very inexperienced organizers series of conferences, though eligible in principle, should be avoided.

7- Eurotron Conferences (virtual conferences, virtual schools, virtual courses or virtual workshops) contain all the standard objectives of a corresponding conference type, except that the meeting takes place in cyber space, where the participants remain at their home locations and meet in a virtual environment via interconnected computers. The use of broadband electronic networks is particularly encouraged to allow real-time interaction.

Unit ten: Professional Communication

Coordinating organization and development

Day, R. A. (1998). How to Write and Publish a Scientific Paper, 5th ed. Oryx Press, Phoenix, AZ.

If you can get basic organization as well as content development into an early draft of your paper, your work with revision will come much easier. Note how organization and development work together in Appendix 2. This very simple essay is a rough draft that could easily have been written by a high school student, but notice the potential for developing such a draft into a bona fide paper. The elements of organization include main points and transitions that carry the reader from one point to another. Now look at Appendix 3. It is still a very simple paper but perhaps illustrates what you need to do with a more complex one. The outline guides the writing from point to point as it follows the typical IMRAD formula, the most common external organization for a scientific report. Notice how the internal organization and the development of content follow standard criteria for each of the parts as described below.

The Introduction should serve three purposes: (1) to call attention to and clarify or define the specific topic or hypothesis that you are to discuss, (2) to provide background and justify a study relative to its important and the results of other studies, and (3) to list the objectives of your research project or to give the audience information on what you plan to accomplish in your paper.

The Materials and Methods section will be a recipe that reveals how you acquired and used your data. Organization here is usually easy, with step-by-step processes kept in the same order as the objectives were listed in the introduction. You can preface this procedure with a listing of materials used, conditions present, or design of the project. In addition to needing details in the materials and methods used, the audience will ask two major questions: Is this researcher's work credible, and can I use the same methods? To answer these questions, you must provide complete information on ingredients, actions, conditions, experimental design, replications, repetitions, and statistical analysis. Ask yourself the following: "Could another scientist follow my words in this part of my paper and perform the same experiment with the same results?" A well-written methods section will support a positive answer. Results should not keep a scientific reader in suspense. Make clear immediately the extent to which you have proved or disproved your hypothesis and then carry the reader from one display of data to another with logical development, showing how your findings satisfy your objectives. Results may be presented in the same order as the objectives and the experimental procedures. Data are often presented in tables or figures, and the text will simply serve to tie the data to your objectives or to call attention to main points in the data display. In addition to the valid experimental design that you present in your methods, your results and your discussion will establish your credibility.

Discussion is sometimes interwoven with results, or it can be in a separate section. This commentary provides meaning or an interpretation of the results and shows relationships with other research. Summarizing statements will tie together outcomes as depicted by the various data sets. As with results, strongly focus the discussion on your objectives. The discussion should present the overall significance of your work and help direct the thinking of your audience, but once you have made a statement on what your data mean, don't go too far afield with speculation. Show how your results fit into or compare with those from similar studies in the literature, and leave most of the speculation to your readers. Let them form their own opinions. Don't hesitate to suggest a direction you want the receiver's thoughts to take; just don't overdo your own speculation.

Finally, be sure to make concluding statements at the end of your discussion or in a section called Conclusions. Briefly reiterate your objectives and provide a general statement on the extent to which you have accomplished them. Be sure you don't just restate the results here, but draw together outcomes of your objectives and enumerate these conclusions succinctly. They may be the points that stay longest in the reader's or listener's mind.

Appendix 1

| COUNTRY | ADJECTIVE | NOUN |
|--------------------|------------------|----------------------------|
| Africa | African | an African |
| America | American | an American |
| Argentina | Argentinian | an Argentinian |
| Austria | Austrian | an Austrian |
| Australia | Australian | an Australian |
| Bangladesh | Bangladesh(i) | a Bangladeshi |
| Belgium | Belgian | a Belgian |
| Brazil | Brazilian | a Brazilian |
| Britain | British | a Briton/Britisher |
| Cambodia | Cambodian | a Cambodian |
| Chile | Chilean | a Chilean |
| China | Chinese | a Chinese |
| Colombia | Colombian | a Colombian |
| Croatia | Croatian | a Croat |
| the Czech Republic | Czech | a Czech |
| Denmark | Danish | a Dane |
| England | English | an Englishman/Englishwoman |
| Finland | Finnish | a Finn |
| France | French | a Frenchman/Frenchwoman |
| Germany | German | a German |
| Greece | Greek | a Greek |
| Holland | Dutch | a Dutchman/Dutchwoman |
| Hungary | Hungarian | a Hungarian |
| Iceland | Icelandic | an Icelander |
| India | Indian | an Indian |
| Indonesia | Indonesian | an Indonesian |
| Iran | Iranian | an Iranian |
| Iraq | Iraqi | an Iraqi |
| Ireland | Irish | an Irishman/Irishwoman |
| Israel | Israeli | an Israeli |
| Jamaica | Jamaican | a Jamaican |
| Japan | Japanese | a Japanese |

| | | |
|---------------------|----------------------|--------------------------|
| Mexico | Mexican | a Mexican |
| Morocco | Moroccan | a Moroccan |
| Norway | Norwegian | a Norwegian |
| Peru | Peruvian | a Peruvian |
| the Philippines | Philippine | a Filipino |
| Poland | Polish | a Pole |
| Portugal | Portuguese | a Portuguese |
| Rumania | Rumanian | a Rumanian |
| Russia | Russian | a Russian |
| Saudi Arabia | Saudi, Saudi Arabian | a Saudi, a Saudi Arabian |
| Scotland | Scottish | a Scot |
| Serbia | Serbian | a Serb |
| the Slovak Republic | Slovak | a Slovak |
| Sweden | Swedish | a Swede |
| Switzerland | Swiss | a Swiss |
| Thailand | Thai | a Thai |
| The USA | American | an American |
| Tunisia | Tunisian | a Tunisian |
| Turkey | Turkish | a Turk |
| Vietnam | Vietnamese | a Vietnamese |
| Wales | Welsh | a Welshman/Welshwoman |
| Yugoslavia | Yugoslav | a Yugoslav |

Appendix 2

Numbers

| Number | Cardinal | Ordinal |
|---------------|-----------------|----------------|
| 1 | one | first |
| 2 | two | second |
| 3 | three | third |
| 4 | four | fourth |
| 5 | five | fifth |
| 6 | six | sixth |
| 7 | seven | seventh |
| 8 | eight | eighth |
| 9 | nine | ninth |
| 10 | ten | tenth |
| 11 | eleven | eleventh |
| 12 | twelve | twelfth |
| 13 | thirteen | thirteenth |
| 14 | fourteen | fourteenth |
| 15 | fifteen | fifteenth |
| 16 | sixteen | sixteenth |
| 17 | seventeen | seventeenth |
| 18 | eighteen | eighteenth |
| 19 | nineteen | nineteenth |
| 20 | twenty | twentieth |
| 21 | twenty-one | twenty-first |
| 22 | twenty-two | twenty-second |
| 23 | twenty-three | twenty-third |
| 24 | twenty-four | twenty-fourth |
| 25 | twenty-five | twenty-fifth |
| 26 | twenty-six | twenty-sixth |
| 27 | twenty-seven | twenty-seventh |
| 28 | twenty-eight | twenty-eighth |
| 29 | twenty-nine | twenty-ninth |
| 30 | thirty | thirtieth |
| 31 | thirty-one | thirty-first |

| | | |
|-----------|----------------------|--------------------|
| 40 | forty | fortieth |
| 50 | fifty | fiftieth |
| 60 | sixty | sixtieth |
| 70 | seventy | seventieth |
| 80 | eighty | eightieth |
| 90 | ninety | ninetieth |
| 100 | one hundred | hundredth |
| 500 | five hundred | five hundredth |
| 1,000 | one thousand | thousandth |
| 100,000 | one hundred thousand | hundred thousandth |
| 1,000,000 | one million | millionth |

Fractions and decimals

| <i>Said</i> | <i>Written</i> | <i>Said</i> |
|----------------|----------------|------------------|
| half | 0.5 | point five |
| a quarter | 0.25 | point two five |
| three quarters | 0.75 | point seven five |

Percentages

| <i>Written</i> | <i>Said</i> |
|----------------|-----------------------|
| 25% | twenty five percent |
| 50% | fifty percent |
| 75% | seventy five percent |
| 100% | a/one hundred percent |

Units

| <i>Written</i> | <i>Said</i> |
|----------------|---|
| \$1,200 | one thousand two hundred dollars |
| J16,486 | sixteen thousand four hundred and eighty-six pounds |
| 545kms | five hundred and forty-five kilometres |
| \$25.35 | twenty-five dollars thirty-five |

| | |
|---------|-----------------------|
| Years | |
| Written | Said |
| 1988 | Nineteen eighty-eight |
| 1864 | Eighteen sixty-four |
| 1999 | Nineteen ninety-nine |

How to say '0'

nought used in mathematical expressions and decimals:

'nought times three equals *nought*'

0.3 = '*nought* point three' (or 'point three')

0.03 = 'point *nought* three'

zero used in scientific expressions, especially temperatures:

20°C = minus twenty degrees *or*
twenty degrees below *zero*

also used to mean 'the lowest point':

'The heavy rain reduced visibility to *zero*'

'o' (the letter) used in telephone numbers:

0171 390 0062 = '*o* one seven one three nine *o*
double *o* six two'

nil/nothing used to express the score in games such as football:

2 - 0 = 'two *nil*' or 'two *nothing*'

Appendix 3

List of English Irregular Verbs

| Base Form | Past Simple | Past Participle | 3rd Person Singular | Present Participle / Gerund |
|------------------|--------------------|--------------------------|----------------------------|------------------------------------|
| abide | Abode/Abided | Abode/Abided/ Abidden | Abides | Abiding |
| alight | alit/alighted | alit/alighted | alights | alighting |
| arise | arose | arisen | arises | arising |
| awake | awok | awoken | awakes | awaking |
| be | was/were | been | is | being |
| bear | bore | born/borne | bears | bearing |
| beat | beat | beaten | beats | beating |
| become | became | become | becomes | becoming |
| begin | began | begun | begins | beginning |
| behold | beheld | beheld | beholds | beholding |
| bend | bent | bent | bends | bending |
| bet | bet | bet | bets | betting |
| bid | bade | bidden | bids | bidding |
| bid | bid | bid | bids | bidding |

| | | | | |
|-----------|---------------------------|---------------------------|------------|--------------|
| bind | bound | bound | binds | binding |
| bite | bit | bitten | bites | biting |
| bleed | bled | bled | bleeds | bleeding |
| blow | blew | blown | blows | blowing |
| break | broke | broken | breaks | breaking |
| breed | bred | bred | breeds | breeding |
| bring | brought | brought | brings | bringing |
| broadcast | broadcast/ broadcasted | broadcast/ broadcasted | broadcasts | broadcasting |
| build | built | built | builds | building |
| burn | burnt/burned | burnt/burned | burns | burning |
| burst | burst | burst | bursts | bursting |
| bust | bust | bust | busts | busting |
| buy | bought | bought | buys | buying |
| cast | cast | cast | casts | casting |
| catch | caught | caught | catches | catching |
| choose | chose | chosen | chooses | choosing |
| clap | clapped/clapt | clapped/clapt | claps | clapping |
| cling | clung | clung | clings | clinging |

| | | | | |
|--------|--------------------|--------------------|---------|----------|
| clothe | clad/clothed | clad/clothed | clothes | clothing |
| come | came | come | comes | coming |
| cost | cost | cost | costs | costing |
| creep | crept | crept | creeps | creeping |
| cut | cut | cut | cuts | cutting |
| dare | dared/durst | dared | dares | daring |
| deal | dealt | dealt | deals | dealing |
| dig | dug | dug | digs | digging |
| dive | dived/dove | dived | dives | diving |
| do | did | done | does | doing |
| draw | drew | drawn | draws | drawing |
| dream | dreamt/ dreamed | dreamt/ dreamed | dreams | dreaming |
| drink | drank | drunk | drinks | drinking |
| drive | drove | driven | drives | driving |
| dwell | dwelt | dwelt | dwells | dwelling |
| eat | ate | eaten | eats | eating |
| fall | fell | fallen | falls | falling |
| feed | fed | fed | feeds | feeding |

| | | | | |
|-----------|-------------------------|-------------------------|------------|-------------|
| feel | felt | felt | feels | feeling |
| fight | fought | fought | fight | fighting |
| find | found | found | finds | finding |
| fit | fit/fitted | fit/fitted | fits | fitting |
| flee | fled | fled | flee | fleeing |
| fling | flung | flung | flings | flinging |
| fly | flew | flown | flies | flying |
| forbid | forbade/forbad | forbidden | forbids | forbidding |
| forecast | forecast/ forecasted | forecast/ forecasted | forecasts | forecasting |
| foresee | foresaw | foreseen | foresees | foreseeing |
| foretell | foretold | foretold | foretells | foretelling |
| forget | forgot | forgotten | forgets | forgetting |
| forgive | forgave | forgiven | forgives | forgiving |
| forsake | forsook | forsaken | forsakes | forsaking |
| freeze | froze | frozen | freezes | freezing |
| frostbite | frostbit | frostbitten | frostbites | frostbiting |
| get | got | got/gotten | gets | getting |
| give | gave | given | gives | giving |

| | | | | |
|-----------|----------------|----------------|------------|-------------|
| go | went | gone/been | goes | going |
| grind | ground | ground | grinds | grinding |
| grow | grew | grown | grows | growing |
| handwrite | handwrote | handwritten | handwrites | handwriting |
| hang | hung/hanged | hung/hanged | hangs | hanging |
| have | had | had | has | having |
| hear | heard | heard | hears | hearing |
| hide | hid | hidden | hides | hiding |
| hit | hit | hit | hits | hitting |
| hold | held | held | holds | holding |
| hurt | hurt | hurt | hurts | hurting |
| inlay | inlaid | inlaid | inlays | inlaying |
| input | input/inputted | input/inputted | inputs | inputting |
| interlay | interlaid | interlaid | interlays | interlaying |
| keep | kept | kept | keeps | keeping |
| kneel | knelt/kneeled | knelt/kneeled | kneels | kneeling |
| knit | knit/knitted | knit/knitted | knits | knitting |
| know | knew | known | knows | knowing |
| lay | laid | laid | lays | laying |

| | | | | |
|---------------|----------------|----------------|----------------|------------------|
| lead | led | led | leads | leading |
| lean | leant/leaned | leant/leaned | leans | leaning |
| leap | leapt/leaped | leapt/leaped | leaps | leaping |
| learn | learnt/learned | learnt/learned | learns | learning |
| leave | left | left | leaves | leaving |
| lend | lent | lent | lends | lending |
| let | let | let | lets | letting |
| lie | lay | lain | lies | lying |
| light | lit | lit | lights | lighting |
| lose | lost | lost | loses | losing |
| make | made | made | makes | making |
| mean | meant | meant | means | meaning |
| meet | met | met | meets | meeting |
| melt | melted | molten/melted | melts | melting |
| mislead | misled | misled | misleads | misleading |
| mistake | mistook | mistaken | mistake | mistaking |
| misunderstand | misunderstood | misunderstood | misunderstands | misunderstanding |
| miswed | miswed/ | miswed/ | misweds | miswedding |

| | | | | |
|----------|------------|-------------------------|-----------|-------------|
| | misworded | misworded | | |
| mow | mowed | mown | mows | mowing |
| overdraw | overdrew | overdrawn | overdraws | overdrawing |
| overhear | overheard | overheard | overhears | overhearing |
| overtake | overtook | overtaken | overtakes | overtaking |
| pay | paid | paid | pays | paying |
| preset | preset | preset | presets | presetting |
| prove | proved | proven/proved | proves | proving |
| put | put | put | puts | putting |
| quit | quit | quit | quits | quitting |
| re-prove | re-proved | re-proven/ re-proved | re-proves | re-proving |
| read | read | read | reads | reading |
| rid | rid/ridden | rid/ridden | rids | riding |
| ride | rode | ridden | rides | riding |
| ring | rang | rung | rings | ringing |
| rise | rose | risen | rises | rising |
| rive | rived | riven/rived | rives | ricing |
| run | ran | run | runs | running |

| | | | | |
|--------|---------------|---------------|---------|-----------|
| saw | sawed | sawn/sawed | saws | sawing |
| say | said | said | says | saying |
| see | saw | seen | sees | seeing |
| seek | sought | sought | seeks | seeking |
| sell | sold | sold | sells | selling |
| send | sent | sent | sends | sending |
| set | set | set | sets | setting |
| sew | sewed | sewn/sewed | sews | sewing |
| shake | shook | shaken | shakes | shaking |
| shave | shaved | shaven/shaved | shaves | shaving |
| shear | shore/sheared | shorn/sheared | shears | shearing |
| shed | shed | shed | sheds | shedding |
| shine | shone | shone | shines | shining |
| shoe | shod | shod | shoes | shoeing |
| shoot | shot | shot | shoots | shooting |
| show | showed | shown | shows | showing |
| shrink | shrank | shrunk | shrinks | shrinking |
| shut | shut | shut | shuts | shutting |
| sing | sang | sung | sings | singing |

| | | | | |
|----------|---------------|---------------|-----------|-------------|
| sink | sank | sunk | sinks | sinking |
| sit | sat | sat | sits | sitting |
| slay | slew | slain | slays | slaying |
| sleep | slept | slept | sleeps | sleeping |
| slide | slid | slid/slidden | slides | sliding |
| sling | slung | slung | slings | slinging |
| slink | slunk | slunk | slinks | slinking |
| slit | slit | slit | slits | slitting |
| smell | smelt/smelled | smelt/smelled | smells | smelling |
| sneak | sneaked/snuck | sneaked/snuck | sneaks | sneaking |
| soothsay | soothsaid | soothsaid | soothsays | soothsaying |
| sow | sowed | sown | sows | sowing |
| speak | spoke | spoken | speaks | speaking |
| speed | sped/speeded | sped/speeded | speeds | speeding |
| spell | spelt/spelled | spelt/spelled | spells | spelling |
| spend | spent | spent | spends | spending |
| spill | spilt/spilled | spilt/spilled | spills | spilling |
| spin | span/spun | spun | spins | spinning |
| spit | spat/spit | spat/spit | spits | spitting |

| | | | | |
|---------|--------------------|--------------------|----------|------------|
| split | split | split | splits | splitting |
| spoil | spoilt/spoiled | spoilt/spoiled | spoils | spoiling |
| spread | spread | spread | spreads | spreading |
| spring | sprang | sprung | springs | springing |
| stand | stood | stood | stands | standing |
| steal | stole | stolen | steals | stealing |
| stick | stuck | stuck | sticks | sticking |
| sting | stung | stung | stings | stinging |
| stink | stank | stunk | stinks | stinking |
| stride | strode/strided | stridden | strides | striding |
| strike | struck | struck/stricken | strikes | striking |
| string | strung | strung | strings | stringing |
| strip | stript/stripped | stript/stripped | strips | stripping |
| strive | strove | striven | strives | striving |
| sublet | sublet | sublet | sublets | subletting |
| sunburn | sunburned/sunburnt | sunburned/sunburnt | sunburns | sunburning |
| swear | swore | sworn | swears | swearing |
| sweat | sweat/sweated | sweat/sweated | sweats | sweating |

| | | | | |
|------------|----------------|-----------------|-------------|---------------|
| sweep | swept/sweaped | swept/sweaped | sweeps | sweeping |
| swell | swelled | swollen | swells | swelling |
| swim | swam | swum | swims | swimming |
| swing | swung | swung | swings | swinging |
| take | took | taken | takes | taking |
| teach | taught | taught | teaches | teaching |
| tear | tore | torn | tears | tearing |
| tell | told | told | tells | telling |
| think | thought | thought | thinks | thinking |
| thrive | throve/thrived | thriven/thrived | thrives | thriving |
| throw | threw | thrown | throws | throwing |
| thrust | thrust | thrust | thrusts | thrusting |
| tread | trod | trodden | treads | treading |
| undergo | underwent | undergone | undergoes | undergoing |
| understand | understood | understood | understands | understanding |
| undertake | undertook | undertaken | undertakes | undertaking |
| upset | upset | upset | upsets | upsetting |
| vex | vext/vexed | vext/vexed | vexes | vexing |
| wake | woke | woken | wakes | waking |

| | | | | |
|-----------|---------------|---------------|------------|--------------|
| wear | wore | worn | wears | wearing |
| weave | wove | woven | weaves | weaving |
| wed | wed/wedded | wed/wedded | weds | wedding |
| weep | wept | wept | weeps | weeping |
| wend | wended/went | wended/went | wends | wending |
| wet | wet/wetted | wet/wetted | wets | wetting |
| win | won | won | wins | winning |
| wind | wound | wound | winds | winding |
| withdraw | withdrew | withdrawn | withdraws | withdrawing |
| withhold | withheld | withheld | withholds | withholding |
| withstand | withstood | withstood | withstands | withstanding |
| wring | wrung | wrung | wrings | wringing |
| write | wrote | written | writes | writing |
| zinc | zincd/zincked | zincd/zincked | zincs | zincking |

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Навчальне видання

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LANGUAGE OF DESIGN

Підручник

В авторській редакції