

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

**РАБОЧАЯ ПРОГРАММА
УЧЕБНОЙ ДИСЦИПЛИНЫ**

ОГСЭ.04 Иностранный язык в профессиональной
деятельности

программы подготовки специалистов среднего звена
54.02.01 Дизайн (по отраслям)

Форма обучения: очная

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Рабочая программа учебной дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности разработана в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по специальности 54.02.01 Дизайн (по отраслям), утвержденного приказом Минобрнауки России от 05.05.2022, № 308, примерной образовательной программой.

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1 ОБЩАЯ ХАРАКТЕРИСТИКА ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

1.1 Место дисциплины в структуре основной образовательной программы

Учебная дисциплина ОГСЭ.04 Иностранный язык в профессиональной деятельности является частью общего гуманитарного и социально-экономического цикла основной образовательной программы (далее ООП) в соответствии с ФГОС СПО по специальности 54.02.01 Дизайн (по отраслям).

1.2 Цель и планируемые результаты освоения дисциплины

По итогам освоения дисциплины, обучающиеся должны продемонстрировать результаты обучения, соотнесённые с результатами освоения ООП СПО, приведенные в таблице.

Код компетенции	Умения	Знания
ОК 01 ОК 04 ОК 09	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить (со словарем) иностранные тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; правила чтения текстов (особенности произношения) профессиональной направленности

2 СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1 Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем часов
Объем образовательной программы учебной дисциплины	225
в том числе:	
– теоретическое обучение	
– практические занятия <i>(если предусмотрено)</i>	190
– лабораторные занятия <i>(если предусмотрено)</i>	
– курсовая работа (проект) <i>(если предусмотрено)</i>	
– самостоятельная работа	29
– консультации	6
– промежуточная аттестация – <i>дифференцированный зачет</i>	

2.2 Тематический план и содержание учебной дисциплины

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объем в часах	Коды компетенций, формированию которых способствует элемент программы
1	2	3	
Раздел 1. Вводно-коррективный курс.		12	
Тема 1.1. Изучение иностранных языков. Этикет. О себе.	Содержание учебного материала		ОК 01 ОК 04 ОК 09
	Практическое занятие № 1 Введение лексики. Актуализация лексики в упражнениях.	2	
	Практическое занятие № 2 Выполнение упражнений на развитие лексико-грамматических навыков, навыков устной речи.	2	
	Практическое занятие № 3 Развитие монологической и диалогической речи.	2	
	Практическое занятие № 4 Работа с текстом по теме.	2	
	Практическое занятие № 5 Аудирование	2	
	Практическое занятие № 6 Test	2	
Раздел 2. История развития дизайна и графического искусства		30	
Тема 2.1. История развития графического искусства	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 7. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте.	2	
	Практическое занятие № 8 Активизация изученного материала в упражнениях. Развитие навыка говорения. Структуры повествовательного предложения.	2	
	Практическое занятие № 9 Активизация изученного материала в упражнениях. Развитие навыка говорения. Структуры повествовательного предложения.	2	
Тема 2.2. История развития дизайна	Содержание учебного материала	4	ОК 01 ОК 04 ОК 09
	Практическое занятие № 10 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте.	2	
	Практическое занятие № 11 Активизация изученного материала в упражнениях. Развитие навыка говорения. Структуры вопросительного предложения	2	
Тема 2.3.	Содержание учебного материала	6	ОК 01 ОК 04
	Практическое занятие № 12 Профессия дизайнер, её особенности.	2	

Профессия дизайнер	Практическое занятие № 13 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте	2	ОК 09
	Практическое занятие № 14 Активизация изученного материала в упражнениях. Развитие навыка письма. Множественное и единственное число им. существительных.	2	
Тема 2.4. Основные направления в искусстве и дизайне	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 15 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 16 Активизация изученного материала в упражнениях. Развитие навыка письма.	2	
	Практическое занятие № 17 Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.	2	
	Самостоятельная работа обучающихся подготовить презентацию о любом направлении в дизайне	8	
Тема 2.5. Современные дизайнеры	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 18 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 19 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 20 Активизация изученного материала в упражнениях. Развитие навыка письма.	2	
	Практическое занятие № 21 Активизация изученного материала в упражнениях. Развитие навыка письма.	2	
Раздел 3. Современные вопросы профессиональной деятельности		104	
Тема 3.1. Профессиональное обучение и среда в профессии дизайнер	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 22 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте	2	
	Практическое занятие № 23 Активизация изученного материала в упражнениях. Развитие навыка письма. Словообразование. Суффиксы и приставки в английском языке	2	
	Практическое занятие № 24 Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.	2	
	Практическое занятие № 25 Фразовые глаголы английского языка применительно к профессиональной тематике. Активизация навыка говорения.	2	
Тема 3.2.	Содержание учебного материала	8	ОК 01

Цифровая печать	Практическое занятие № 26 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте	2	ОК 04 ОК 09
	Практическое занятие № 27 Активизация изученного материала в упражнениях. Развитие навыка письма. Временные формы глагола в английском языке. Группа Simple	2	
	Практическое занятие № 28 Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.	2	
	Практическое занятие № 29 Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.	2	
Тема 3.3. Основные виды печатной продукции	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 30 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте	2	
	Практическое занятие № 31 Активизация навыка говорения. Монологическая речь по изученной теме с использованием профессиональной терминологии.	2	
	Практическое занятие № 32 Прилагательные в английском языке. Образование степеней сравнения.	2	
Тема 3.4. Оформление книг. Профессия иллюстратор	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 33 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 34 Активизация изученного материала в упражнениях. Развитие навыка письма. Степени сравнения имен прилагательных в английском языке.	2	
	Практическое занятие № 35 Активизация навыка говорения по изученной теме с использованием профессиональной терминологии	2	
	Практическое занятие № 36 Активизация навыка говорения по изученной теме с использованием профессиональной терминологии	2	
Тема 3.5. Форма, размер, пространство в графическом дизайне	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 37 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 38 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 39 Активизация изученного материала в упражнениях. Развитие навыка письма. Местоимения (личные и притяжательные) в английском языке.	2	
	Практическое занятие № 40 Повторение изученных грамматических тем.	2	
	Самостоятельная работа обучающихся разработать обложку детской книги	5	

Тема 3.6. Дизайн торговой марки компании, разработка, продвижение	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 41 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 42 Активизация изученного материала в упражнениях. Развитие навыка письма. Артикли в английском языке.	2	
	Практическое занятие № 43 Активизация навыка говорения по изученной теме с использованием профессиональной терминологии.	2	
	Практическое занятие № 44 Повторение изученного материала по разделу.	2	
Тема 3.7. Реклама	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 45 Реклама. Особенности рекламной продукции.	2	
	Практическое занятие № 46 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 47 Активизация изученного материала в упражнениях. Развитие навыка письма. Временные формы глагола в английском языке. Группа Continuous.	2	
	Практическое занятие № 48 Активизация навыка восприятия иностранной речи на слух. Аудирование по теме «Реклама».	2	
Тема 3.8. Дизайн упаковочной продукции	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 49 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 50 Активизация изученного материала в упражнениях. Развитие навыка говорения.	2	
	Практическое занятие № 51 Активизация навыка восприятия иностранной речи на слух. Аудирование по теме «Разработка упаковки».	2	
Тема 3.9. Программное обеспечение профессиональной деятельности	Содержание учебного материала	12	ОК 01 ОК 04 ОК 09
	Практическое занятие № 52 Программное обеспечение профессиональной деятельности (программы, используемые в работе по профессии «Дизайнер»).	2	
	Практическое занятие № 53 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 54 Активизация изученного материала в упражнениях. Развитие навыка письма. Предлоги времени в английском языке.	2	
		2	

	Практическое занятие № 55 Выполнение упражнений на развитие лексико-грамматических навыков, навыков устной речи.		
	Практическое занятие № 56 Активизация изученного материала в упражнениях. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 57 Test	2	
	Самостоятельная работа обучающихся подготовить рекламу продукции	6	
Тема 3.10. Экология. Эко-дизайн	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 58 Защита окружающей среды. Современные эко-проекты в дизайнерской сфере.	2	
	Практическое занятие № 59 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 60 Активизация изученного материала в упражнениях. Развитие навыка письма. Предлоги места в английском языке.	2	
	Практическое занятие № 61 Активизация лексики в упражнениях по теме. Проект «Эко-дом».	2	
Тема 3.11. Эргономика	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 62 Эргономические аспекты дизайн-проектирования.	2	
	Практическое занятие № 63 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 64 Активизация изученного материала в упражнениях. Развитие навыка письма. Герундий в английском языке.	2	
	Практическое занятие № 65 Выполнение грамматических тестов.	2	
Тема 3.12. Дизайн продукции и услуг	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 66 Дизайн продукции и услуг. Понятие «промышленный дизайн» и «дизайн систем»	2	
	Практическое занятие № 67 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 68 Активизация изученного материала в упражнениях. Развитие навыка письма. Страдательный залог в английском языке.	2	
	Практическое занятие № 69 Активизация лексики в упражнениях по теме. Проект «Макет продукта».	2	
Тема 3.13.	Содержание учебного материала	8	ОК 01

Портфолио современного дизайнера	Практическое занятие № 70 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	ОК 04 ОК 09
	Практическое занятие № 71 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 72 Активизация изученного материала в упражнениях. Развитие навыка письма. Страдательный залог в английском языке.	2	
	Практическое занятие № 73 Активизация лексики в упражнениях по теме. Навык подготовки и представления самопрезентации.	2	
Раздел 4. Деловая и профессиональная среда общения. Этика и нормы делового и профессионального общения		32	
Тема 4.1. Собеседование	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 74 Применение навыков составления резюме, с использованием клише, устойчивых словосочетаний и изученного лексического минимума.	2	
	Практическое занятие № 75 Применение навыков составления резюме, с использованием клише, устойчивых словосочетаний и изученного лексического минимума.	2	
	Практическое занятие № 76 Активизация навыка говорения. Составление вопросов по профессиональной тематике. Диалоги.	2	
	Практическое занятие № 77 Активизация навыка восприятия на слух. Интерактивное задание	2	
	Самостоятельная работа обучающихся подготовить портфолио достижений	4	
Тема 4.2. Деловая переписка	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 78 Активизация навыка письма, с использованием клише, устойчивых словосочетаний и изученного лексического минимума.	2	
	Практическое занятие № 79 Активизация навыка письма, с использованием клише, устойчивых словосочетаний и изученного лексического минимума	2	
	Практическое занятие № 80 Активизация навыка письма, с использованием клише, устойчивых словосочетаний и изученного лексического минимума	2	
Тема 4.3. Маркетинг дизайнерских услуг	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 81 Современный рынок дизайнерских услуг.	2	
	Практическое занятие № 82 Изучение устойчивых словосочетаний и изученного лексического минимума.	2	
	Практическое занятие № 83 Активизация навыка говорения. Составление вопросов по профессиональной тематике. Диалоги.	2	
Тема 4.4. Деловые перегово-	Содержание учебного материала	4	ОК 01 ОК 04
	Практическое занятие № 84 Активизация навыка говорения и восприятия на слух иноязыч-	2	

ры. Обсуждение условий договоров и контрактов	ной речи.		ОК 09
	Практическое занятие № 85 Составление вопросов по профессиональной тематике. Использование клише в речи учащегося.	2	
Тема 4.5. Структура предприятия	Содержание учебного материала	8	ОК 01 ОК 04 ОК 09
	Практическое занятие № 86 Дизайнерские компании: структура, работа с заказчиком.	2	
	Практическое занятие № 87 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 88 Активизация навыка говорения и передачи информации на иностранном языке.	2	
	Практическое занятие № 89 Активизация изученного материала в упражнениях. Развитие навыка письма. Составление документации на иностранном языке.	2	
	Самостоятельная работа обучающихся составить письма по различной тематике	4	
Раздел 5. Общеразговорная лексика			ОК 01 ОК 04 ОК 09
Тема 5.1. Знаменитые художники России и зарубежных стран	Содержание учебного материала	6	
	Практическое занятие № 90 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 91 Активизация навыка говорения и передачи информации на иностранном языке. Сообщение по теме.	2	
	Практическое занятие № 92 Активизация навыка письма.	2	
Тема 5.2. Мировые шедевры культуры и искусства	Содержание учебного материала	6	ОК 01 ОК 04 ОК 09
	Практическое занятие № 93 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 94 Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.	2	
	Практическое занятие № 95 Активизация навыка говорения и передачи информации на иностранном языке.	2	
Консультации		6	
Самостоятельная работа		29	
Всего		225	

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 Материально-техническое обеспечение

Для реализации программы учебной дисциплины предусмотрено наличие следующих специальных помещений:

Оборудование учебного кабинета «Иностранный язык»:

- посадочные места по количеству обучающихся;
- рабочее место преподавателя;
- комплект учебно-наглядных пособий «Страноведение»;
- грамматические таблицы;
- дидактические материалы;
- пособия для мультимедийного оборудования.
- методические рекомендации по созданию презентаций
- методические рекомендации по грамматике английского языка

Технические средства обучения:

Мультимедийный комплект (проектор CASIO XJ-V2, экран LUMIEN Eco Picture) – 1 шт., персональный компьютер Lenovo ThinkCentre – 21 шт., наушники Sanako SLHO7 – 21 шт., колонки Microlab 2.0 SOLO4C – 1 шт., стол – 21 шт., стул – 21 шт.

Лицензионное программное обеспечение:

ОС Windows 10, Microsoft Office 10, Nibelung 3.8, Toefl, словари – Multitran, ABBYY Lingvo

3.2 Информационное обеспечение реализации программы

Для реализации программы учебной дисциплины библиотечный фонд ВГУЭС укомплектован печатными и электронными изданиями.

Обучающиеся из числа инвалидов и лиц с ограниченными возможностями здоровья обеспечены печатными и (или) электронными образовательными ресурсами в формах, адаптированных к ограничениям их здоровья.

Основная литература

1. Английский язык для гуманитариев (B1–B2). English for Humanities : учебное пособие для среднего профессионального образования / О. Н. Стогниева, А. В. Бакулев, Г. А. Павловская, Е. М. Муковникова. — Москва : Издательство Юрайт, 2016. — 206 с. — (Профессиональное образование). — ISBN 978-5-534-10072-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/455712>

2. Шевцова, Г. В. Английский язык для дизайнеров (B1-B2) : учебное пособие для среднего профессионального образования / Г. В. Шевцова, Е. Б. Нарочная, Л. Е. Москалец. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2016. — 288 с. — (Профессиональное образование). — ISBN 978-5-534-05809-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/454562>

3. Шевцова, Г. В. Английский язык для дизайнеров (B1-B2) : учебное пособие для вузов / Г. В. Шевцова, Е. Б. Нарочная, Л. Е. Москалец. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2016. — 288 с. — (Высшее образование). — ISBN 978-5-534-05649-4. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/454520>

Дополнительная литература

1. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 1 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2016. — 264 с. — (Профессиональное образование). — ISBN 978-5-534-09890-7. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/452245>

2. Куряева, Р. И. Английский язык. Лексико-грамматическое пособие в 2 ч. Часть 2 : учебное пособие для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2016. — 254 с. — (Профессиональное образова-

ние). — ISBN 978-5-534-09927-0. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/452246>

3.Нужнова, Е. Е. Английский язык. Professional Reading: Law, Economics, Management : учебное пособие для среднего профессионального образования / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2016. — 149 с. — (Профессиональное образование). — ISBN 978-5-534-12993-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/448712>

Электронные ресурсы

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2. Porter N. What is a Designer: things, places, messages. HyphenPress, 1989.
3. Strategies for Readers, book 1. Prentice Hall Rergents, 1986.
4. Design and Aesthetics. Routledge, 1996.
5. URL:<http://www.best-quotes-poems.com/design-quotes>
6. URL:<http://en.wikipedia.org/wiki/Art>
7. URL:<http://en.wikipedia.org/wiki/Designer>
8. URL:<http://en.wikipedia.org/wiki/Artist>
9. URL:<http://www.designcouncil.org.uk/about-design/Typesof-design/>
10. URL:<http://www.colorquiz.com/>
11. URL:<http://www.viewzone.com/luscher>
12. URL:<http://www.testcolor.com/>
13. URL:<http://www.womansmagazine.net/how-to-test-yourbody-shape>
14. URL:http://en.wikipedia.org/wiki/Female_body_shape
15. URL:<http://www.megaessays.com/viewpaper/103425>
16. URL:<http://www.cvtips.com/career-choice/how-to-buildyour-career>
17. URL:<http://careerplanning.about.com/od/careerchoicechan>
18. URL:<http://www.essortment.com/career>
19. URL:<http://www.wikihow.com/Become-Famous>
20. URL:<http://ezinearticles.com/?Industrial-Design-as-a-Profession&id=1046344>
21. URL:<http://www.ec4physio.com/images/ergonomics>
22. URL:http://www.articlealley.com/article_930917_45.html
23. URL:<http://en.wikipedia.org/wiki/Locomotive>
24. URL:<http://www.southernsteamtrains.com/manual>
25. URL:<http://www.ford.com/cars/focus/2012/features/>
26. URL:<http://www.ford.com/cars/fiesta/features/>

4 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Результаты обучения	Критерии оценки	Методы оценки
Знания: Лексика по профилю подготовки. Приемы аннотирования, реферирования и перевода специализированной литературы по профилю подготовки. Приемы структурирования информации. Способы самостоятельной оценки и совершенствования уровня знаний по иностранному языку. Особенности произношения на иностранном языке. Возможные траектории профессионального развития и самообразования. Основы проектной деятельности. Основы эффективного сотрудничества в коллективе. Правила устной и письменной коммуникации при переводе с иностранного языка. Основные правила поведения и речевого этикета в сферах повседневного, официально-делового и профессионального общения. Правила экологической безопасности и ресурсосбережения при ведении профессиональной деятельности. Основы здорового образа жизни. Современные средства и устройства информатизации и их использование. Правила работы на компьютере и оргтехнике. Правила ведения переписки по электронной почте. Правила чтения текстов профессиональной направленности на иностранном языке. Правила построения простых и сложных предложений на профессиональные темы. Основные общеупотребительные глаголы (бытовая и профессиональная лексика). Лексика, относящаяся к описанию	- не имеет базовых знаний (1); - допускает существенные ошибки при раскрытии содержания и особенностей употребления изученного материала (2); - демонстрирует частичное знание содержания и особенностей употребления изученного материала (3); - демонстрирует знание содержания и особенностей употребления изученного материала, но дает не полное его обоснование (4); - демонстрирует полное правильное знание содержания и особенностей употребления изученного материала, аргументировано обосновывает тот или иной выбор при выполнении практического задания (5).	Входной контроль: тестирование Текущий контроль: устный опрос, беседа, сообщение, реферат, доклад, презентация, тестирование, контрольные работы Промежуточный контроль: контрольные работы

предметов, средств и процессов профессиональной деятельности. Лексический минимум и нормы речевого поведения и делового этикета для построения устной и письменной речи на иностранном языке. Правила ведения деловой переписки. Правила оформления документов.		
Умения: - понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые); - понимать тексты на базовые профессиональные темы; - участвовать в диалогах на знакомые общие и профессиональные темы; - строить простые высказывания о себе и о своей профессиональной деятельности; - кратко обосновывать и объяснить свои действия (текущие и планируемые); - писать простые связные сообщения на знакомые или интересующие профессиональные темы; - читать, писать, воспринимать речь на слух и воспроизводить иноязычный текст по ключевым словам или по плану; - работать с бизнес статьями на иностранном языке с целью извлечения и переработки информации, ведения переговоров в деловой среде; - переводить со словарём основные термины по профилю подготовки; - переводить, обобщать и анализировать специализированную литературу по профилю подготовки.	- не умеет и не готов к взаимодействию на иностранном языке (1); - имея базовые знания, не умеет самостоятельно отбирать, систематизировать и применять усвоенную информацию для реализации чтения, письма, говорения и восприятия речи на слух на иностранном языке (2); - демонстрирует частичное владение чтением, письмом, говорением и восприятием речи на слух и допускает существенные ошибки при их реализации (3); - демонстрирует в целом успешное владение чтением, письмом, говорением и восприятием речи на слух, но допускает некоторые пробелы и неточности в конкретных заданных условиях(4); - демонстрирует правильное владение чтением, письмом, говорением и восприятием речи на слух на иностранном языке для обеспечения полноценной профессиональной деятельности (5).	Входной контроль: тестирование. Текущий контроль: устный опрос, беседа с экспертом, контрольные работы, тестирование, защита индивидуальных и групповых заданий проектного характера Итоговый контроль: дифференцированный зачет

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
для проведения текущего контроля и промежуточной аттестации
по учебной дисциплине

ОГСЭ.04 Иностранный язык в профессиональной
деятельности

программы подготовки специалистов среднего звена
54.02.01 Дизайн (по отраслям)

Форма обучения: очная

Владивосток 2026

Контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации по учебной дисциплине ОГСЭ.04 Иностранный язык в профессиональной деятельности по специальности 54.02.01 Дизайн (по отраслям), утвержденного приказом Минобрнауки России от 05.05.2022, № 308, примерной образовательной программой, рабочей программой учебной дисциплины.

Разработчик: И.А. Трушкина, преподаватель

Рассмотрено и одобрено на заседании цикловой методической комиссии

Протокол № 9 от «15» мая 2026 г.

Председатель ЦМК _____



И.А. Трушкина

1 Общие сведения

Контрольно-оценочные средства (далее – КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ.04 Иностранный язык в профессиональной деятельности.

КОС включают в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме дифференцированного зачёта (с использованием оценочного средства - устный опрос в форме ответов на вопросы билетов, устный опрос в форме собеседования, выполнение письменных заданий, тестирование и т.д.)

2 Планируемые результаты обучения по дисциплине, обеспечивающие результаты освоения образовательной программы

Код ОК	Код результата обучения	Наименование
ОК 01 ОК 04 ОК 09	31	лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности
	32	лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности
	33	правила чтения текстов (особенности произношения) профессиональной направленности
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы
	У2	переводить (со словарем) иностранные тексты профессиональной направленности
	У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас

3 Соответствие оценочных средств контролируемым результатам обучения

3.1 Средства, применяемые для оценки уровня практической подготовки

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Раздел 1 Вводно-коррективный курс				
Тема 1.1 Практическое занятие № 1-6	32	знать лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	Выполнение упражнений (п. 5.1, п. 5.2 входной тест, в 1, в 2, в 3, в 4, в 5)	Выполнение упражнений (п. 6.1 в 1-12)
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Раздел 2 История развития графического дизайна				
Тема 2.1 Практическое занятие № 7-9	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п.5.2. в 5)	Выполнение упражнений (п. 6.1 в 13)
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 2.2	31	знать лексический и грамматический минимум, необхо-	Выполнение	Выполнение

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Практическое занятие № 10-11		димый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	упражнений (п.5.2. в 6)	упражнений (п. 6.1 в 14)
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 2.3 Практическое занятие № 12-14	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п.5.2. в 7)	Выполнение упражнений (п. 6.1 в 15)
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
Тема 2.4 Практическое занятие № 15-17	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п.5.2. в 8)	Выполнение упражнений (п. 6.1 в 16)
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
Тема 2.5 Практическое занятие № 18-21	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 9)	Выполнение упражнений (п. 6.1 в 17)
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Раздел 3 Современные вопросы профессиональной деятельности				
Тема 3.1 Практическое занятие № 22-25	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2.в 10)	Выполнение упражнений (п. 6.1 в 18)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.2 Практическое занятие № 26-29	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 11)	Выполнение упражнений (п. 6.1 в 19)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно)		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		но) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.3 Практическое занятие № 30-32	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 12)	Выполнение упражнений (п. 6.1 в 20)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.4 Практическое занятие № 33-36	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 13)	Выполнение упражнений (п. 6.1 в 21)
	32	воспроизводить лексический минимум, относящийся к		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		описанию предметов, средств и процессов профессиональной деятельности		
	ЗЗ	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.5 Практическое занятие № 37-40	З1	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 14)	Выполнение упражнений (п. 6.1 в 22)
	З2	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	ЗЗ	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 3.6 Практическое занятие № 41-44	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 15)	Выполнение упражнений (п. 6.1 в 23)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.7 Практическое занятие № 45-48	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 16)	Выполнение упражнений (п. 6.1 в 24)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повсе-		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		дневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.8. Практическое занятие № 49-51	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 17)	Выполнение упражнений (п. 6.1 в 25)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.9 . Практическое занятие № 52-57	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 18)	Выполнение упражнений (п. 6.1 в 26)
	32	воспроизводить лексический минимум, относящийся к		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		описанию предметов, средств и процессов профессиональной деятельности		
	ЗЗ	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.10 Практическое занятие № 58-61	З1	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 19)	Выполнение упражнений (п. 6.1 в 27)
	З2	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	ЗЗ	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 3.11 Практическое занятие № 62-65	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 20)	Выполнение упражнений (п. 6.1 в 28)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.12 Практическое занятие № 66-69	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 21)	Выполнение упражнений (п. 6.1 в 29)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повсе-		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		У2	переводить (со словарем) иностранные тексты профессиональной направленности	
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 3.13 Практическое задание № 70-73	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 22)	Выполнение упражнений (п. 6.1 в 30)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Раздел 4 Деловая и профессиональная среда общения. Этика и нормы делового и профессионального общения				
Тема 4.1 Практическое задание № 74-77	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений	Выполнение упражнений

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	(п. 5.2 в 23)	(п. 6.1 в 31)
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 4.2 Практическое задание № 78-80	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 24)	Выполнение упражнений (п. 6.1 в 32)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		словарный запас		
Тема 4.3 Практическое задание № 81-83	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 25)	Выполнение упражнений (п. 6.1 в 33)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 4.4 Практическое задание № 84-85	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 26)	Выполнение упражнений (п. 6.1 в 34)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 4.5 Практическое задание № 86-89	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 27, 28)	Выполнение упражнений (п. 6.1 в 35)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Раздел 5 Общеразговорная лексика				
Тема 5.1 Практическое задание № 90-92	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной	Выполнение	Выполнение

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		направленности	упражнений	упражнений
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности	(п. 5.2 в 29)	(п. 6.1 в 36)
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		
	У3	совершенствовать устную и письменную речь, пополнять словарный запас		
Тема 5.2 Практическое задание № 93-95	31	знать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Выполнение упражнений (п. 5.2 в 30)	Выполнение упражнений (п. 6.1 в 37)
	32	воспроизводить лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности		
	33	разбираться в правилах чтения текстов (особенности произношения) профессиональной направленности		
	У1	общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы		
	У2	переводить (со словарем) иностранные тексты профессиональной направленности		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
	УЗ	совершенствовать устную и письменную речь, пополнять словарный запас		

5. Примеры оценочных средств для проведения текущей аттестации

5.1 Вопросы для собеседования (устного опроса):

My Family

1. Is your family large?
2. What members does it consist of?
3. What is your mother's name? (father's)
4. How old is she? (he)
5. What is your name?
6. What are you?
7. Where do you live?
8. Is your college far from your house?
9. What do you do in your spare time?
10. What do the members of your family like to do in the evening?

5.2 Примеры тестовых заданий

Входной тест

Choose the right variant.

1. I don't remember ... that I'm sure you're mistaken.
a) to say; b) say; c) saying; d) to have said.
2. There were two answers, and ... was right.
a) neither; b) no one; c) no; d) not any.
3. This dress is ... as the one I had before.
a) plenty the same; b) very similar; c) very same; d) much the same.
4. He ... here from 1955 to 1960.
a) worked; b) works; c) has been working; d) has worked.
5. He's... his sister.
a) much taller that; b) much more taller than; c) much taller than; d) more taller than.
6. Be careful you don't... your keys!
a) lost; b) loosen; c) lose; d) loose.
7. What they say may be true; you never can...
a) say; b) tell; c) remember; d) recognise.
8. He didn't move, but just... where he fell.
a) lain; b) lay; c) laid; d) lied.
9. I haven't had a reply to the invitation I sent you last week. ... to my patty?
a) Shall you come; b) Are you coming; c) Do you come; d) Should you come,
10. That man reminds me ... my history teacher.
a) from; b) of; c) about; d) on.
11. The children hadn't met ... their grandparents or their uncle before.
a) or; b) neither; c) nor; d) either.
12. Before she started university, Jane ... in the States for six months working as a nanny.

- a) lives; b) has been living; c) has lived; d) had lived.
13. He was ... tired to go on.
a) to; b) enough; c) so; d) too.
14. I ... saw Michael two years ago.
a) lastly; b) last time; c) last; d) the last time.
15. I like the red dress and the pink shoes. The trouble is that they don't ...very well.
a) match not each other; b) match themselves; c) go with each other; d) go on with the other.
16. He's as polite as his brother is ...polite. (подобрать префикс)
a) im; b) non; c) dis; d) un.
17. It's been quite a long time ... I had a holiday abroad,
a) ago; b) since; c) for; d) when.
18. You ... pay for this information. It's free.
a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.
19. ... quite a lot of rain forecast for today.
a) It has; b) Is; c) It's; d) There's.
20. I'm free this evening. ... we go out to dinner?
a) Will; b) Would; c) Shall; d) Won't.
21. I need a holiday, ... I?
a) need not; b) aren't; c) don't; d) need.
22. Most of the cattle ... under the trees.
a) is laying; b) is lying; c) are lying; d) are laying.
23. Children seem to find computers easy, but many adults aren't used to ... with microtechnology.
a) work; b) working; c) a work; d) the work.
24. Parents were made ... the school reconstruction,
a) finance; b) to financing; c) to finance; d) financing.
25. The children have made lots of new friends since we ... to this town.
a) have moved; b) moving; c) moved; d) have been moved.
26. I don't understand this sentence. Could you tell me what ...?
a) this word means; b) means this word; c) does mean this word; d) does this word mean.
27. ... of the three boys got a prize,
a) A few; b) Both; c) Each; d) Every.
28. The agency intended to let each applicant... in the interview.
a) participate; b) to participate; c) so as to participate; d) participating.
29. All the children in this family are gifted, but this one is ... gifted of all.
a) little; b) the less; c) the least; d) un- .
30. He enjoyed ... computer games at first, but after a while he got bored with them.
a) to play; b) playing; c) make play; d) having played.
31. We haven't managed to meet... three years.
a) since; b) for; c) after; d) last.
32. Nothing is wrong,...?
a) can it; b) is it; c) isn't it; d) can't be.
33. A meeting of the society will be ... on Tuesday evening at 6 o'clock.
a) made; b) taken; c) held; d) placed.
34. May I apologize ... being so late?
a) myself for; b) for; c) -; d) myself.
35. All the furniture in this room ... antique.
a) are; b) are made of; c) have; d) is.
36. ... traffic in the city center.
a) There's always many; b) It is always heavy; c) There's always heavy; d) It is always much.
37. You'll find the travel agency ... the end of the street.
a) by; b) in; c) on; d) at.
38. She ... the piano since she was ten.
a) has been playing; b) is playing; c) has played; d) had played.
39. Doing these exercises may be good ... me, but I hate every minute of it.
a) to; b) for; c) on; d) at.
40. She heard Miss Drake ... that Ann was really happy.
a) tell; b) to tell; c) say; d) to say.

41. You have bought a FIAT. You ... a BMW.
 a) should have bought; b) would have bought; c) had better buy; d) would rather have bought.
42. Poor Jack — he lost his homework, and he ... do it again,
 a) needs; b) ought; c) shall; d) has to.
43. The food at the party was horrible, I've never eaten ... awful food!
 a) such a; b) such; c) such an d) so.
44. "I'm not very hungry". — "..."
 a) Neither do I; b) I am; c) So am I; d) Nor I am.
45. The... from London to Bristol takes two hours by car.
 a) travel; b) journey; c) voyage; d) driving.
46. Open the window, ... you?
 a) must; b) need; c) will; d) do.
47. You must try not to ... so many mistakes.
 a) do; b) tell; c) make; d) perform.
48. Helen asked me if... the film called "Star wars".
 a) have I seen; b) have you seen; c) had I seen; d) I had seen.
49. I promise that I... to work on time every morning in future,
 a) get; b) am getting; c) will get; d) would get.
50. I'm not going to tell you the reason ... my decision,
 a) to; b) with; c) on; d) for.

USE OF GRAMMAR answers.

1-c; 2-a; 3-d; 4-a; 5-c; 6-c; 7-b; 8-b; 9-b; 10-b; 11-d; 12-d; 13-d; 14-c; 15-c; 16-a; 17-b; 18-b; 19-d; 20-c; 21-c; 22-c; 23-b; 24-c; 25-c; 26 — a; 27-c; 28-a; 29-c; 30-b; 31-b; 32-b; 33-c; 34-b; 35-d; 36-c; 37-d; 38-a; 39-b; 40-c; 41-a; 42-d; 43-b; 44-b; 45-b; 46-c; 47-c; 48-d; 49-c; 50-d.

Вариант 1

Read the dialogues and dramatize them in class

1. — Can you do me a favor, Jim? Would you mind introducing me to Miss Jones?
 - Oh, yes, with pleasure, though it's rather strange you don't know each other yet.
 - I just didn't have a chance to get acquainted with her. Is she a nice girl?
 - Yes, of course, and she has a very nice dog.
2. — James, may I introduce Henry Brown? Mr. Smith, a friend of mine.
 - How do you do, Mr. Richardson?
 - How do you do, Mr. Brown?

(They shake hands)

Вариант 2

Expand the situation introduced by the opening

1. — How do you do, Mr. Jones?
 - How do you do, Mr. Hardy?
 - Sit down, please. What can I do for you?

Вариант 3

Вставьте в предложения подходящую форму местоимения, переведите предложения:

A – I	B – you	C – he	D – she	E – it	F – we	G – they
H – him	I – her	J – me	K – us	L – them	M – our	N – your
O – his	P – my	Q – their				

1. Mr. Stanley has a very friendly family. ... sons live with

2. Men's health depends upon ... life style.
3. Susan likes ... friends.
4. The students have practice now. ... plant different trees.
5. Alice asked ... brother where ... had to meet ... friends.
6. Jane and ... friend are painting the ceiling now. ... are going to finish this work tomorrow.
7. Who is speaking? It's, Peter
8. The teacher has corrected ... composition.
9. Mary's parents went to see ... friends.
10. Have ... been to Niagara Falls? Yes, ... have been there twice.
11. Is Pete at home? Can ... speak to ...?
12. Richard has passed his entrance examinations successfully and now ... is a student.
13. Look up into the sky! ... is so marvelous.
14. Primrose didn't know what to give grandfather on ... birthday.
15. The man was very old, but ... was strong and worked a lot.
16. ... parents are so old. Who will look after?
17. Jessica can never see the blackboard because the tall boy always sits in front of
18. Mother said: "... spent all ... money on ... children's education."
19. Gregory met ... wife when ... was working at ... hospital.
20. Don't worry! All ... expenses will be paid.

Вариант 4

Form the plural of the nouns in brackets.

Поставьте данные в скобках существительные во множественное число.

“(Woman) and (cat) will do as they please, and (man) and (dog) should relax and get used to the idea.” (Robert Heinlein)

How do the following nouns form their plural?

Как образуют множественное число следующие существительные?

shelf..... ,	bus.....
church,	lorry
sheep,	photo
foot,	baby
hero..... ,	berry
tomato,	pony
radio..... ,	toy.....
thief,	video
tooth..... ,	wife

Tick (✓) the words which normally have plurals in English.

Отметьте слова (✓), которые в английском языке имеют форму множественного числа.

- ☐ wall ☐ air ☐ picture ☐ machine
☐ tea ☐ time (раз) ☐ hour ☐ river
☐ friend ☐ copper ☐ cheese ☐ teacher
☐ glass ☐ glass ☐ paper ☐ paper
 (стакан) (стекло) (бумага) (газета)
☐ music ☐ coffee ☐ armchair ☐ gold
☐ ship ☐ milk ☐ ice ☐ furniture
☐ butter ☐ happiness ☐ tree ☐ ink
☐ money ☐ coin ☐ university ☐ meat
☐ assistance ☐ assistant ☐ darkness ☐ time (время)
☐ wood ☐ wood
 (древесина) (лес)

Complete the sentences with the noun in brackets using A/AN or a plural form of the noun

where possible. Поставьте существительное в скобках во множественное число или используйте артикль A/AN, где это возможно.

1. You never have (time) to talk to me. I called you several (time) yesterday.

2. Could you give me (glass) of water, please? My husband has to wear (glass). I can't send this thing to you by post, it is made of (glass).
3. I need a piece of (wood). The cottage is located nicely. There is (wood) and a lake in the walking distance.
4. I'm allergic to (chicken). I'll draw you (chicken) if you eat your porridge, Mary.
5. (beauty) is a great force. Your younger daughter is going to be real (beauty). All my daughters are (beauty).
6. Anne doesn't eat (cake), it's too fattening, but she brought (cake) and (bottle) of wine to the party.
7. Is it made of (iron) or plastic? I need (iron) to press the suit.

Match the words. Make possessive forms of the words in List 1 to combine them with the words in List 2. Образуйте формы притяжательного падежа от слов в списке 1, в списке 2 найдите слово, сочетающееся с ним по смыслу.

List 1 teachers ☐ actress ☐ Tom ☐ hairdresser children ☐ our dog ☐ doctor ☐ women girls ☐ Anne and Oliver ☐ Doris parents ☐ sheep

List 2 phone number ☐ habit ☐ last name toys ☐ surgery ☐ school ☐ club ☐ home wool ☐ room ☐ career ☐ name ☐ car

Underline the correct noun group. Подчеркните правильное сочетание существительных.

- | | |
|---|--|
| 1. a cake of chocolate / a chocolate cake | 6. the company office / the company's office |
| 2. bar soap / a bar of soap | 7. the cat tail / the cat's tail |
| 3. Russia's history / the Russia history | 8. disks of a computer / computer disks; |
| 4. a telephone's box / a telephone box | 9. Mr Green music lesson / Mr Green's music lesson |
| 5. soup of vegetables / vegetable soup | 10. industry of oil / oil industry |

Rewright each phrase using the correct genetive form. Напишите фразы, используя в каждой из них соответствующую форму, обозначающую принадлежность предмета.

1. (Oliver) son – Oliver's son;
2. (Canada) national football team
3. (the frame) picture
4. (a week) holiday
5. (bus) station
6. (Jeremy and Jessica) elder sister
7. (children) toys
8. (space) rocket
9. (the women) changing room
10. (the Walkers) party
11. (the key) the car
12. (fruit) tea
13. (the managers) meeting
14. (leather) shoe

Вариант 5

Practice the pronunciation of the words from the text. When in doubt use a dictionary.

Prehistoric art, Palaeolithic era, Mesolithic, Venus of Willendorf, Neolithic, Iron Age, Ancient Egypt, Ancient China, Bronze Age, Byzantine, Greece, Mesopotamia, Gothic art, the Middle Ages, Rome, India, the Renaissance, Modern art, Contemporary art, Postmodern art.

Find the following words in a dictionary and memorize their meanings.

abstraction	dominance
advent	exaggerate
ancient	figurine
artifact	paradigm

artisan	portable
bead	pottery
biblical	Prehistoric
carve	Preliterate
cave	record-keeping
corporeality	unique
depict	utilitarian
dimensional	valuation
diversity	workmanship

Use one of the prepositions to fill the gaps: *at from in of on to toward with*

1. This sculpture, carved ... stone, is remarkable in its roundness instead of a flat or low-relief depiction.
2. Early rock art also first appeared ... the Neolithic.
3. The Bronze Age brought an increase ... stylistic diversity.
4. Because ... their size and duration these civilizations and their art works have survived and transmitted ... other cultures and later times.
5. Ancient Roman art depicted gods as idealized humans, shown ... characteristic distinguishing features.
6. In Byzantine and Gothic art of the Middle Ages, the dominance of the church insisted ... the expression of biblical truths.
7. Modern art is a term that refers ... artistic works produced during the period extending roughly from the 1860s to the 1970s
8. The term is usually associated ... art in which the traditions of the past have been thrown aside in a spirit of experimentation.
9. A tendency ... abstraction is characteristic of much modern art.
10. Contemporary art can be defined variously as art produced ... this present point in time or art produced since World War II.

Вариант 6

Дополните предложения необходимой формой глагола *to be (am, is, are) /to have (has)*, переведите предложение:

1. Philip ... a student
2. In the evening he ... dinner with his mother.
3. For breakfast she ... tea, bread and butter and bacon and eggs.
4. We ... English classes twice a week.
5. In front of the cottage there ... a tennis court.
6. Stop talking. Our lesson ...not over.
7. I ... tired today.
8. You ... a teacher, ... not you?
9. All will agree that the dog ... the best companion for children.
10. Your sister ... not come yet.
11. Your new dress ... nice, your shoes ... nice too.
12. We ... many interesting books on geodesy.
13. My mother ... a very nice hat.
14. How old ... you?
15. Excuse me, I ... very late.
16. ... you going to become a good specialist?
17. Her brother ... two children.
18. This girl ... many friends at university.

19. My younger son's name ... Michael.
20. These rooms ... very light.

Read the following international words and guess their meanings:

direct	aesthetic	graphics
translation	president	information
term	ideal	commission
industrial	period	individual
industrialist	motor	decoration
architect	firm (n)	engineer
economic	center	technology

Match the verb with its definition:

1. to paint	a. to cover a surface with paint
2. to create	b. to make something new, especially to invent something
3. to appear	c. to become noticeable or to be present
4. to design	d. to join together as a group, or to make people join together as a group; to combine
5. to unite	e. to ask for something forcefully, in a way that shows that a refusal is not expected
6. to demand	f. to learn about a subject, especially in an educational course or by reading books
7. to study	g. to succeed in doing something, especially something difficult
8. to manage	h. to (make something) to become larger in amount or size
9. to increase	

Choose the Russian equivalent:

approximate	приблизительный	подходящий	существенный
painting	планирование	рисование	формование
handicraft	мастерская	рукоделие	ремесло
ceramics	керамика	ремесло	фурнитура
furniture	рисование	фурнитура	ремесло
textile	текстильное изделие	керамическое изделие	фурнитура
tool	оборудование	ремесло	керамика

IV. Read Text, write down the sentences with Gerund construction and translate them.

THE HISTORY OF DESIGN DEVELOPMENT

The term "DESIGN" appeared in our country not long ago. The direct translation of this term from English firstly gave us an approximate meaning of "painting"; but now we can use it also in the meaning of constructing or planning.

In 1907 there was founded an industrial union in Germany, which united industrialists, architects, artists and merchants. Its creation was demanded by economic and esthetic causes in order to win the international market. The founder, an architect German Mutezius, was there as a president of the union "Werkbund" till 1914.

As a goal the union wanted to reorganize the handicraft production into the industrial one and to create some common or ideal samples for manufacturing; they "led a struggle" with extra decoration of goods. Their program was devoted to using and selecting the best ideas and opportunities in art, trade, manufacturing in order to unite the largest industrial representatives. The most important event of that period was the invitation of Peter Berence as an art director to a great Electric Company that produced different electric staff: lamps, motors, tools. As the owner wanted the production to widespread all over the world market, so he was interested in creating a new image of his firm (that was an innovation in promotion of goods of that period).

In 1919 in a little German town Weiniar, there was founded a “Bauhous”– the first institution to train artists for the work in industry. The head of the establishment was Germanic architect Walter Gropius, a former Peter Berence's student. During a very short period “Bauhaus” managed to become a large design-training center.

The first year student had a specialized course to study ceramics, furniture, textile. The study included technical subjects – Werklehre and artistic course -Kunstlehre, also some knowledge in handicraft was necessary for a future designer. The Bauhaus goods differed in design and graphics. Technical training consisted of studying of tools, metal-work technologies and treating, etc. The students were taught all the peculiarities of molding and colour mixing perception. It was known as modern laboratory of industrial goods constructing. Having moved in Dessau the college was given a building containing study-rooms, workshops and a hostel. During the last years of studying the theoretical basis was increased in the study program. But after its Head had left for Russia in 1930 the college was closed.

Вариант 7

Read the following international words and guess their meanings:

project	social	statistics
client	mathematical	career
parameter	formulae	interior
organisation	camera	function
economy	realism	emotional
electronic	lecture	psychology
practice	seminar	final

Choose the correct translation of the following English words:

successful	успешный	иметь успех	успех
creative	творчество	создавать	творческий
solution	решать	решение	разрешимый
competition	конкурировать	конкурент	конкуренция
consumption	потреблять	потребление	потребляемый
definition	определять	определение	определяющий
efficiency	эффективный	давать эффект	эффективность
implementation	применение	применять	применимый
illustration	иллюстрировать	иллюстрационный	иллюстрация
special	дополнение	дополнительный	дополнять
objective	иметь целью	цель	целевой

Look at some basic design terms and try to guess their meanings by matching them with their definition:

1. layout	a) the representation of a digital image as a matrix of picture elements (pixels)
2. bitmapped graphics	b) a perspective drawing showing a designer's idea of a finished product
3. illustration package	c) the art or process of arranging type, illustrations, etc. in an advertisement, newspaper, etc.
4. computer-aided design	d) set of painting and drawing programs
5. geographic information systems	e) software used in art and architecture and engineering and manufacturing to assist in precision drawing

6. rendering	f) computer-based technologies for the storage, manipulation, and analysis of geographically referenced information.
7. desktop publishing	g) a system or process for designing, editing, and producing camera-ready documents, as newsletters, brochures, or magazines, using a microcomputer, special software, and a printer
8. clip-art	h) a large collection of simple drawings stored in a computer from which items can be selected for incorporation into documents
9. wireframe	i) an image-rendering technique in which only edges and vertices are shown

Вариант 8

Read and translate the text, find, learn new lexical units

Pop Art

Although thought of as distinctly American, Pop Art actually began in London during the mid-1950s. Nevertheless, the central figures among the Pop artists are all Americans, and the movement reached its zenith in New York during the 1960s. Marcel Duchamp was still active at this time and exerted strong influence on the new generation. Pop derives much from Dada, born from a similar period of frustration. The term Pop Art was first used by English critic Lawrence Alloway in a 1958 issue of *Architectural Digest* to describe works celebrating mass production, advertising and consumerism. The leading Pop pioneers include Robert Rauschenberg, Jasper Johns, Roy Lichtenstein, Claes Oldenburg and, of course, Andy Warhol. Warhol (1930-87), perhaps the greatest Pop artist, specialized in the boring and everyday. He burst upon the public consciousness with meticulously painted Campbell's soup cans and three-dimensional Brillo boxes. His innovations have greatly affected art in the 90s.

Impressionism

As a major movement in art history, Impressionism followed the Realist movement and the invention of photography. The movement developed primarily in France during the mid 1860s and throughout the 1870s. Although it lasted only about fifteen years in its purist form, it determined in one way or another nearly every artistic manifestation that has taken place since. Impressionist artists became fascinated with the transformation light brought upon natural objects and surfaces. Color is no longer seen as the property of the object itself but of the moment of perception of light, and thus changes with the time of day and density of the atmosphere. The Impressionists were the first to render the full intensity of natural light and the glow of natural colors. To quote Paul Signac, a painter of the nineteenth century who helped transform the Impressionist style in the 1880s, «the entire surface of the [Impressionist] painting glows with sunlight; the air circulates, light embraces, caresses and irradiates forms - it penetrates everywhere, even into the shadows it illuminates.» The principle Impressionist painters were Claude Monet, Pierre Auguste Renoir, Camille Pissarro, Alfred Sisley and Berthe Morisot. Edgar Degas and Paul Cezanne also painted in an Impressionist style for a time in the early 1870s.

Dada

Attacking every cultural standard and every form of artistic activity, the roots of Dada can be traced to the Cabaret Voltaire in Zurich in 1916. Dada, a name which was intended as nonsense, soon became international. The movement sought the discovery of authentic reality through the abolition of traditional culture and aesthetic forms. A group was quickly organized in New York by Marcel Duchamp, centering around Gallery 291, which had been founded by photographers Alfred Stieglitz and Edward Steichen. The ferocity of the Dada offensive unleashed a tremendous amount of creative activity. The leading spirit of Dada was Marcel Duchamp (1887-1968). His greatest work, *The Bride Stripped Bare by Her Bachelors, Even* executed between 1915 and 1923, is a nine foot long construction of superimposed plate glass layers. This creation has exercised enormous influence on later art, up to the present time.

Abstract Expressionism

Perhaps America's greatest contribution to the history of modern art is Abstract Expressionism, which dominated the New York scene for a decade and a half subsequent to World War II. Though less cohesive as an art movement, its common thread centered around an opposition to the strict formalism characteristic of much of abstract art at the time. The movement, which owed its existence to a new evaluation of the individual, spread quickly following the defeat of totalitarianism in the Second World War. The founders of Abstract Expressionism include Arshile Gorky, Hans Hofmann, Jackson Pollock, Willem de Kooning, Franz Kline, and Mark Rothko.

Futurism

Futurism developed in Italy during the first decade of the Twentieth Century. The movement emphasized the energy and speed of the machine and was strongly opposed to existing notions of Italy as vast museum of times past. As early as 1909 Futurists launched a program advocating the destruction of academies and monumental cities as impediments to progress. The rhetoric was intended to inspire public anger and to arouse controversy. The members of the Futurist group included Carlo Carrà and Umberto Boccioni. One of the last Futurist artists was Joseph Stella, whose *Brooklyn Bridge* series pays homage to a structure that had become a symbol of industrial achievement.

Surrealism

As the nihilism of Dada gradually lost favor, Surrealism took the next step - that of exploring the workings of the subconscious mind with free association of imagery and juxtaposition of subject matter. The French author Andre Breton published «The Surrealist Manifesto» in 1924. Initially a literary movement, artists were quick to see the possibilities afforded the emphasis on subconscious association. The first Surrealist exhibition took place in 1925 at the Galerie Pierre in Paris. The painters most closely associated with Surrealism were Max Ernst, Joan Miró, Rene Magritte, and Salvador Dali.

Art Deco

Art Deco refers generally to the decorative arts of the 1920s and 1930s in Europe and America. The style derived its name from the Paris Exposition des Arts Decoratifs in 1928. With an emphasis centered around individuality and ornate workmanship, the movement rebelled against the contemporary doctrines of the Bauhaus and the prototypes for machine production which were the ideals behind the Deutscher Werkbund. Art Deco, known for its streamlined style, was hailed as the ultimate in modernity during the 1930s. It drew inspiration from eclectic sources including Art Nouveau, Cubism, and fashion design. The style reached its greatest heights (literally) in New York's Chrysler Building (1928-1930) and in the drawings of Erte, who has since become known as the "father of Art Deco."

Вариант 9

Read and translate the text

Design, 1975 – present

The last quarter of the XXth century saw a surge of *unbridled* consumerism manifested in a number of diverse, often contradictory, design currents. Some architects and designers chose to conform to the previously established intellectual *strictures* of modernism, seeking expression through form rather than applied ornament. Others, inspired by texts that denounced the cool *aridity* of modernism – including **Robert Venturi's Learning from Las Vegas** (1972), **Collage City** (1973) by **Colin Rowe** and **Fred Koetter**, and **Rem Koolhaas' Delirious New York** (1978) – developed a postmodernism that celebrated the vernacular and reinterpreted motifs of the past. Still others used the design of objects as a means to make *countercultural* social or political statements. Many of the leaders of **the Studio Craft Movement** consciously abandoned the creation of useful objects in favor of nonfunctional art. Toward the end of the 1980s, designers, recognizing the inherent beauty of materials developed for science, began to employ them in a wide range of consumer products. In the century's last decade, the environment became a major concern for designers offering "green", socially responsible solutions to design problems.

Late Modernism.

International Style architecture developed in Europe between the world wars and dominated design throughout the XXth century. From 1975 onward, late modernist projects were guided by the conviction that rationalist architecture had yet to be fully realized. Designers sought to integrate modern technology with formal elements derived from the basic *grid*. The use of industrial materials—predominantly stainless steel and oth-

er metals – and of minimalist, linear forms evokes the language of the idealistic International Style as well as a Japanese design philosophy of doing more with less.

Historicism.

From the late 1970s through the 1980s, many architects and designers, reacting against the dictates of modernism, looked to Neoclassical forms and materials for inspiration. Visual references derived from art and architecture *superseded* functionalism and *overt* historical references and decoration transformed architecture, furniture, tabletop accessories, even jewelry, into objects of fantasy. Well-known architects **Michael Graves**, **Robert Venturi**, and others accepted commissions to design products for such diverse international companies as **Knoll**, **Alessi**, and **Formica**.

Memphis and Postmodern Italian Design.

An antidesign movement energized Italian design throughout the 1960s and '70s. Such radical design groups as **Archizoom**, **Superstudio**, and **Studio Alchimia** were established in opposition to the pure functionalism of the International Style. In 1981, **Ettore Sottsass** formed a loosely organized group to pursue an ironic approach to design in which surface decoration was *paramount*. When the group met one evening at Sottsass' home, Bob Dylan's song "Stuck Inside of Mobile with the Memphis Blues Again" was playing. Struck by the diverse implications of "Memphis", the designers adopted the name. It suggested not only the typical American city, the blues, and suburbia, but also conjured visions of the ancient Egyptian capital, thus signaling contemporary and historical meaning as well as high and low culture. Memphis annually introduced new furniture, lighting, textiles, ceramics, and glass objects in Milan from 1981 through the late 1980s.

Match the definitions with the names of the styles: a) *Futurism*; b) *Expressionism*; c) *Purism*; d) *International Style*; e) *Brutalism*; f) *Art Nouveau*; g) *Rococo*; h) *Jugendstil*; i) *Arts and Crafts movement*; j) *Art Deco*; k) *Good design*; l) *Op Art*; m) *Historicism*.

1. A style that rejected the decorative trend and advocated a return to clear, ordered forms that were expressive of the modern machine age.
2. A style that expressed a passionate loathing of everything old, especially political and artistic tradition. Its representatives admired speed, technology, youth and violence, the car, the airplane and the industrial city, all that represented the technological triumph of humanity over nature.
3. A style that is sought to express the meaning of "being alive" and emotional experience rather than physical reality. It is the tendency of an artist to distort reality for an emotional effect; it is a subjective art form.
4. Movement in modern architecture, emphasizing stark forms and raw surfaces, particularly of concrete.
5. A style of architecture applied to residences and public buildings that is minimalist in concept, is devoid of regional characteristics, stresses functionalism, and rejects all nonessential decorative elements; typically this style emphasizes the horizontal aspects of a building.
6. A style of decoration that was applied to jewelry, clothing, furniture and handicrafts as well as buildings. Its ornamentation consists largely of low relief geometrical designs, often in the form of parallel straight lines, zigzags, chevrons and stylized floral motifs.
7. An international style of decoration and architecture of the late XIXth century and early XXth centuries, characterized particularly by the depiction of leaves and flowers in flowing.
8. This style is chiefly represented by a type of decoration initiated in France, by lightness in color and weight and by a great spatial complexity. The term is derived from the word "shell-like". Naturalistic flowers, branches, trees, whole rustic scenes, and also Chinese motifs are sometimes playfully introduced into this style.
9. A genre of visual art that makes use of optical illusions. When the viewer looks at it, the impression is given of movement, hidden images, flashing and vibration, patterns, or alternatively, of swelling or warping.
10. The reference to a historical moment or style.
11. Reaction against dehumanizing effects of industrialization and a return to handcraftsmanship.
12. A style related to Art Nouveau developed in Austria and Germany.
13. A movement oriented at producing quality-of-life enhancing products for any budget.

Вариант 10

Read and translate the text

TRAINING DESIGN ENGINEERS

I. The aims and kinds of Design.

I think that design is one of the most interesting creative careers. Design can be defined as creative activity that is carried out according to the laws of beauty and functionality. All modern-day enterprises and businesses need design engineers. Design engineers are in charge of designing and styling new products as well as developing new brands and logos. Today such properties of merchandise as aesthetics, convenience and functionality (=user-friendliness) are coming to the fore.

To begin with design is a very broad field, it includes a lot of different kinds of design, such as graphic design, industrial design, advertising design, packaging design, textile design, media design, as well as landscape design and architectural design, interior design and others.

By the way design is a relatively new branch. In Russia design started developing only since 1930s. In Omsk the designers' union was formed only in 1990. Fortunately, today the Russian design has caught up with its overseas counterparts.

It is known that design has a lot of important economic aspects, especially in countries with saturated markets. Here the function of design is to distinguish your product from that of your competitors and thus promote your product. That is to say, design enhances the selling properties of consumer goods. For example, design is extremely important in the car-making industry. In choosing a car buyers naturally pay great attention to the car's styling. In buying perfumes buyers pay attention to the design of vials and so on. I think that in future the emotional aspect of design will play an increasingly important role. Our future work as design engineers will include producing innovative interiors, new textile designs, graphic design, design for electronic media and other kinds of design.

II. Academic activities.

Omsk Technical University is one of several higher schools in Omsk that train design engineers. Future designers must have knowledge and understanding of technological, manufacturing and creative aspects of the design process. An important aim of training would-be designers is the development of students' individual abilities and skills, developing their creativity. Professionalism is encouraged by the teaching staff who along with academic activity are actively involved in their own practice. Some lectures and seminars are given by visiting lecturers who are practitioners, people from industry or world of art and design.

Tuition is carried out through lectures, seminars and practices. Students are given the history and theory of art and design, they learn about the current trends in design. Students also study the theory and practice of colour. Students are given training in the methods of computer-aided design (CAD) that play an important part in supporting design activity. In addition to lectures and seminars students carry out their semester and course projects.

Students also have studio practice; they acquire knowledge and skills in drawing, painting and print-making. The department organizes study-visits to exhibitions and fairs where students study the history, the state-of-the-art in design as well as the new trends. Business studies are also important for future design engineers. Third-year students undertake courses in economics, management and advertising. Psychology and foreign languages are also among important subjects. In addition, students undertake work placements through which they gain valuable work experience in design. At the final year students work out their graduation projects.

In the course of studies students acquire many special skills, such as IT skills, presentation and communication skills.

III. Career prospects.

Employment prospects for Designing graduates are very good and varied. Graduates from our faculty are well prepared to enter numerous creative industries. The study develops in students important personal qualities, such as creativity, communication skills, adaptability, resource fullness. All these qualities are highly valued by employers. The graduates from the Design department may work as employees of designing consultancies, in publishing, printing, advertising and as freelance designers. Besides, the skills learnt within the Design course open the door to many other careers.

Decide whether these statements are *true* or *false*:

1. Design can be defined as creative activity that is carried out according to the laws of beauty and functionality.

2. Today such properties of merchandise as aesthetics, convenience and functionality (=user-friendliness) have been forgotten.
3. Design is an old branch of industry.
4. Design has a lot of important industrial aspects, especially in countries with saturated markets.
5. Future designers must have knowledge and understanding of technological, manufacturing and creative aspects of the design process.
6. Students are given the history and theory of the English language, they learn about the current trends in the language.
7. In the course of studies students acquire many special skills, such as singing, playing musical instruments, dancing.
8. The graduates from the Design department may work as employees of designing consultancies, in publishing, printing, advertising and as freelance designers.

Вариант 11

Read and translate the text, learn new words

Digital printing is a method of printing from a digital-based image directly to a variety of media.^[1] It usually refers to professional printing where small-run jobs from desktop publishing and other digital sources are printed using large-format and/or high-volume laser or inkjet printers.

Digital printing has a higher cost per page than more traditional offset printing methods, but this price is usually offset by avoiding the cost of all the technical steps required to make printing plates. It also allows for on-demand printing, short turnaround time, and even a modification of the image (variable data) used for each impression. The savings in labor and the ever-increasing capability of digital presses means that digital printing is reaching the point where it can match or supersede offset printing technology's ability to produce larger print runs of several thousand sheets at a low price.

The greatest difference between digital printing and analog methods, such as lithography, flexography, gravure, and letterpress, is that in digital printing (introduced in the 1980s) there is no need to replace the printing plate, whereas in analog printing the plates are repeatedly replaced. This results in quicker turnaround time and lower cost in digital printing, but typically a loss of detail in most commercial digital printing processes. The most popular methods include inkjet and laser printers, which deposit pigment and toner, respectively, onto substrates, such as paper, canvas, glass, metal, and marble.

In many of the processes, the ink or toner does not permeate the substrate, as does conventional ink, but forms a thin layer on the surface that may be additionally adhered to the substrate by a fuser fluid with thermal (toner) or ultraviolet curing (ink).

Fine art digital inkjet printing is printing from a computer image file directly to an inkjet printer as a final output. It evolved from digital proofing technology from Kodak, 3M, and other major manufacturers, with artists and other printers trying to adapt these dedicated prepress proofing machines to fine-art printing. There was experimentation with many of these types of printers, the most notable being the IRIS printer, initially adapted to fine-art printing by programmer David Coons, and adopted for fine-art work by Graham Nash at his Nash Editions printing company in 1991. Initially, these printers were limited to glossy papers, but the IRIS Graphics printer allowed the use of a variety of papers that included traditional and non-traditional media. The IRIS printer was the standard for fine art digital printmaking for many years, and is still in use today, but has been superseded by large-format printers from other manufacturers such as Epson and HP that use fade-resistant, archival inks (pigment-based, as well as newer solvent-based inks), and archival substrates specifically designed for fine-art printing. Substrates in fine art inkjet printmaking include traditional fine-art papers such as Rives BFK, Arches watercolor paper, treated and untreated canvas, experimental substrates (such as metal and plastic), and fabric.



Digital Printing Press

For artists making reproductions of their original work, inkjet printing is more expensive on a per-print basis than the traditional four-color offset lithography, but with inkjet printing the artist does not have to pay for

the expensive printing-plate setup or the marketing and storage needed for large four-color offset print runs. Inkjet reproductions can be printed and sold individually in accordance with demand. Inkjet printing has the added advantage of allowing artists to take total control of the production of their images, including the final color correction and the substrates being used, with some artists owning and operating their own printers. Digital inkjet printing also allows for the output of digital art of all types as finished pieces or as an element in a further art piece. Experimental artists often add texture or other media to the surface of a final print, or use it as part of a mixed-media work. Many terms for the process have been used over the years, including "digigraph" and "giclée". Thousands of print shops and digital printmakers now offer services to painters, photographers, and digital artists around the world.

Notable digital laser exposure

Digital images are exposed onto true, light sensitive photographic paper with lasers and processed in photographic developers and fixers. These prints are true photographs and have continuous tone in the image detail. The archival quality of the print is as high as the manufacturer's rating for any given photo paper used. In large format prints, the greatest advantage is that, since no lens is used, there is no vignetting or detail distortion in the corners of the image.

Digital printing technology has grown significantly over the past few years with substantial developments in quality and sheet sizes.

Digital cylinder printing

Digital cylinder printing is when a machine directly lays ink onto a curved surface that usually is the wall of an object that has a circular cross section, and a constant, tapered, or variable diameter. Digital cylinder printing is a method of reproducing black-and-white or full-color images and text onto cylindrical objects, typically promotional products, through use of digital imaging systems.

The digital process is by definition faster than conventional screen printing, because it requires fewer production steps and less set-up time for multiple colors and more complex jobs. This in turn enables reduced run lengths.

The ability of digital cylinder printing machines to print full color in one pass, including primers, varnishes and specialty inks, enables multiple design techniques, which include:

- Mirror prints: viewable on the inside and outside of glass or plastic
- Tone on tone: solid matte-finished substrate enhanced with one ink or clear coat
- Stained glass: color opaque enough to see through
- Contouring
- Etched

Full-wrap cylindrical printing also benefits from seamless borders with no visual overlap. For ease of print file preparation, original design artwork should be able to be imaged on cylinders and tapered items without the need for manipulation or distortion; i.e., flat images will print to scale on a curved surface, with software automatically making the adjustment. The more advanced systems available on the market can handle these requirements.

The digital cylindrical printing process involves inserting a cylinder-shaped item, or part, into a fixture, which securely holds it in place. The part then travels under a print head mechanism in which tiny droplets of CMYK (cyan, magenta, yellow, and black) inks are released in a specific pattern to form an image. Typically, one part is printed at a time and can require from 8 to 45 seconds to complete, depending on artwork complexity and quality. It is then finished with a UV coating to add a glossy finish and protect it from abrasion.

There are three different imaging techniques used by digital cylinder printing machines: multi-pass, single pass, and helical printing.

Multi-Pass: Multi-pass printing is when the print heads or printed object move axially in steps down the part, like a flatbed printer. The move time is inefficient and can lead to stitching artifacts between moves.

Single Pass: Single pass involves using an array of print heads to print the full image length with a single revolution of the printed object. Different colors are usually printed at different stations, leading to higher cost, increased complexity, and sensitivity to print nozzle drop-outs.

Helical Printing: Helical printing is a hybrid method between the single-pass and multi-pass approaches. Image data is mapped to allow continuous imaging in a helical pattern with a limited number of print heads. Users can optimize the print resolution, speed, and curing controls to optimize image quality or choose higher speed if quality isn't critical. Tapers can be imaged at high speed and curved vessels can be managed

through the range of controls offered.

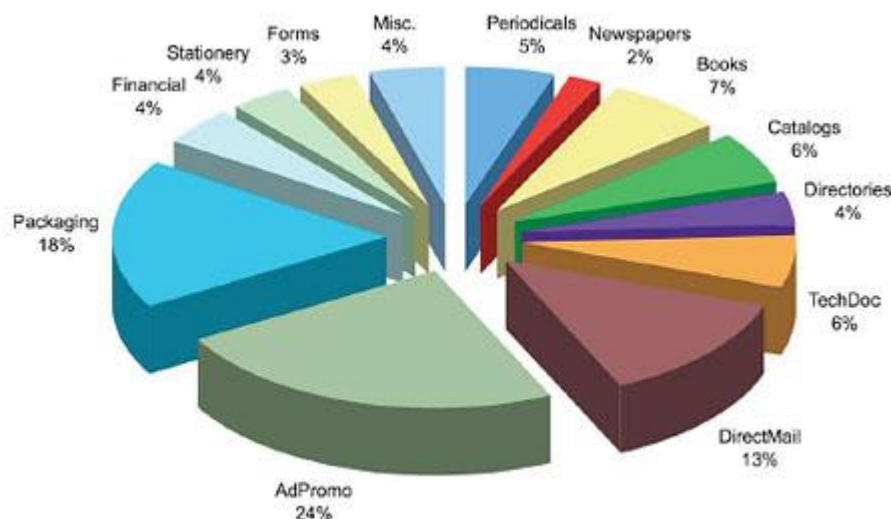
Items that can be printed using digital cylindrical processes include cups, tumblers, thermos bottles, bottles, makeup containers, machine parts, carrier tubes, pens, tubes, jars and others.

Вариант 12

Read the article and make your own list of printable products

Printed products

The chart below is from a presentation by Frank Romano, professor at the Rochester Institute of Technology. It lists the various applications of industrial printing and dates from 2008.



It contains the following product categories (counter clockwise from the bottom):

- **AdPromo**, the largest category, includes brochures, flyers, booklets as well as signage and point-of-purchase.
- The **packaging** category includes labels, as well as flexible and folding cartons. Printing on corrugated board is also part of the packaging segment.
- **Financial** includes annual and quarterly reports.
- Letterhead, envelopes, business cards and note pads are examples of **stationery**.
- The **forms** category includes not just carbon, carbon-less and multi-part forms but also internal documents such as reports and handouts.
- More exotic printed products are grouped in the **miscellaneous** category. This includes wallpaper, wrapping paper, greeting cards, calendars, and posters.
- **Periodicals** include magazines, journals, and newsletters.
- **Newspapers** are typically dailies or weeklies.
- The **books** segment contains mass-market bound and paperback books as well as professional publications and college & university press.
- **Catalogs** are printed for both the consumer and business market.
- The best-known type of **directories** is the white and yellow pages. They dwarf the market for trade and organizational directories.
- The **technical documents** category includes manuals, guides and instructions.
- **Direct mail** consists of postcards, self-mailers, booklets, and letter mail.

Вариант 13

1. Make these statements T (true) or F (false) according to the information in the text.

1. Craft of painting and art of painting are closely interrelated and overlapping.
2. It is quite possible to ignore all technical considerations to establish a personal technique.
3. Works by commercial artists, illustrators and designers should follow the rules of the permanent painting.
4. The very early European easel painters used materials that seem to us awkward and difficult to command.
5. The artist who has a broad general knowledge of all painting methods has a great advantage, because he is able to modify and alter his technique to suit his personal requirements.
6. The term "easel painting" means a picture that is kept away from light in a portfolio or file.
7. The early European easel painters improved the working qualities of their materials.
8. A mural painting is either painted directly on the wall or pasted to the wall.

2. Guess methods of fine-arts painting from their definitions

<i>tempera, oil painting, watercolor, fresco, gouache, pastel</i>

1. The typical or customary example is a picture painted in straight oil colors on a stretched linen canvas which has been primed with white oil paint.

2. Painting on pure white rag paper with prepared transparent watercolor paints sold in tubes or pans.

3. Painting on white or tinted paper with the same materials as watercolor except that opaque instead of transparent colors are used.

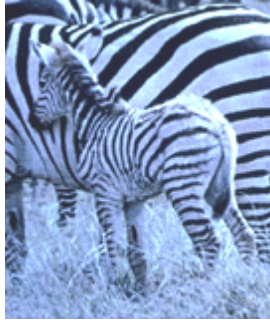
4. Painting on an absorbent gesso ground with emulsion paints which can be thinned with water. Tempera paints differ from the other water- or aqueous-medium paints. They can be manipulated to a greater number of effects and with more finesse, and in that, when dry, they may be overpainted with other coats of tempera or oil paints without being disturbed.

5. Painting with pure pigment in the form of crayons without the use of fluid mediums.

6. Painting on freshly applied, wet, lime-plaster walls with colors made by grinding the pigments in water.

Вариант 14

Define what elements and principles of design the following texts deal with. Use pictures to guess.



1. _____ is not necessarily an artificial creation of the artist or designer; it exists in nature as a structural feature such as branches, or as surface design, such as striping on a tiger or a seashell.



2. _____ can be a matter of concept. The elements and principles can be selected to support the intended function of the designed object; the purpose of the object unifies the design.



create striking effects.

3. In addition, artists frequently take liberties with the natural _____ of the human body to achieve their expressive goals. A well known classic example is Michelangelo's David, in which distortions of it are used by the artist to depict both the youthfulness of the boy David, together with the power of the hero about to conquer the giant Goliath. The surrealist painter Magritte often used distortions of _____ to



4. All surfaces can be described in terms of _____.

Many artists and designers make use of it as a dominant element in their work. This is particularly evident in craft media, such as fibers, metal, wood and glass, where the tactile qualities of the material are a major feature.



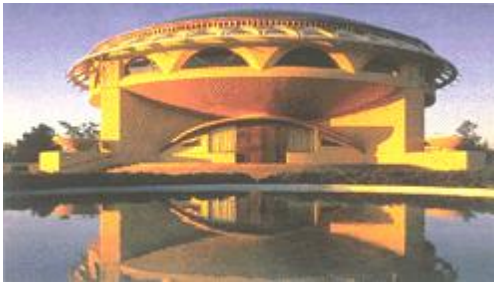
5. _____ of color, texture, or shape will call attention to a specific point.



6. _____ can be achieved in a number of ways. Repetition creates it by calling attention to the repeated element through sheer force of numbers. If a color is repeated across a map, the places where certain colors cluster will attract your attention, in this instance graphing varying rates of mortality from cardiovascular disease.



7. _____ is the concept of visual equilibrium, and relates to our physical sense of _____. It is a reconciliation of opposing forces in a composition that results in visual stability. Most successful compositions achieve it in one of two ways: symmetrically or asymmetrically.



8. Geometric _____ are those which correspond to named regular shapes, such as squares, rectangles, circles, cubes, spheres, cones, etc. Architecture, such as this example by Frank Lloyd Wright, is usually composed of geometric _____. They are most often thought of as constructed or made.



9. _____ involves the use of patterning to achieve timed movement and a visual “beat”. It may be a clear alternation of elements in a composition, or it may be a more subtle kind that can be observed in the underlying structure of the image.



10. _____ is defined as the relative lightness or darkness of a color. It is an important tool for the designer/artist, in the way that it defines form and creates spatial illusions. Contrast of it separates objects in space, while gradation of it suggests mass and contour of a contiguous surface. In the drawing above, its contrast separates the artichoke from the background, and the separate leaves from one another, while gradation suggests the curves of leaf surfaces and of the whole form.

Fill in the gaps with the prepositions from the box.

with	at	at	in	to
by	on	at	to	to

1. The elements of graphic design should not be confused ... principles of design, such as balance and white space, but rather components such as color, type and images.
2. Shapes are ... the root of design.
3. ... the most basic level, straight lines are found ... layouts to separate content, such as in magazine, newspaper, and website designs.
4. Color is an interesting element of graphic design because it can be applied ... any other element, changing it dramatically.
5. Type can be taken further ... using it to create shapes and images.
6. Graphic designers can create this work ... their own, commission an artist or photographer, or purchase it ... all price levels on many websites.
7. Texture can refer ... the actual surface of a design or ... the visual appearance of a design.

Вариант 15

Read, be ready with the annotation.

LOGO AND WEBSITE DESIGN

Logos: to create a “brand” for a company is to create their image, and to promote that image with campaigns and visuals. Working in branding allows a graphic designer or design firm to get involved with many aspects of the industry, from logo design to advertising to copywriting and slogans. The goal of a brand is to make a company unique and recognizable, and to project a desired image. Over time, a brand can make a company a household name, and identifiable by a simple shape or color. To create a brand for a company, a designer needs to fully understand the goals of the organization, the industry as a whole, and working with design to create the appropriate materials to represent that company.

When working in branding, a designer can expect to work in:

- Logo design.
- Business card design.
- Letterhead design.
- Packaging.
- Copywriting.
- Writing slogans.
- Advertising design.
- Typeface design.
- Research.
- Marketing.

Examples of branding are all around us. The NBC peacock, the UPS brown truck and Nike’s “just do it” are some of the most famous examples. They are so recognizable that we don’t need to hear a company name to know what they are. Online brands such as MySpace, Facebook and YouTube are more recently developed but now just as recognizable. Logos on your favorite products, the packaging they come in, and the slogans that represent them are all examples of branding.

Website design, while a relatively new industry, is now an essential part of a company’s image, brand, and advertising, marketing and public relations campaigns. The side of web design that would be considered graphic design is the creation of the actual look and feel of a website. Many web designers are also involved in web development, creating the functionality behind a working website. Even if someone wants to just focus on the design side, an understanding of the technology behind websites is essential to create designs that are both attractive and functional.

Work for web designers can include:

- Designing websites to hand off to developers.
- Designing web banner ads.
- Creating animated flash websites.

- Creating mockups and site wireframes.
- Understanding web technologies.
- Understanding browser and operating system differences.
- Working closely with web programmers.

For someone working on the design side of website, Photoshop is the most popular software. Often a designer will create one or several layouts in Photoshop and hand them off to a developer, who will create a working site based on them. For those continuing into the development side, products such as Dreamweaver, GoLive, and countless HTML and CSS editing programs can be used.

There are often differences between web designers and programmers, each with their own goals in mind. Web designers are looking to create the most beautiful site possible, while programmers want something fast and functional. Being a great web designer means understanding both sides, and creating websites that look good and that are designed with function in mind (therefore avoiding these differences). While the ability to code by hand may not be necessary, it is important to know what types of layouts are feasible, how they will appear in different browsers, and what typefaces and color combinations work well on screen rather than on paper. These types of questions make web design an interesting and challenging profession.

9. Match each word or word combination on the left with the correct definition on the right:

- | | |
|------------------|--|
| 1. design | a. smth. used as a test or measure for the required of excellence |
| 2. competitor | b. trademark (painted or printed on boxes, tins, kets, etc) particular kind of goods, with such a mark |
| 3. standard | c. perform, conduct |
| 4. brand | d. making clear |
| 5. carry out | i. person who competes |
| 6. manifestation | f. change or alteration |
| 7. sketch | g. drawing or outline from which smth may be made |
| 8. modification | h. short account or description, general outline, without details |
| 9. benefit from | i. put forth, bring into use |
| 10. briefing | j. theory and practice of (large-scale) selling |
| 11. to exert | k. receive from |
| 12. marketing | l. information, instructions, advice, etc given in advance |

Вариант 16

Read Text and give a brief summary of it.

ADVERTISEMENT AND BOOK DESIGN

Advertisements: like many graphic design fields, working in advertising takes you far beyond creating designs and page layouts. While a specific job may be to create a print ad for a campaign, this field requires an understanding of marketing, public relations and consumers. Along with the business side, a design in the advertising field will need to know a great deal about print production and preparing works for print in various publications and formats.

When working in advertising one can expect to:

- Design magazine advertisements.
- Design newspaper advertisements.
- Perform market research.
- Perform consumer research.
- Need a thorough understanding of the brand.
- Handle projects from design to production.

- Work directly or for an ad agency.
- Understand both print and online advertising.
- Work directly with illustrators, photographers and other team members.

Working in **book design** can mean several things. For some, it may be creating elaborate book covers and jacket designs from scratch. For others, it may mean hours of detailed-oriented layout work. Designing a book cover means first understanding the nature of the book, and then the audience, and in today's market, creating something that sells. This work may be done as a freelancer or in-house for a book publisher.

When working in book design one can expect to:

- Design covers.
- Design book jackets.
- Work in page layout.
- Learn the rules of typography.
- Work with deadlines.

Depending on the project, book design and layout can call for all types of graphic design software. Covers that incorporate photography will most likely be brought into Photoshop at some point. Others that need original artwork and clever typography will likely be done in a program like Illustrator. For layout of full books, InDesign and Quark are used throughout the industry.

Book designers must pay close attention to the legal issues to protect their work. A fair contract will enable the designer to make additional money for a second printing or paperback printing that goes beyond the original run of a book. This allows the designer to share in the success of the product and not give unlimited use of the design. Designers should also look to get their credit on books they design, which will help to promote their business.

Choose the correct translation of the following English words:

advertisement	рекламировать	реклама	рекламный
differences	различать	различия	различный
experience	иметь опыт	опыт	опытный
interactive	взаимодействовать	взаимодействие	взаимодействующий
effective	иметь эффект	эффект	эффективный
resolution	разрешать	разрешение	разрешимый
consistent	настаивать	постоянство	постоянный
printer	печатать	принтер	печатный
brightness	быть ярким	яркость	яркий
responsibility	нести ответственность	ответственность	ответственный
marketable	быть на рынке	рынок	рыночный
impressive	впечатлять	впечатление	впечатляющий

Вариант 17

7. Read the text below and think of a suitable title for it. Discuss several possible variants.

Text 18 A

Packaging design can be viewed in four different ways:

- a means of protecting the contents of a package
- a contributor to the cost of the end product
- a sales canvas on which to promote the product's attributes and benefits
- a part of the product experience itself.

This topic concentrates on the latter two of these points, as it is here that design is concerned with adding real value. This is not to say that design has not a role to play in improving product protection or in helping to improve cost efficiency — it has. For instance, design pundits often quote the egg carton as being a design classic. While the repackaging of many grocery items in foil wraps has not only improved shelf life and freshness levels of products, it has also improved product perceptions.

Packaging design in the modern age has gone way beyond simple functional benefits. It is now one of the most sophisticated and powerful examples of the designer's craft.

A well-designed pack must address the needs of its life cycle. This life cycle runs from the moment it is used to wrap its product (whether this is by hand or in a factory), through its journey to the point of sale, followed by its journey to the point of use and — finally with current tough environmental laws — to its after-use. At each stage of a pack's life it has different requirements: protecting contents, helping to sell them, and helping the user employ the product.

This section focuses on the pack at the point of sale and beyond — as it is from here that we start to think about the pack from the point of view of the customer's needs rather than the logistical needs of the manufacturer. For the consumer a successful pack needs to address and understand the mindsets of the potential customer and end user.

First and most importantly, the pack needs to attract attention at point of purchase. According to various research findings, a pack on a supermarket shelf has less than three seconds to grab a shopper's attention. There are in excess of 10,000 different packs to choose from in the average supermarket across both food and non-food items.

The challenge is therefore to stand out from the crowd. One technique is known as block merchandizing. This technique works by creating a visual illusion that the individual pack is bigger than the reality by having multiple facings and creating a bigger picture like a jigsaw.

These are just a few tricks a designer can use to help a pack shout 'hello look at me'. But beyond this, the pack then has to stand closer scrutiny. At this level it is important to consider the hierarchy and digestibility of information. First and most importantly, does the pack communicate its key benefit quickly, be its price (this is the cheapest on display), appetite appeal (this will taste great), or functional benefits such as size. Beyond this, the designer needs to consider the order of secondary information such as performance criteria or foodstuff ingredients. Getting this hierarchy right is key to creating user-friendly packaging. Lastly, you need to consider how the packs themselves work as part of the product proposition. Perhaps one of the best early examples of this is the wine box.

Today the after-use is a main consideration for all packaged goods. For instance, meat packaging that changes colour if the product has been exposed to temperatures likely to lead to contamination, toothpaste dispensers that ensure all the toothpaste can be used, resealable bags for peanuts and rice, widgets in beer cans, and so on. This is just a basic overview. The focus here is largely on examples from the food retailing sector. This is where competition is at its most fierce and therefore also where innovation is often most valuable. The principles, however, are sound whatever the sector. Nevertheless, this is just a starting point and should be taken in context with other information presented in this topic.

Notes on the text

widget — «штучка» (любое полезное приспособление)

10. A. Match each word or word combination on the left with the right definition on the right:

- | | |
|------------------------|--|
| 1. content | a. advantage; profit; help |
| 2. benefit | b. fill (a bag, box, etc) with things |
| 3. pack | c. cover or roll up (in) |
| 4. wrap | d. that which is contained in smth |
| 5. perception | e. be easily seen above or among others |
| 6. stand out | f. be about to do smth |
| 7. technique | g. method of doing smth expertly |
| 8. facing | h. process by which we become aware of changes (through the senses of sight, hearing, etc) |
| 9. scrutiny | i. coating of different material |
| 10. be at the point of | j. thorough and detailed examination |

B. Check your answers in a dictionary.

C. Compose the sentences with each word in A.

11. Choose the most suitable word to complete each sentence:

1. Packaging design is now one of the most sophisticated of the designer's (value, benefit, craft).
2. The pack needs to attract attention at point of (manufacture, purchase, storage).
3. A pack on a supermarket shelf has less than three seconds (to attract, to distract, to turn off) a shopper's attention.
4. Today the after-use is a main (illustration, contamination, consideration) for all packaged goods.
5. Packaging design can be viewed in different (ways, wraps, packs).

Вариант 18

Read Text paying attention to the words and phrases in bold.

GRAPHICS AND DESIGN

Types of graphics software

Computer graphics are pictures created, changed or processed by computers. There are two categories.

1. Bitmapped graphics represent images as **bitmaps**; they are stored as pixels and can become a bit distorted when they are manipulated. The density of dots, known as the resolution and expressed in dots per inch, determines how sharp the image is.

2. Vector graphics represent images as mathematical formulae, so they can be changed or scaled without losing quality. They are ideal for high-resolution output.

There are different types of graphics software.

■ **Image manipulation programs** let you edit **your** favourite images. For example, you can scan a picture into your PC or transfer a photo from your camera and then add different effects, or **filters**.

The original photo

*has been processed with adobe Photoshop using effects **filters***



■ **Painting and drawing programs**, also called **illustration packages**, offer facilities for freehand drawing, with a wide choice of pens and brushes, colours and patterns. One example is *Windows Paint*.

■ **Business graphics programs**, also called **presentation software**, let you create pie charts, bar charts and line graphs of all kinds for slide shows and reports. You can import data from a database or spreadsheet to generate the graphs.

■ **Computer-aided design (CAD)** is used by engineers and architects to design everything from cars and planes to buildings and furniture. First they make a **wireframe**, a drawing with edges and contour lines. Then if they want to colour the objects and add texture, they create a surface for the object; this is called “filling the surface”. Finally, the design is **rendered** to make the object look realistic. **Rendering** is a process that adds realism to graphics by using shading, light sources and reflections.

■ **Desktop publishing (DTP)** is based around a page layout program, which lets you import text from a word processor, **clip-art** (ready-made pictures) from graphics packages, and images from scanners or cameras, and arrange them all on a page. It is used to design and publish books, newspapers, posters, advertisements, etc.

■ **Digital art**, or **computer art**, is done with applets that use mathematical formulae to create beautiful bright shapes called fractals. A **fractal** is a geometrical figure with special properties, e.g. the Koch snowflake or the Mandelbrot set. Fractals can also be used to model real objects like clouds, coastlines or landscapes.

■ **Computer animation** uses graphics programs (e.g. digital cartooning systems) to create or edit moving pictures. Each image in a sequence of images is called a “frame”.

■ **Geographic information systems (GIS)** allow cartographers to create detailed maps.

Reread Text and decide which type of graphics software is best for these users.

- 1) a person who wants to edit photos at home;
- 2) an economist who wants to present statistics in a form that can be easily understood;
- 3) engineers who need to design the interior and exterior of a new aeroplane;
- 4) a company which needs to design and publish a magazine;
- 5) an artist who wants to produce illustrations and freehand drawings for a book;
- 6) an organization that needs to make maps and 3D virtual models of the surface of the Earth;
- 7) computer animators who make movies like Toy Story and Shrek;
- 8) a mathematician who wants to make fractal shapes of natural phenomena.

Вариант 19

Read the text.

Green design is the catch-all term for a growing industry trend within the fields of architecture, construction, and interior design. Also referred to as “sustainable design” or “eco-design”, the broad principles of green design are fairly simple: choose energy efficiency wherever possible; work in harmony with the natural features and resources surrounding the project site; and use materials that are sustainably grown or recycled rather than new materials from non-renewable resources.

Building materials may be sought within a 500-mile radius of the building site to minimize the use of fuel for transportation. The building itself may be oriented a particular direction to take advantage of naturally occurring features such as wind direction and angle of the sun. When possible, building materials may be gleaned from the site itself; for example, if a new structure is being constructed in a wooded area, wood from the trees which were cut to make room for the building would be re-used as part of the building itself. Taking advantage of available natural light reduces dependence on artificial (energyusing) light sources. Well-insulated windows, doors, and walls help reduce energy loss, thereby reducing energy usage.

Low-impact building materials are used wherever feasible: for example, insulation may be made from low VOC (volatile organic compound)-emitting materials such as recycled denim, rather than the fiberglass insulation which is dangerous to breathe. To discourage insect dam-

age, the insulation may be treated with boric acid. Organic or milk-based paints may be used. Architectural salvage and reclaimed materials are used when appropriate as well. When older buildings are demolished, frequently any good wood is reclaimed, renewed, and sold as flooring. Many other parts are reused as well, such as doors, windows, mantels, and hardware, thus reducing the consumption of new goods. When new materials are employed, green designers look for materials that are rapidly replenished, such as bamboo, which can be harvested for commercial use after only 6 years of growth, or cork oak, in which only the outer bark is removed for use, thus preserving the tree. Good green design also reduces waste, of both energy and material. During construction phase, the goal is to reduce the amount of material going to landfills. Astutely designed buildings also help reduce the amount of waste generated by the occupants as well, by providing onsite solutions such as compost bins to reduce matter going to landfills. To reduce the impact on wells or water treatments plants, several options exist. "Greywater", wastewater from sources such as dishwashing or washing machines, can be used to flush toilets, water lawns, and wash cars. Rainwater collectors are used for similar purposes, and some homes use specially designed rainwater collectors to gather rainwater for all water use, including drinking water.

Find in the text the English for:

эко-дизан, дизайн интерьера, строительная площадка, воспользоваться преимуществом, направление ветра, рубить деревья, сократить потерю энергии, дышать, сносить старые здания, потребление, выращивать для коммерческой цели, спустить воду в туалете, поливать лужайки, собирать дождевую воду, быстро испаряющийся материал, изоляционный материал, борная кислота, тщательно подбирать, стекловолокно.

Put the words in the following sentences in order.

1. reduces/ green/ of/ and/ energy/ material/ good/ design/ waste;
2. rainwater/ some/ use/ homes/ designed/ collectors;
3. VOC-emitting/ insulation/ may/ made/ be/ from/ materials;
4. doors/ walls/ well-insulated/ help/ windows/ loss/ reduce/ energy;
5. may/ organic/ be milk-based/ or/ used/ paints;
6. oak/ in/ cork/ the/ only/ outer/ is removed/ bark/ use/ for;
7. toilets/ wastewater/ dishwashing/ machines/ flush/ be/ can/ used/ from/ washing/ to;
8. fiberglass/ dangerous/ insulation/ breathe/ to/ is;
9. building/ itself/ wood/ the/ trees/ wood/ from/ can/ re-used/ be/ as/ part/ of;
10. growth/ bamboo/ harvested/ can/ commercial/ after 6/ only/ be/ for/ use/ years/ of.

Вариант 20

Practice the pronunciation of the words from the text. When in doubt use a dictionary.

Scandinavia, Jean Heiberg, Paris, the National Academy, Oslo, Britain, Ekco, the Japanese, Sony, the German, Braun, Sony.

Find the following words in a dictionary and memorize their meaning.

acceptance	emblem	plywood
accommodate	eminent	predecessor
advance	ergonomic	psychological
bakelite	headphone	purchaser
cabinet	hook	solitary
communal	kiosk	subsidiary
complexity	outlet	thief
contemplation	overtone	valve-receiver
device	pattern	vandal
dial	physical	

Transform the sentences back into the direct speech.

1. He explained that an element might be both an ion and an isotope different from the usual isotope. 2. He told us that we might think of it as a positive ion. 3. She said that meters with a scale and pointer were known as analog meters. 4. He mentioned that it had extremely high input resistance, along with good sensitivity and amplification. 5. We said that the spark might jump an inch, 2 inches, or even 6 inches. 6. I told him that the resistor would draw half the current. 7. The teacher asked what the resulting atomic weight was. 8. He asked if we had noticed any strange things about the notation yet. 9. I asked whether they had heard the terms "power" and "energy" used interchangeably. 10. He said that that kept the diagram neat and easy to read. 11. She mentioned that sometimes it was desirable to have an ammeter that would allow for a wide range of current measurements. 12. You asked me what the conductance of a span of the wire that was 3 km long was. 13. He asked how much power that represented. 14. The teacher said that Lomonosov organized the first chemical laboratory in our country. 15. He said that by means of a transformer we could change current.

Fill in the gaps with *recently*, *yet*, *already*, *just* or *since*.

1. They have determined the main properties of the substance. 2. I have known this scientist 1970. 3. They have applied new methods in their research. 4. Our country hasn't developed into a powerful state..... 5. The introduction of the new equipment hasincreased production. 6. Overvoltages which we have described rarely exceed three to five times the normal phase to neutral «peak» voltage of the system. 7. Computer technology hasmade household appliances smarter and feature richer. 8. The light bulb has undergone various improvements Edison's work.

Вариант 21

Read and translate the text Printings

Printings comprise an essential part of the company corporate image. Designers use only state-of-the-art technologies and consider all internal and external factors in order to reach the effect clients are aspiring to in their concept implementation.

Promotional leaflets are one of the most popular and effective methods to advertise the products to customers.

Booklets. Combining all cost-effective advantages and high information value, booklets are one of the most efficient and wide-used types of advertising printings. Graphic designers create booklets that combine clear informational content with beautiful layout and design.

Prospects, menus and catalogues. Well-designed multi illustration prospect, menu or catalogue will work for the company image for a very long time, making it stand out among other peers and attracting new clients. Designers can create colourful printings that exceed all client's expectations.

Posters and show bills. Hundreds or even thousands of people can see them, that is why investments in design and development of posters and show bills are so profitable. Graphic designers create high quality products that will help you become popular.

Calendars are the most popular type of advertising printings. There is no better practical business gift than a calendar. Designers can create a calendar with a company logo, which clients and partners will remember for a long time.

Invitation and greeting cards. Designers create cards that will satisfy all your needs.

Book and magazine layouts. Qualitative print and informative texts are not enough for the modern reader. Creative design, illustrations and pictures are also important for the consumer, they to attract a huge audience of readers.

Covers for books, magazines, audio and video. Cover must attract consumer's attention and have an informative content. Designers help to make the products attractive for clients.

Diplomas, certificates and muniments. Your clients are aware that diplomas, certificates and muniments suggest qualitative competitive abilities of any company or enterprise.

Folders, blanks, envelopes. High quality printing products with your logo deliver a corresponding image for you. They will attract numerous clients, who will recognize your company at one glance at a folder, blank or envelope.

Business cards are a necessary attribute for a business person. Creative and unique design for your business card is the best solution to differentiate your company.

Try to give

a) *synonyms to the following words:* comprise, corporate image, to reach, concept, value, to attract, to show, type, to satisfy one's needs, huge, clients, numerous, unique, business person.

b) *antonyms to the following words:* internal, popular, effective, well-designed, profitable, modern, huge, attractive, high, necessary.

Put the verbs in brackets into the correct form of the present perfect tense.

1. Gagarin's flight (to mark) the beginning of space exploration and thus (to open) a new epoch in human history.
2. Engineers (to make) an electric car of original construction.
3. The workers (to improve) methods of their work and (to get) good results.
4. Women (to make) a great contribution to education and scientific progress.
5. Other individuals (to use) computers to electronically embezzle funds and alter credit histories.
6. The direct study of the lunar surface (to begin) with Moon landing by automatic space stations.

Вариант 22

Read and translate the text

Interior Designers

An interior designer is responsible for the interior design, decoration, and functionality of a client's space, whether the space is commercial, industrial, or residential. Interior designers work closely with architects and clients to determine the structure of a space, the needs of the occupants, and the style that best suits both. Interior designers have to be good with more than colour, fabric, and furniture; interior designers must know materials, have budgeting skills, communicate well, and oversee the ordering, installation, and maintenance of all objects that define a space. They also have to know about electrical capacity, safety, and construction. This broader range of required knowledge distinguishes them from interior decorators.

Interior designers have to be able to work with contractors and clients alike, planning and implementing all aesthetic and functional decisions, from faucet handles to miles of carpeting - and all this usually must be done within a fixed budget. Interior designers are hired for their expertise in a variety of styles and approaches, not merely their own personal vision. Therefore, they have to be able to balance their own tastes and their clients' tastes - and be willing to put their clients' tastes first. Interior designers are often asked to begin their planning before construction of a space is finished; this means that they must be good at scheduling and comfortable reading blueprints. Interior design is hard work, but those who do it well find the work very satisfying.

Postsecondary education - either an associate or a bachelor's degree - is necessary for entry-level positions; some States license interior designers. Interior designers draw upon many disciplines to enhance the function, safety, and aesthetics of interior spaces. Their main concerns are with how different colours, textures, furniture, lighting, and space work together to meet the needs of a building's occupants. Designers plan interior spaces of almost every type of building, including offices, airport terminals, theatres, shopping malls, restaurants, hotels, schools, hospitals, and private residences. Good design can boost office productivity, increase sales, attract a more affluent clientele, provide a more relaxing hospital stay, or increase a building's market value.

Traditionally, most interior designers focused on decorating - choosing a style and colour palette and then selecting appropriate furniture, floor and window coverings, artwork, and

lighting. However, an increasing number of designers are becoming involved in architectural detailing, such as crown moulding and built-in bookshelves, and in planning layouts of buildings undergoing renovation, including helping to determine the location of windows, stairways, escalators, and walkways.

Interior designers must be able to read blueprints, understand building and fire codes, and know how to make space accessible to people who are disabled. Designers frequently collaborate with architects, electricians, and building contractors to ensure that designs are safe and meet construction requirements. Whatever space they are working on, almost all designers follow the same process. The first step, known as programming, is to determine the client's needs and wishes. The designer usually meets face-to-face with the client to find out how the space will be used and to get an idea of the client's preferences and budget. The designer also will visit the space to take inventory of existing furniture and equipment and identify positive attributes of the space and potential problems.

After collecting this information, the designer formulates a design plan and estimates costs. Today, designs often are created with the use of computer-aided design (CAD) software, which provides more detail and easier corrections than sketches made by hand. Upon completing the design plan, the designer will present it to the client and make revisions based on the client's input.

When the design concept is finalized, the designer will begin specifying the materials, finishes, and furnishings required, such as furniture, lighting, flooring, wall covering, and artwork.

Depending on the complexity of the project, the designer also might submit drawings for approval by a construction inspector to ensure that the design meets building codes. Finally, the designer develops a timeline for the project, coordinates contractor work schedules, and makes sure work is completed on time.

The designer oversees the installation of the design elements, and after the project is complete, the designer, together with the client, pay follow-up visits to the building site to ensure that the client is satisfied. If the client is not satisfied, the designer makes corrections.

Interior designers sometimes supervise assistants who carry out their plans and perform administrative tasks, such as reviewing catalogues and ordering samples. Designers who run their own businesses also may devote considerable time to developing new business contacts, examining equipment and space needs, and attending to business matters.

Although most interior designers do many kinds of projects, some specialize in one area of interior design. Some specialize in the type of building space - usually residential or commercial - while others specialize in a certain design element or type of client, such as healthcare facilities. The most common specialties of this kind are lighting, kitchen and bath, and closet designs. However, designers can specialize in almost any area of design, including acoustics and noise abatement, security, electronics and home theatres, home spas, and indoor gardens.

Open the brackets and use the correct form of Participle I.

1. That night, (go) up to his room he thought of his unpleasant duty. 2. She smiled (remember) the joke. 3. A new road will soon be built (connect) the plant with the railway station. 4. He speaks like a man (take) his opinion of everything. 5. (Not know) that she could trust them she did not know what to do. 6. And (say) this he threw himself back in the armchair. 7. I spent about ten minutes (turn) over the sixteen pages of *The Guardian* before I found the main news and articles. 8. (Be) so far away he still feels himself part of the community. 9. The boy came out of the water (shake) from top to toe. 10. (Support) her by the arm he helped her out of the taxi.

Ex.2. Open the brackets and use the correct form of Participle II.

1. She looked at the table. There was a loaf of brown bread (divide) into two halves. 2. There was another pause (break) by a fit of laughing of one of the old men sitting in the first row. 3. The child (leave) alone in the large room began screaming. 4. The centre of the cotton industry

is Manchester (connect) with Liverpool by a canal. 5. The story (tell) by the old captain made the young girl cry. 6. He did not doubt that the information (receive) by morning mail was of great interest for his competitors. 7. The equipment (install) in the shop is rather sophisticated. 8. We've got a great variety of products, which are in great demand. Here are some samples (send) to our distributors last month. 9. The methods that were applied in the building of the new metro stations proved to be efficient. 10. She warmed over the dinner that she cooked yesterday.

Вариант 23

Проанализируйте образец резюме

Образец резюме:

	Alexander Bermann 376 West 186th Street, Apartment #6-3 New York, N.Y. 10033 Tel.(212) 973-6792
OBJECTIVE	A position as a mechanical engineer
SUMMARY	15 years varied experience in mechanical engineering. Designed and developed both automatic and special machines. Installed machinery and equipment. Familiar with use of industrial engineering techniques and machine shop practices.
EXPERIMENTENCE	BROWN MMANUFACTURING Co
1986-1988	Paterson,N.J. Design Engineer. Planed and designed both automatic and special machines, instrumental system, and pneumatics .
1974-1986	KHARKOV MACHINE WORKS Kharkov,USSR. Design Engineer at the Automation Department Designed various automatic machines. Installed machinery and equipment
EDUCATION	KRARKOV POLYTECHIC INSTITUTE.
1969-1974	Kharkov,USSR M.S. in Mechanical Engineering.
PERSONAL	Arrived in the United States August 1989. Permanent US resident. Married, two children.
REFERENNCES	Furnished upon request

Fill in the blanks with the forms is or are.

1. Neither he nor she___there. 2. Neither they nor she___there. 3. Neither he nor they___there. 4. Both Alice and Kate___in time. 5. Either you or she___ right. 6. Both the old and the young___having a good time at the party. 7. Either Jack or Jane___going on business to London. 8. Neither Pete nor his parents___ aware of the coming danger. 9. Neither he nor his relatives___present at the wedding. 10. Either he or they___ going to do it. 11. Both Mom and Dad ___at home. 12. Neither Nick nor Mary___in class today. 13. Both ___present, but neither___helpful.

Вариант 24

1. Расположите части делового письма в правильном порядке:

- John L. Davis, President
Autocomp. Inc.
8100 South Jackson Street

Detroit, MI 48220

2. We recently purchased \$ 250,000 worth of automated material-handling equipment from your company. This equipment was purchased from you because of the fine reputation you have for quality and service to your customers.

3. We look forward to doing business with your company in the future.

Sincerely,

Victor Boyd,

Plant Manager

4. Dear Mr. Davis:

5. Rusk Seed, Inc.

400 National Highway

Decatur, Illinois 62525

April 15, 2007

2. Расположите части письма в правильном порядке:

1) 7 Maple Estate, Hlarbour Road, Melbourn, Australia.

(Sender's address)

Ref. JK/RS

Telephone 041-336-3692

7 May 2007

2) Dear Sirs,

3) We await your instructions, which shall have our careful attention

Yours faithfully

Richard Smith

Sales Manager

4) We recently had the honour of sending you a catalogue of our goods, and trust that you duly received the same.

As we have not yet been favoured with your order, we venture to enquire if you have reached a decision, and whether you require further information about our product.

5) Purchasing Department

Sunrise Boulevard

Riverton, MI 44444

(Addressee's address)

3. Read and translate the dialogues. Learn the dialogues by heart.

1. - Could you possibly give me a lift to the station?

- Sorry, there's something wrong with my car.

2. - But it's only half past ten. Stay and have a cup of coffee.

- We'd better be going. It's getting late.

3. - How do you feel today?

- So-so

4. - I'm sorry to trouble you, but could you lend me your car for the weekend?

- Yes, certainly. With pleasure.

4. Ответьте на вопросы, пользуясь информацией на конверте.

New York Power Company

3638 North 25 Road

(1) Summerfield, (2) NK 09346

(3) Mr. Paul Brown

Director of Purchasing Department

Smith Electronic Company

360 (5) Fifth Avenue

Roanoke, (4) VA 24040

1. What is the ZIP Code in the return address?

2. What is the ZIP Code in the mailing address?

3. Who is the addressee?

4. What town does the letter come from?

5. What is the street name in the mailing address?

5. Перед вами конверт:

Amtorg Trading Corporation
5695 South 23 Madison Avenue
(1) New York, (2) NJ 08887

(3) Mr. R. Calvert
Director of Marketing
(4) Smith Printing Company
590 (5) Lincoln Street
Chicago, WI 53216

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает:

- 1) the addressee's company name
- 2) the town the letter comes from
- 3) the addressee
- 4) the ZIP Code in the return address
- 5) the street name in the mailing address

6. Ответьте на вопросы, пользуясь информацией на конверте:

New Jersey Power Company
5695 South 23 Road
(1) Ridgefield, (2) NJ 08887
Mr. Frederick Wolf
Director of Marketing
(3) Smith Printing Company
590 (4) Sixth Avenue
Milwaukee, (5) WI 53216

- 1) What is the ZIP code in the return address?
- 2) What is the ZIP code in the mailing address?
- 3) What town does the letter come from?
- 4) What is addressee's company name?
- 5) What is the street name in the mailing address?

Вариант 25

Read the text and answer the questions

A GRAPHIC DESIGNER'S JOB

A graphic designer's primary job is to create visual concepts that communicate solutions and ideas that inspire, inform and captivate consumers. To do this, graphic designers combine art and technology to produce end results that resonate with their target audience.

While goals can be dependent upon the type of graphic design, graphic designers are primarily focused on making whatever organization they are designing for recognizable. They are there to help build a brand identity, boost that company's brand and communicate the messages that they need to.

Considering there are many different types of graphic design, a career in graphic design can mean many different things. A graphic designer can work in a few different settings such as:

- work for industry-related companies, like design consultancies or branding agencies (agency graphic designer):
- work with any company (in-house graphic designer):
- work remotely on your own (freelance graphic designer).

Agency Graphic Designer

Many companies hire graphic design agencies to handle their designs for them. So, if you are working as an agency graphic designer, chances are you will be receiving a creative brief from companies to work on projects for many different brands. If you are working as an agency designer, you are expected to be a design expert. Often, agency graphic designers are very specialized in areas of graphic design.

In-House Graphic Designer

If you are working as an in-house graphic designer, you are employed by an established company and your work revolves around that single brand only. In this scenario, you are more of a graphic design generalist so that you can meet all the creative needs of your organization.

Freelance Graphic Designer

Working as a freelance graphic designer is quite possibly the most difficult because not only are you expected to handle all design requests, but you are also responsible for running every aspect of your own space, but you will need knowledge in more areas than just graphic design.

1. What is the primary job of a graphic designer?
2. What do graphic designers have to combine to produce end results resonating with their target audience?
3. What are graphic designers mainly focused on?
4. Where can graphic designers work?
5. What do agency graphic designers do?
6. Who are the employers of in-house graphic designers?
7. What are the advantages and disadvantages of being a freelance graphic designer?

Decide if the statements are True or False according to the text

1. In order to resonate with their target audience, graphic designers combine art and technology.
2. The primary focus of a graphic designer is on recognizable companies.
3. Visually-pleasing content helps communicate company's message.
4. The importance of graphic design is decreasing in marketing and sales.
5. Public relations and marketing professionals help graphic designers in their work.
6. There are various career opportunities for graphic designers.
7. Designers in agencies always specialize only on one particular brand.
8. Working in a graphic design agency means that an employee should be a design expert.
9. In-house graphic designers work with a single brand only.
10. Working as a freelance graphic designer is the easiest form of employment in this field.
11. A freelance graphic designer has full responsibility for running his or her business.
12. Graphic design freelancers work under constant time constraints.

Вариант 26

Представьте, что к вам в компанию приехал представитель иностранной фирмы. выполните следующие действия и запишите получившиеся фразы:

- представьтесь сами и представьте сотрудников компании;
- спросите у гостя какую компанию он представляет, его должность и т.п.;
- предложите гостю чашку чая, кофе, и т.п.;
- назначьте встречу на следующий день и попрощайтесь с гостем.

Вариант 27

Study Active Vocabulary

develop a plan – разработать, создать план

determine – определять
 purpose of the area – назначение пространства
 available budget – имеющийся в распоряжении бюджет
 list the activities – перечислить, составить список видов деятельности
 provide the necessary facilities – обеспечивать, предоставлять необходимые удобства
 include – включать
 individual preferences – индивидуальные предпочтения
 withstand rough treatment – выдерживать грубое обращение
 reuse old furniture – повторно использовать старую мебель
 predesign analysis – анализ на этапе эскизного проектирования
 partition – перегородка
 built-in cabinet – встроенный шкаф
 floor plan – архитектурный план
 draw to scale – чертить в масштабе
 location – местонахождение, местоположение
 heating and cooling units – элементы отопления и охлаждения
 electric outlets – штепсельные розетки
 vent – отдушина (вентиляционная)
 furniture arrangement/grouping – расстановка, группировка мебели
 traffic patterns – пути перемещения, прохода

Read and translate the text

Before developing a plan for an interior, a designer, whether a professional or nonprofessional, must consider a number of things. He must determine the purpose of the area, the life style (the way of life) of those who will use it, and the budget available.

Many designers begin by listing all the activities an area might be used for so that the final plan will provide the right atmosphere and the necessary facilities for each activity. The main purpose of such rooms as a bedroom or a kitchen is obvious. But the room may also have several less obvious uses. The master bedroom, for example, might also serve as a family office, in which case it needs a desk, a desk chair and some shelves.

Like the purpose of the interior, the life style of those who use it helps determine both the atmosphere and the specific items to be included in the design plan. For example, active children need a play area with furnishings that withstand rough treatment. Individual preferences for colours and materials as well as personal interests in a sport or hobby may also help in creating the design plan.

A budget can also help a designer make the best use of the money available for an interior design project. Some people reuse old furniture, floor and wall coverings or other items in their new design so they can spend more of the design budget on other things. A budget may also be important in making a predesign analysis of the interior architecture. If a large budget is available, the designer may wish to change the size or shape of an area by removing walls or by adding such features as partitions or built-in cabinets.

All the predesign considerations help establish what professional designers refer to as the design concept. The design concept may be the general atmosphere desired for an interior or a specific item, such as a favourite piece of furniture or a painting. By selecting each item for the interior to harmonize with the design concept, the designer can create a unified final plan.

A floor plan drawn to scale helps both professional and nonprofessional designers decide on the best way to arrange the furniture in a room. The plan should show the location and width of the walls, windows, doors, closets and other built-in features. It should also show the location of heating and cooling units and of electric outlets.

A careful study of the floor plan helps a designer see what areas can be used for furniture arrangements and what areas must be left open. For example, the areas next to heating or cooling vents are not suitable places for heavy furniture, which would block the circulation of

air into the room, and doorways should be left clear so people can easily move into and out of the room.

Most designers develop two or more furniture arrangement plans so they can compare the effectiveness of each. A person who intends to purchase new furniture can experiment with arranging a great variety of different furniture items. A person who plans to reuse old furniture is more limited in items but may also experiment with various arrangements.

A furniture arrangement may help traffic patterns – the paths people follow into, through and out of a room. If furniture is placed around the edges of a room, for example, people walk through the centre. If furniture is grouped in the centre, they walk around the edges.

The room that is used for more than one activity may have two or more furniture groupings. For example, a family room might have groupings for television viewing, game playing and reading. A child's bedroom may include separate groupings for sleeping, studying and playing.

Вариант 28

Read the text.

Architect Yury Andreev says he likes simple things and simple, ordinary food; but VILLA, the restaurant he has designed on Moscow's Myasnitskaya street, offers only refined European cuisine. He also says he does not like to travel doing so only when absolutely necessary and preferring a little evening reading, especially of architectural albums, to a change of scenery. But since the disappearance of the Soviet Union, he has spent his life travelling between two countries: Russia and Latvia. Yury is convinced that an interior decorator is simply an architect in truncated form, and for this reason never engages decorators to take part in his projects. He designed and decorated VILLA, his latest creation, from start to finish entirely on his own in the best traditions of Art Deco. The simple, but elegant furniture combined with the exotic decor; the abundance of sculpture in the interior; the beauty of line; the expressiveness of the materials; the blue, red, brown, and gold: all this is evidence of style. Add the genuine smell of money in the air and what you get is Art Deco, a style "whose main goal was the creation of prosperity and luxury in the years of the lost generation," as Soviet art critics used to write. They, of course, hated Art Deco as a class enemy — but we love it.

art deco – арт деко (декоративный стиль, популярный в 1930-е годы; отличается яркими красками и геометрическими формами)

refined European cuisine – изысканная европейская кухня

to a change of scenery – зд. для смены обстановки (scenery – 1) декорации сцены; 2) вид, пейзаж; ландшафт)

in truncated form – в усеченной форме

to engage – зд. нанимать (Syn. *to hire*)

abundance – изобилие, богатство

genuine – истинный, подлинный

Find the English equivalents in the text:

Предлагает, особенно, архитектурный, дизайнер интерьера, архитектор, принимать участие, последнее творение, самостоятельно, изысканная мебель, изобилие скульптуры, выразительность, признак стиля, процветание и богатство.

Find the synonyms in the text:

Elementary, to originate, landscape, to be confirmed (to be sure, to be persuaded), a designer, to participate (to collaborate), indication of style, an aim, real (true, authentic).

Translate the sentences into English.

- 1) Ресторан «Вилла» в Москве спроектирован архитектором Юрием Андреевым.
- 2) Дизайн интерьера выполнен в лучших традициях стиля арт деко.
- 3) Декораторы никогда не принимают участия в его дизайнерских проектах.
- 4) Интерьер ресторана поражает изобилием скульптуры, красотой линий, выразительностью материала и цвета.
- 5) Идея автора заключается в создании атмосферы процветания и богатства.

Make up sentences with the following phrases:

- 1) **project** (проект, план; программа (строительства и т. п.)
to take part in a project – принять участие в проекте
to carry out a project — осуществлять план, выполнять программу
to shelve a project — откладывать проект "в долгий ящик"
- 2) **tradition** (традиция; старый обычай)
in the best traditions of – в лучших традициях
to break with tradition — порывать с традицией
to establish, to start a tradition — устанавливать традиции
to maintain, to preserve a tradition — поддерживать, хранить традицию
- 3) **furniture** (мебель, обстановка)
antique furniture — старинная мебель
garden, lawn, outdoor, patio furniture — мебель для сада
modern furniture — современная мебель
office furniture — офисная мебель
secondhand, used furniture — мебель, бывшая в употреблении
a piece of furniture — предмет мебели/обстановки
- 4) **sculpture** (изваяние, скульптура)
to cast a sculpture — отливать скульптуру
to create, produce a sculpture — создавать скульптуру
- 5) **style** (стиль, манера)
to develop style — развивать/улучшать стиль
to polish one's style, to refine one's style — шлифовать стиль
- 6) **sketch** (набросок, схематичный рисунок, эскиз)
to draw, make a sketch — сделать набросок
composite sketch — сложный эскиз
rough sketch — предварительный набросок

Вариант 29

PABLO PICASSO

Pre-reading Tasks

1. What do you know about Pablo Picasso, his life and work. What is he famous for?
2. What nationality was he? What country was he born in?
3. Practice the pronunciation of the words from the text. When in doubt use a dictionary.
Pablo Picasso, Modern Art, Malaga, Spain, Barcelona, Fine Arts, the Blue Period, the Rose Period, Cubism, Basque, Queen Sofia Center of Art, Prado Museum, Fascism, General Franco, Paris World's Fair.
4. Find the following words in a dictionary and memorize their meanings.
Aquatint, ballet, barbaric, canvas, ceramic, charlatan, circus, companion, disallow, dry point, encounter, etching, graphic, grim, linocut, lithograph, melancholic, mural, palette, printmaker, prolific, prostitute, raid, simultaneously, starve, synthetic, technique, vow, weep, woodcut
5. Read the text.

You expect me to tell you what art is?
If I knew it, I would keep it for myself.
Pablo Picasso

No other artist is more associated with the term Modern Art than Pablo Picasso. He created thousands of paintings, prints, sculptures and ceramics during a time span of about 75 years. For many Picasso is the greatest art genius of the twentieth century. For others he is a gifted charlatan. Undisputed is the fact that he influenced and dominated the art of the twentieth century like no other modern artist.

Pablo Picasso was born on October 25, 1881 in Malaga, Spain, as the son of an art and drawing teacher. He was a brilliant student. He passed the entrance exam for the Barcelona School of Fine Arts at the age of 14 in just one day and was allowed to skip the first two clas-

ses. According to one of many legends about the artist's life, his father, recognizing the extraordinary talent of his son, gave him his brushes and palette and vowed to paint never again in his life.

Blue and Rose Period: During his lifetime, the artist went through different periods of characteristic painting styles. The Blue Period of Picasso lasted from about 1900 to 1904. It is characterized by the use of different shades of blue underlining the melancholic style of his subjects – people from the grim side of life with thin, half-starved bodies. During Picasso's Rose Period from about 1905 to 1906, his style moved away from the Blue Period to a friendly pink tone with subjects taken from the world of the circus.

Cubism: After several travels to Paris, the artist moved permanently to the “capital of arts” in 1904. Inspired by the works of Paul Cezanne, he developed the Cubist style. In Cubism, subjects are reduced to basic geometrical shapes. In a later version of Cubism, called synthetic cubism, several views of an object or a person are shown simultaneously from a different perspective in one picture.

Picasso and Guernica: In 1937 the artist created his landmark painting Guernica, a protest against the barbaric air raid against a Basque village during the Spanish Civil War. Picasso's Guernica is a huge mural on canvas in black, white and grey which was created for the Spanish Pavilion of the Paris World's Fair in 1937. In Guernica, Picasso used symbolic forms – that are repeatedly found in his works following Guernica – like a dying horse or a weeping woman.

Guernica was exhibited at the museum of Modern Art in New York until 1981. It was transferred to the Prado Museum in Madrid/Spain in 1981 and was later moved to the Queen Sofia Center of Art, Madrid in 1992. Picasso had disallowed the return of Guernica to Spain until the end of the rule of Fascism by General Franco. Picasso changed his companions at least as often as his painting styles. The relationships with women influenced his mood and even his art styles. The shift from the “blue” to the “rose period” was probably a result of meeting Fernande Olivier, his first companion. The artist made numerous portraits of his wives and companions and of his children.

Pablo Picasso and Women: During his early years in Paris, he lived with Fernande Olivier for seven years. During World War I, from 1914 to 1918, Picasso worked in Rome where he met his first wife, Olga Koklova, a Russian ballet dancer. In 1927 he met Marie Therese Walther, a seventeen year old girl and began a relationship with her. In 1936 another woman, Dora Maar, a photographer, stepped into his life. In 1943 he encountered a young female painter, Francoise Gilot. In 1947 she gave birth to Claude, and in 1949 to Paloma, Picasso's third and fourth child. The artists's last companion was Jacqueline Roque. He met her in 1953 and married her in 1961.

In 1965 Pablo Picasso had to undergo a prostate operation. After a period of rest, he concentrated on drawings and a series of 347 etchings. In spite of his health problems, he created a number of paintings during his last years. On April 8, 1973 he died at the age of 91. “I think about Death all the time. She is the only woman who never leaves me”.

Picasso as a Printmaker: Picasso was not only a very prolific printmaker, but also a very diverse one in the use of a great variety of different techniques. He created lithographs, etchings, drypoints, lino cuts, woodcuts and aquatints. Always on the search for something new, he experimented a lot with these techniques. Some of Picasso's graphic works are combinations of several techniques.

Picasso created his first prints in 1905 – a series of 15 drypoints and etchings, Les Saltimbanques, published by the art dealer Vollard in 1913. More graphic works were produced in the early 1930's. But it was in the years after World War II that most of Picasso's prints were created.

Vocabulary and Grammar Tasks

1. Find in the text the English for:

ассоциироваться с, временной промежуток, одаренный шарлатан, сдать вступительный экзамен, экстраординарный талант, мир цирка, геометрические формы, синтетический

кубизм, роспись на парусе, символические формы, запретить возвращение, плачущая женщина, переносить утомительную операцию, преуспевающий художник-гравёр.

Read additional information about Pablo Picasso and put questions of any types to the following sentences:

1. Pablo Picasso's birth was difficult and to help him breathe cigar smoke was blown into his nose.
2. Picasso showed his truly exceptional talent from a very young age. His first word was "pencil" and he learned to draw before he could talk.
3. He hated school and often refused to go unless his parents allowed him to take one of his father's pet pigeons with him.
4. One evening his father was painting a picture of his pigeons when he had to leave the room. He returned to find that Pablo had completed the picture, and it was so amazingly beautiful and lifelike that he gave his son his own palette and brushes.
5. He was always breaking the rules of artistic tradition and shocked the public with his strange and powerful pictures.
6. Once, the French Minister of Culture visited Picasso and the artist accidentally split some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, "Non! Please, Monsieur Picasso, just sign my trousers!"

Вариант t 30

EGYPTIAN ART FROM THE EARLY DYNASTIC PERIOD TO THE NEW KINGDOM

Translate the text into Russian. Discuss it with your classmates.

Egyptian history is divided into thirty dynasties, encompassing the period from Pharaoh Narmer's accession (ca. 3000 BCE) to the conquest of Egypt by Alexander the Great in 332 BCE. What we know of this early period comes largely from funerary monuments and inscriptions, where the focus is on the transition from the world of the living to that of the dead. Egyptians believed strongly in after life in which the ka, or life-force, was reunited with the ba, or physical manifestation, to become an akh, or spirit. Elaborate rituals were performed inside tomb chambers to ensure that the transformation from life to death was successful. Preservation of the physical body after death was of great importance, as was the provision of household furnishings, surrogate servants, food, drink, and a suitable permanent chamber. The ka of an important person, especially the pharaoh, who was inadequately prepared for the afterlife might wander unsatisfied about the world and cause mischief for the living. It was therefore in society's interest to ensure that the pharaoh's body and spirit were well served. This goal led to the construction of enduring tombs for royalty and the development of mummification to preserve the body.

Entitle the passage. Discuss it with your classmates.

Mastabas, the earliest tombs in brick, were built as eternal houses for the departed. The basic mastaba was a blocklike structure above ground containing a small room for offerings and another chamber for the body and a statue of the deceased. Worldly goods entombed with the dead soon attracted thieves, so an early revision of mastaba design added a deep shaft under the building. The body was placed at its base, and the shaft was then filled with stone and rubble to deter would-be robbers. In the above-ground chamber, or serdab, a statue of the deceased would receive offerings.

Give Russia equivalents for the following phrases.

The construction of enduring tombs; mastaba tombs; funerary monuments; afterlife; a room for offerings; to perform elaborate rituals; tomb chambers; preservation of the physical body; surrogate servants; to wander about the world; the development of mummification; a permanent residence; over-life-sized statue; corbeled gallery; spirit chamber; a granite sarcophagus; at the apex; limestone structure; courtyard; the Giza trio; the royal linen covering; the last pharaoh in the Fourth Dynasty; rectangular in plan; the after-world; to hold sway over smb; an elaborate method of embalming; cause mischief for the living, building site.

Give English equivalents for the following phrases.

Ступенчатая пирамида; обработанный известняк; монументальное каменное сооружение; усыпальница; сооружение из известняка; иметь власть над кем-л.; погребальный комплекс; внутренний двор; гранитный саркофаг; метод бальзамирования; статуя выше человеческого роста; строительная площадка; сфинксы; выдолбить; верхний ряд окон; белый кварц; зрачки; смола; сохраниться (дойти до наших дней); инкрустированные глаза; статуи, датированные разными эпохами.

6. Примеры оценочных средств для проведения промежуточной аттестации

6.1 Примеры тестовых заданий

Вариант 1

Выберите правильный вариант:

1. Shea secretary.
a) is b)are c)have d)were
2.swine is big.
a)these b)those c)this d)its
3. He....taking his dog for a walk.
a)were b)is c)have d)shall be
4. We know their names, but they don't know
a)us b)our c)ours d) we
5. Are these coats?
a)yours b)your c)you d) us
6. Gina gave the wrong phone number just for fun.
a)he b)him c)his d) he's
7. We have a large garden. Do you know where garden is?
a)us b)our c)ours d) our's
8. I like that camera. I am going to buy
a)she b)it c)its d) he
9. This is not my pencil; is blue.
a)my b)mine c)me d)mines
10. My room is bigger than hers, but is nicer.
a)she b)her c)hers d)her's
11. Will you give me his telephone number? I don't know
a)him b)its c)it d)hers
12. I gave her my address and she gave hers.
a)my b)mine c)me d)I
13. I don't like dogs. I am afraid of
a)they b)them c)their d)theirs

Преобразуйте предложения, употребляя оборот there is / are:

- a) 1. This city has many monuments. 2. Our town has no theatres. 3. This family has two children. 4. Our group has many good pupils. 5. Every week has seven days and every year has twelve months. 6. She has a lot of English books in her library.
- b) 1. The dog is in the room. 2. The children are in the yard. 3. The students are in the laboratory. 4. The car is near the house. 5. The bench was under the tree. 6. A lot of people will be at the stadium tomorrow.

Употребите глаголы to be или to have в нужной форме:

1. There is no school in this village and the children go to the school which ... two miles away.
2. How old ... you? I ... 17.
3. ... you English lessons twice a week? – Yes, we ...
4. I ... no time to help you yesterday. I ... very sorry about it.
5. We ... a conference tomorrow. So I ... busy with my report today.

6. My sister ... a second-year student of the Law Faculty.
7. What ... you fond of? My hobby ... drawing.
8. Will you ... any lectures tomorrow?
9. Physics ... my favorite subject at school.
10. He ... a lot of trouble with his car yesterday.
11. My grandfather ... short grey hair but my grandmother's hair ... long and thick.
Your glasses ... on the table.

Вариант 2

Выберите правильный вариант:

1. The comes everyday.
a)postman b)postmen c) postmans d)postmens
2. There are a lot of in the forest .
a) deer b)deers c)a deer d)the deers
3.play in the yard.
a)the child b)a child c)children d)childrens
4. The Browns are my
a)neighbors b)neighbor c)a neighbor d)the neighbor
5. Myworks at school.
a)sisters b)the sisters c)the sister d)sister
6.speak English well.
a)student b)students c)he d)she
7. We work five ... a week.
a)day b)a day c)the day d)days
8. Mylives not far from her.
a)mothers' friend b)mother friend's c)mother friends' d)mother's friend
9. Ouris light.
a)friend's rooms b)friends' room c)friend's room
10.is not elected every four years.
a) Britain's Queen b)Britains' Queen c)Britain Queen's d) Britain Queens'
11. Prime Minister is the....
a)Parliament's the head b)head's Parliament c)Parliament's head d)Parliament head
12.was moved to Moscow.
a) Russias' capital b)Russia's capital c)Russia capital's d)Russia capitals'
13. Thewill arrive tomorrow.
a)country's delegations b)country's delegation c)delegation's country d)delegations' country
14. My are at home.
a)children's brother b)brother's childrens c)brother's child d)brother's children
15. He received his
a)friends' letter b)friend's letter's c)letter's friend d) friend letters
16. Our....is brown.
a)teachers' tables b)table's teacher c)teacher's table d) table's teachers
17. My..... is new.
a)mothers' umbrellas b)mother's umbrella c)umbrella's mother d)umbrellas' mother
18. The interesting thing about is all the roads that they built in Britain.
a) Romans b) a Romans c) the Romans d) Romen

Употребите глаголы, данные в скобках, в Present Indefinite:

1. We (read) the newspaper in class every day.
2. He always (prepare) his homework carefully.
3. We always (play) tennis on Saturdays.
4. She (speak) several foreign languages.
5. The children (play) in the park every afternoon.
6. Helen (work) very hard.

7. They (take) a lot of trips together.
8. We always (travel) by car.
9. I (eat) lunch in the cafeteria every day.

Вариант 3

Choose the right variant.

1. Have you ever visited other countries? - Yes, I... to Italy and France.
a) was c) had been
b) have been d) would be
2. I feel really tired. We ... to the party last night and have just returned home.
a) went c) had seen
b) has gone d) was going
3. At the beginning of the film I realized that I ... it before.
a) see c) had seen
b) saw d) have seen
4. When the bus stopped in the small square, Helen ... her magazine and didn't realized at first that she had arrived at her destination.
a) read c) was reading
b) reads d) had read
5. My sister's son ... in tomorrow's race, because he is too young. They do not allow riders under sixteen.
a) won't ride c) wouldn't ride
b) shan't ride d) doesn't ride
6. A beautiful bridge ... in our city. It will be finished next year.
a) builds c) is being built
b) is built d) has been built
7. It has been raining for two hours. I hope it ... raining soon.
a) stops c) would stop
b) shall stop d) stop
8. Television has many advantages. It keeps us informed about the latest news, and also ... entertainment at home.
a) provide c) is provided
b) provides d) provided
9. On the other hand television ... for the violent behavior of some young people, and for encouraging children to sit indoors, instead of doing sports.
a) blames c) is blamed
b) blamed d) would blame
10. Some millionaires have lots of money and ... what to do with it.
a) don't know c) won't know
b) didn't d) knows
11. How ... at college? You didn't say much about it in your last letter.
a) do you get on c) will you get on
b) are you get on d) are you getting on
12. When you ... in this city again? - In a month.
a) arrive c) have you arrived
b) arrived d) will you arrive
13. Every time that I miss the bus, it means that I ... walk to work.
a) has to c) had to
b) have to d) could
14. Every time when I missed the bus, I ... to return home late.
a) must c) can
b) had d) may
15. That was great! It was ... meal you have ever cooked.
a) good c) best

- b) better d) the best
16. This exhibition is ... interesting than the previous one.
- a) little c) least
- b) less d) the least
17. We saw ... good film last night. The film was about the love of a girl to her cat and dog.
- a) a c) -
- b) the d) an
18. Everybody agrees that ... happiness is very important in the life of people.
- a) - c) a
- b) the d) many
19. In the past people lived in ... harmony with the environment.
- a) a c) the
- b) an d) -
20. When they arrived ... the station, they rushed to the platform not to miss the train.
- a) to c) in
- b) at d) for

Вариант 4

Choose the right variant.

1. When you ... older, you'll change your mind about this.
- a) will grow c) have grown
- b) grow d) grew
2. By the time the police get there, the burglars
- a) vanish c) will have vanished
- b) will vanish d) vanished
3. As soon as the taxi arrives, I ... you know.
- a) let c) had let
- b) have let d) will let
4. My friend has been writing to me for years already, but he never ... a photo.
- a) sends c) will send
- b) has sent d) sent
5. Why are you busy packing? - My train ... in two hours, so we'll leave the house in an hour.
- a) is leaving c) leaves
- b) will be leaving d) left
6. When was this building finished? - They say it ... by the end of last year.
- a) had been finished c) will be finished
- b) was finished d) finishes
7. I thought that I ... my key and was very glad when I found it.
- a) lose c) had lost
- b) lost d) was losing
8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.
- a) lost c) had lost
- b) have lost d) lose
9. I ... for this bank for five years already but I have decided to change my job.
- a) am working c) have been working
- b) has worked d) worked
10. Martin said that he ... the tickets the next day.
- a) bought c) will buy
- b) had bought d) would buy
11. The house opposite our college ..., that's why we are using the back entrance at present.
- a) pulls down c) is being pulled down
- b) is pulled down d) pulled down
12. You ... an umbrella when you left the house, didn't you?
- a) have c) had had

- b) was having d) had
 13. By the time we got to the cinema the film
 a) will begin c) had begun
 b) would begin d) began
 14. Is there anything I ... do to help you?
 a) can c) am to
 b) may d) as to
 15. The last film I saw was ... frightening than this one.
 a) little c) least
 b) less d) the least
 16. Someone is calling you. Will you answer ... phone?
 a) a c) -
 b) the d) these
 17. To tell the truth I don't like ... pair of trousers that I bought last month.
 a) those c) that
 b) this d) a
 18. Whose house is it? - It's
 a) my c) her
 b) mine d) our
 19. Today is ... cold than yesterday. So, I'm wearing my shorts.
 a) little c) least
 b) less d) the least
 20. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.
 a) in c) -
 b) on d) at

Вариант 5

Choose the right variant.

1. Excuse me, do you speak English? I ... for a hotel.
 a) look c) was looking
 b) am looking d) have been looking
 2. Last summer we wanted a relaxing holiday, so we ... to stay on a small island.
 a) choose c) had chosen
 b) have chosen d) chose
 3. Mathematics ... hard. I don't understand it.
 a) are c) was
 b) is d) were
 4. While we ... for the train, it started to rain.
 a) waited c) was waiting
 b) are waiting d) were waiting
 5. The police officer said that every house in that street ... already by the police.
 a) search c) had been searched
 b) were searched d) searched
 6. There is going to be a big art exhibition. It... a lot of visitors.
 a) attracts c) has attracted
 b) will attract d) attracted
 7. The result of his investigation ... in the newspaper soon.
 a) publish c) will be published
 b) be published d) is published
 8. When they arrived home, their children ... outside the door waiting for them.
 a) sit c) was sitting
 b) are sitting d) were sitting
 9. We ... a new computer not long ago. Now the job will be done much more quickly.
 a) had bought c) bought

- b) was bought d) have bought
 10. He was sorry that he ... to me for so long.
 a) didn't write c) hadn't been writing
 b) haven't been writing d) hasn't been writing
 11. The ring you found ... be returned to an old lady who had lost it.
 a) can c) have to
 b) must d) are to
 12. Everybody in our team played ... except the captain.
 a) bad c) worst
 b) badly d) the worst
 13. You know much, but you know ... than your teacher.
 a) little c) least
 b) less d) much
 14. Small shops are not as ... as supermarkets.
 a) more convenient c) most convenient
 b) convenient d) the most convenient
 15. Sarah is a very good pianist. She plays ... piano very well.
 a) a c) the
 b) an d)-
 16. We had five phone calls, but there were ... for you.
 a) no c) either
 b) none d) neither
 17. I didn't have much time, but I ... visit a lot of places of interest in London.
 a) can c) must
 b) was able to d) had to
 18. That's an easy question! ... knows the answer!
 a) All c) Each
 b) Everybody d) Every
 19. The comic told silly jokes, but nobody laughed ... him.
 a) on c) at
 b) under d) about
 20. We feel sorry ... Sam because he hasn't got any friends.
 a) for c) with
 b) about d) by

Вариант 6 Choose the right variant.

1. If I ... some fish, will you cook it for me?
 a) will catch c) caught
 b) catch d) am catching
 2. She said that she ... her present flat. She tried to find another one.
 a) doesn't like c) didn't like
 b) won't like d) likes
 3. I saw you yesterday from the bus. Where ... you ... at that time?
 a) was hurrying c) had hurried
 b) were hurrying d) did hurry
 4. I found that everything I said on the phone ... to the police.
 a) report c) was reported
 b) is reported d) had been reported
 5. When I speak Italian, all the others in the class ... at me as I don't know the language well.
 a) laughed c) will laugh
 b) was laughing d) laugh

6. He ... in the Army for eighteen months. This is his last month.
 a) serves c) has been serving
 b) is serving d) have served
7. Don't make noise: the children ... to sleep.
 a) try c) will try
 b) is trying d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
 a) was being built c) is built
 b) is being built d) builds
9. Two terrorists ... in New York some days ago.
 a) are arrested c) were arrested
 b) have been arrested d) will be arrested
- 10.1 ... understand this letter. Will you translate it for me?
 a) mustn't c) may not
 b) can't d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.
 a) must c) may
 b) can d) have to
12. Henry ... apologize for his bad behaviour yesterday.
 a) have to c) had to
 b) may d) is to
13. The children studied hard, and as a result they passed the exams ... of all.
 a) good c) best
 b) better d) the best
14. This is ... film I've ever seen.
 a) more interesting c) most interesting
 b) the most interesting d) not interesting
15. ... old, ... sick, ... unemployed need our special care.
 a) - c) the
 b) an d) everybody
16. Someone who saw ... robbery called the-police.
 a) - c) the
 b) a d) those
17. According to this song ... we need is love.
 a) all c) each
 b) every d) some
18. We wished the bride and groom happiness in ... new life together.
 a) there c) theirs
 b) their d) these
19. Excuse me, but does this umbrella belong ... you?
 a) to c) at
 b) for d) with
20. I listened to the radio every day to know the weather forecast but I can never rely ... it.
 a) at c) in
 b) to d) on

Вариант 7

Choose the right variant.

1. I knew that I ... her somewhere before.
 a) saw c) would see
 b) had seen d) has seen
2. When I finally found the house, I knocked at the door but ... the answer.
 a) don't hear c) didn't hear
 b) hasn't heard d) heard

3. I went out into the garden to fetch my bike, but found that someone ... it.
a) stole it c) has stolen
b) would steal d) had stolen
4. When I... for the keys, I remembered that I had left them at home.
a) looked c) had been looking
b) was looking d) look
5. I have been working for the bank for a year already, but I ... to change my job.
a) decided c) has decided
b) have decided d) decide
6. They spoke so quickly that I ... what they were speaking about.
a) not understand c) didn't understand
b) don't understand d) hadn't understood
7. Yesterday our flight ... because of the fog.
a) cancelled c) had been cancelled
b) was cancelled d) has been cancelled
8. I couldn't open the office door because someone ... it.
a) lock c) had locked
b) locked d) would lock
9. As soon as you ... me, I will contact you.
a) calls c) called
b) will call d) call
10. I ... him since he started working here.
a) have never trusted c) trusted
b) had never trusted d) trust
11. Mary will be ready soon. She ... coffee at the moment.
a) has c) was having
b) have d) is having
12. If we ... late for the class, our teacher will be angry with us.
a) is c) will be
b) were d) are
13. We ... in the sunshine for about half an hour when I suddenly felt sick.
a) have been sitting c) sat
b) were sitting d) had been sitting
14. We were disappointed as the film was ... than we expected.
a) entertaining c) most entertaining
b) less entertaining d) entertaining
15. We usually ask our teacher to explain ... difficult problems to us.
a) the c) a
b) - d) this
16. Playing ... guitar is an interesting hobby.
a) - c) the
b) a d) mine
17. Our city is famous for ... beautiful ancient buildings.
a) its c) it's
b) it d) his
18. Her hair is long and fair. Everybody admires
a) them c) they
b) it d) its
19. You are very good ... dealing with people.
a) in c) on
b) at d) about
20. Last summer our neighbours decided to drive to Scotland ... a short holiday.
a) at c) on
b) to d) for

Choose the right variant.

a) goes out c) go out
b) had gone out d) went out

a) saw c) had seen
b) seen d) have seen

a) Don't you type c) Haven't you typed
b) Didn't you type d) Will you type

a) locked c) had locked
b) has locked d) didn't lock

a) am doing c) have been doing
b) do d) did

a) uses c) had used
b) has used d) will use

a) got c) had got
b) has got d) will get

a) sail c) had sailed
b) sailed d) have sailed

a) decide c) have decided
b) has decided d) decided

a) look c) have looked
b) are looking d) have been looking

a) was stolen c) has been stolen
b) will be stolen d) stolen

a) can't c) shouldn't
b) mustn't d) may not

a) bad c) worst
b) worse d) the worst

a) The c) A
b) - d) That

a) the c) a
b) - d) those

a) a c) -
b) the d) those

a) more c) less
b) most d) the most

18. Would you mind waiting ... minutes?
 a) few c) little
 b) a few d) a little
19. I'm ... interested in languages than in mathematics,
 a) much c) little
 b) many d) less
20. The students often translate English texts ... Russian.
 a) to c) into
 b) in d) on

Вариант 9

Choose the right variant.

1. My mother ... strawberries for years but she has never had such a good crop before.
 a) grow c) has been growing
 b) grew d) had grown
2. Helen got off the bus and walked into the bank when she realized that she ... her handbag on the bus.
 a) left c) has left
 b) had left d) leaves
3. You are a great cook! This cake ... wonderful as usual.
 a) taste c) will taste
 b) tasted d) tastes
4. I cut my finger when I ... the potatoes.
 a) am peeling c) was peeling
 b) have peeled d) will peel
5. The students ... not to be late for their classes.
 a) ask c) are asked
 b) asked d) are asking
6. Yesterday, while Jane ... she broke two cups.
 a) wash up c) was washing up
 b) washes up d) has washed up
7. Be attentive and more serious. You always ... something!
 a) lose c) have lost
 b) are losing d) have been losing
8. What ... you ... when I phoned you last night?
 a) did do c) had done
 b) were doing d) had been doing
9. Our flat ... at the moment, so it doesn't look its best.
 a) paints c) is being painted
 b) is painted d) has been painted
10. My brother will be absent. He ... for his exam at this time tomorrow.
 a) will prepare c) will have prepared
 b) will be preparing d) will have been preparing
11. ... you give me some advice about the language courses?
 a) Have c) Should
 b) May d) Could
12. Why didn't you give me a call yesterday? We ... discuss everything together.
 a) can c) may
 b) must d) could
13. At college the work is harder than the work we did at school, but it is much ... interesting.
 a) more c) many
 b) most d) a few
14. A person with a good education usually gets ... better job.
 a) - c) the

b) a d) an
15. ... poor people need help from the government.
a)- c)A
b) The d) This
16. The government should help ... poor.
a) - c) a
b) the d)that
17. You can do ... you want, but don't bother me now.
a) anything c) some
b) something d) any
18. The government is going to provide ... houses for homeless people.
a) much c) most
b) more d) least
19. I think of coming to Moscow ... a few days to visit my sister.
a) of c) for
b)on d)over
20. I think we should ask ... some information about this case.
a) about c) for
b) - d) on

11. My father is sure that most people ... bicycles to work in twenty years' time.
a) shall ride c) ride
b) will be riding d) are riding
12. The plane ... take off after the fog had lifted.
a) must c) can
b) was able to d) may
13. Finally we ... stop: we were tired and it was dark.
a) can c) must
b) may d) had to
14. In the past most of the population lived in ... country.
a) the c) -
b) a d) this
15. The judge sent our neighbor to ... prison for a month.
a) the c) -
b) a d) an
16. ... English are proud of their country and that the English language is spoken all over the world.
a) the c) an
b) - d) few
17. Why have you done it? Oh, there are ... reasons for it.
a) much c) a little
b) little d) many
18. Sorry, but I can't hear ... of you properly.
a) neither c) nobody
b) either d) none
19. We were looking forward ... a quiet rest near the forest.
a) for c) on
b) to d) at
20. Our city is famous ... its beautiful ancient buildings.
a) of c) by
b) for d) with

Вариант 11

Choose the right variant.

1. My passport ... last month, and nobody has found it yet .
a) lost c) has been lost
b) was lost d) had been lost
2. There's going to be an interesting art exhibition. It ... a lot of visitors.
a) attracts c) will attract
b) attract d) would attract
3. Have you head the news? He ... all his exams this week.
a) passed c) had passed
b) has passed d) pass
4. By the time we get to the cinema the film
a) will begin c) will have begun
b) begins d) began
5. He says his train ... at 8 a.m. He's packing his things at the moment.
a) leave c) has left
b) leaves d) would leave
6. I was quite ... to see Ben behaving like that.
a) shocked c) being shocked
b) shocking d) shock
7. I ... on the phone when the postman knocked on the door and entered the room.
a) speak c) was speaking

- b) am speaking d) have spoken
8. We first came to this town more than twenty years ago. Everything ... in the town since that time.
- a) change c) has changed
b) changed d) is changed
9. We didn't know that Bill ... to Brazil the week before, and he was abroad when the burglary took place.
- a) flew c) has flown
b) had flown d) would flow
10. I arrived in Prague in September last year. So I ... here for six months.
- a) live c) have lived
b) lived d) will live
11. While I was wondering whether to buy the shoes or not, they ... by someone else.
- a) buy c) were bought
b) bought d) had been bought
12. He was happy. He ... pass his driving test at the first attempt.
- a) should c) had to
b) must d) was able to
13. At present I ... afford to go to the cinema twice a week.
- a) can't c) must not
b) couldn't d) might not
14. We didn't think you were ... in ancient history.
- a) interested c) not interesting
b) interesting d) less interesting
15. Every morning I listen to ... radio, but I don't like to watch TV so early.
- a) the c) -
b) a d) these
16. ... English is the world language and the English language spoken in the USA or Australia differs from the English language spoken in Britain.
- a) the c) an
b) - d) a
17. You are always quarreling! Stop it, ... of you!
- a) everybody c) both
b) some d) every
18. Mr. Smith was accused of spying and put ... prison.
- a) in c) at
b) of d) to
19. Our city succeeded ... collecting a large sum of money for charity.
- a) on c) with
b) in d) at
20. I'm sorry ... your difficulties. Can I help?
- a) for c) about
b) at d) on

Вариант 12

Choose the right variant.

1. It's 11 o'clock so I ... to bed now.
- a) go c) will go
b) am going d) have gone
2. The tickets to the football match usually ... and checked at the entrance.
- a) sell c) are sold
b) was sold d) won't be sold
3. We ... to the party today.
- a) have been invited c) have invited

- b) are invited d) had been invited
4. The baby ... because it is hungry now.
a) crying c) cries
b) is crying d) cried
5. There ... a lot of people waiting in the station yesterday evening.
a) is c) was
b) are d) were
6. Some people ... on the benches waiting for their trains.
a) was sleeping c) have slept
b) were sleeping d) had slept
7. By the time the train arrived, Susan ... to push her way to the front of the crowd.
a) managed c) had managed
b) has managed d) would manage
8. ... you ... my English book anywhere? I can find it nowhere.
a) Did ... see c) Will ... see
b) Have ... seen d) Had ... seen
9. He ... the text before I decided to help him.
a) translated c) has translated
b) had translated d) will translate
10. It ... in London this morning that the British Oil Corporation had discovered oil under the sea near the Welsh coast.
a) announced c) had been announced
b) would be announced d) was announced
11. If he ... when I come, I won't wake him up.
a) sleep c) will sleep
b) will be sleeping d) is sleeping
12. ... they leave before supper or have they time to stay until my friends come?
a) must c) might
b) may d) should
13. My ... brother studies at college.
a) old c) older
b) elder d) the eldest
14. This is ...film I have ever seen.
a) good c) worse
b) the best d) better
15. ... Hyde Park is a very large park in central London.
a) - c) a
b) the d) an
16. My friends tell me that professors are people who think a lot, but say
a) little c) a few
b) few d) some
17. These books cost ... than my friend wants to pay.
a) more c) most
b) much d) the most
18. He has earned so ... money that he has decided to help the poor.
a) much c) little
b) many d) few
19. They go to work by car and come home ... foot.
a) by c) with
b) on d) in
20. The bus from Glasgow arrives ... the Central bus station.
a) at c) in
b) to d) for

Ключи к заданиям:

Вариант 3

- 1) b; 2) a; 3) c; 4) c; 5) a; 6) c; 7) a; 8) b; 9) c; 10) a; 11) d; 12) d; 13) b; 14) b; 15) d; 16) b; 17) a; 18) a; 19) d; 20) b.

Вариант 4

- 1) b; 2) c; 3) d; 4) b; 5) c; 6) a; 7) c; 8) b; 9) c; 10) d; 11) c; 12) d; 13) c; 14) a; 15) b; 16) b; 17) c; 18) b; 19) b; 20) b.

Вариант 5

- 1) b; 2) d; 3) b; 4) d; 5) c; 6) b; 7) c; 8) d; 9) c; 10) c; 11) b; 12) b; 13) b; 14) b; 15) c; 16) b; 17) b; 18) b; 19) c; 20) a.

Вариант 6

- 1) b; 2) c; 3) b; 4) c; 5) d; 6) c; 7) d; 8) b; 9) c; 10) b; 11) a; 12) c; 13) c; 14) b; 15) c; 16) c; 17) a; 18) b; 19) a; 20) d.

Вариант 7

- 1) b; 2) c; 3) d; 4) b; 5) b; 6) c; 7) b; 8) c; 9) d; 10) a; 11) d; 12) d; 13) d; 14) b; 15) b; 16) c; 17) a; 18) b; 19) b; 20) d.

Вариант 8

- 1) d; 2) c; 3) c; 4) c; 5) c; 6) c; 7) a; 8) b; 9) c; 10) d; 11) c; 12) c; 13) b; 14) b; 15) a; 16) b; 17) d; 18) b; 19) d; 20) c.

Вариант 9

- 1) c; 2) b; 3) d; 4) c; 5) c; 6) c; 7) b; 8) b; 9) c; 10) b; 11) d; 12) d; 13) a; 14) b; 15) a; 16) b; 17) a; 18) b; 19) c; 20) c.

Вариант 10

- 1) c; 2) b; 3) b; 4) b; 5) b; 6) c; 7) b; 8) d; 9) c; 10) d; 11) b; 12) b; 13) d; 14) a; 15) c; 16) a; 17) d; 18) b; 19) b; 20) b.

Вариант 11

- 1) b; 2) c; 3) b; 4) c; 5) b; 6) a; 7) c; 8) c; 9) b; 10) c; 11) c; 12) d; 13) a; 14) a; 15) a; 16) b; 17) c; 18) d; 19) b; 20) c

Вариант 12

- 1) b; 2) c; 3) a; 4) b; 5) d; 6) b; 7) c; 8) b; 9) b; 10) d; 11) d; 12) a; 13) b; 14) b; 15) a; 16) a; 17) a; 18) a; 19) b; 20) a;

Критерии оценки

- оценка «отлично» выставляется обучающемуся, если студент выполнил задание от 91% до 100%
- оценка «хорошо», если студент выполнил задание от 70% до 90%
- оценка «удовлетворительно», если студент выполнил задание от 50% до 69%
- оценка «неудовлетворительно», если студент выполнил задание менее 50%

Вариант 13

Read and translate the text

In the history of art, **prehistoric art** is all art produced in preliterate, prehistorical cultures beginning somewhere in very late geological history, and generally continuing until that culture either develops writing or other methods of record-keeping, or it makes significant contact with another culture that has.

The very earliest human artifacts showing evidence of workmanship with an artistic purpose are a subject of some debate; it is clear that such workmanship existed by 40,000 years ago in the Upper Palaeolithic era. From the Upper Palaeolithic through the Mesolithic, cave paintings and portable art like figurines and beads predominated, with decorative figured workings also seen on some utilitarian objects. One of the most famous examples, the so-called Venus of Willendorf (which is now being called “Woman from Willendorf” in contemporary art history texts) is a sculpture from the

Paleolithic era, which depicts a woman with exaggerated female attributes.

This sculpture, carved from stone, is remarkable in its roundness instead of a flat or low-relief depiction. In the Neolithic evidence of early pottery appeared, as did sculpture and the construction of megaliths. Early rock art also first appeared in the Neolithic. The advent of metalworking in the Bronze Age brought another increase in mediums used for art, an increase in stylistic diversity, and the creation of objects that did not have any obvious function other than art. It also saw the development in some areas of artisans, a class of people specializing in the production of art, as well as early writing systems. By the Iron Age, civilizations with writing had arisen from Ancient Egypt to Ancient China.

Ancient art began when ancient civilizations developed a form of written language. The great traditions in art have a foundation in the art of one of the six great ancient civilizations: Ancient Egypt, Mesopotamia, Greece, Rome, India, or China. Each of these centers of early civilization developed a unique and characteristic style in their art. Because of their size and duration, these civilizations and their art works have survived and transmitted to other cultures and later times. They have also provided us with the first records of how artists worked. Ancient Roman art depicted gods as idealized humans, shown with characteristic distinguishing features.

In Byzantine and Gothic art of the Middle Ages, the dominance of the church insisted on the expression of biblical truths. There was no need to depict the reality of the material world, in which man was born in a “state of sin”, especially through the extensive use of gold in paintings, which also presented figures in idealised, patterned (i. e. “flat”) forms. The Renaissance is the return to valuation of the material world, and this paradigm shift is reflected in art forms, which show the corporeality of the human body, and the three dimensional reality of landscape.

Modern art is a term that refers to artistic works produced during the period extending roughly from the 1860s to the 1970s, and denotes the style and philosophy of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing, and with fresh ideas about the nature of materials and functions of art.

A tendency toward abstraction is characteristic of much modern art. More recent artistic production is often called Contemporary art or Postmodern art.

Contemporary art can be defined variously as art produced at this present point in time or art produced since World War II. The definition of the word contemporary would support the first view, but museums of contemporary art commonly define their collections as consisting of art produced since World War II.

Find in the text the English for:

доисторические культуры, геологическая история, пещерные рисунки, портативное искусство, утилитарные (полезные) предметы, преувеличенные женские признаки, вырезанный из камня, низкорельефные изображения, наскальное искусство, стилистическое разнообразие, ранние системы письма, письменный язык, характерные отличительные черты, выражение библейской правды, широкое использование, три пространственных измерения.

Match the description of historical era with its name:

- a) the Palaeolithic era
 - b) the Neolithic era
 - c) the Middle Ages
 - d) the Renaissance
 - e) Modern art
- 1) the dominance of the church insisted on the expression of biblical truths;
 - 2) showed the corporeality of the human body, and the three dimensional reality of landscape;
 - 3) predominated cave paintings and portable art like figurines and beads, decorative figured workings on some utilitarian objects;
 - 4) the evidence of early pottery appeared;
 - 5) the traditions of the past have been thrown aside in a spirit of experimentation.

Вариант 14

Read Text and to find answers to the given questions?

DESIGN DEVELOPMENT IN RUSSIA

a. What was the main goal of the special commission?

The first information about design appeared in 1918, when Russian government put a task of industrial innovation according to new trends in art. So a special commission containing the heads and chief engineers from plants vital for the economy of the country was organized. The main goal of the commission was working out modern artistic ideas in building and industry and their immediate application in the production process. They wanted any everyday life thing people buy looked pleasant and attractive by appearance. They tried to brighten up even the rest to make it more comfortable and convenient.

b. What was the principle of design development after 1920?

By a special order of Sovnarcom in 25.12.1920 there were founded several Higher Artistic Technical workshops (VHUTEMAS). Each of them had to be an institution training arts connected with industry. Many architects believed they should destroy the previous understanding of culture and only on its ruins they could build a new culture of society. At the end of the 30s design started penetrating the field of ordinary goods: some qualified artists were invited to participate in designing the first Soviet telephone, a radio-set and furniture; later the spreading of design touched shipbuilding and automobile-production.

c. What events play important role in popularization of Russian design?

Now in our multinational country with a great number of religions and traditions there are lots of masters and schools dealing with design; specialists say that sometimes it is easy to recognize not only the nationality or even a master himself by certain peculiarities of a master's product. Also important role in popularization of Russian design play specialized fairs and exhibitions. Design has different aims according to the sphere of industry it is applied in (for example, plates, cups, soup-sets are projected by specialists in ceramics).

Read Text III, be ready with the annotation.

PLANNING

Planning is a systematic, organized method of approaching a problem. In the context of this text, planning means following the design process.

Design has three major components: creative, technical and aesthetic. The creative component is the expression of a person's ideas and is unique to the individual. The technical part is the application of technology to the resolution of the design idea. The aesthetic quality of a design relates to how pleasing it is to look at. Good design expresses a person's creativity with a balance of technical quality, as represented by the functionality of the product, and of aesthetic quality.

Functionality is a measure of how well the product meets the needs as expressed in the design problem. Aesthetic quality is determined by the mix of form, space, color, line, texture, and light and shadow.

Aesthetic design follows basic principles: Unity, or a feeling of wholeness; variety, or contrast in texture, line, shade; emphasis, used to point out particular details; balance, or the appearance of equal weight for various components; repetition, or the use of a detail or element throughout; and rhythm, or the repetition of lines and curves to give a feeling of movement. These are used in various combinations to give a particular feeling to a design.

Two additional devices used to promote a particular design concept are the materials used for the product and the type and style of surface decoration.

Вариант 15

Now read Text I and see how many of your ideas are mentioned.

TEXT I

THE DESIGN PROCESS

Design is not just the object you take off the shelf for checking and discussing – it is about an error and a series of decisions that starts before you even know your objective.

The design process is not a mysterious activity designers carry out behind a cloak of secrecy, magically emerging with a sparkling new market-beating product or service. It starts when decisions about why, how and even whether to go ahead with a project are being taken.

Although designers provide a particular blend of skills and creativity, the design process works best when it is a collaboration between the design team and the people it works with and for, either in-house colleagues or clients.

Design work begins with a brief setting out the aims and objectives of a project and outlining certain targets and parameters for its completion. But, ideally, the design team needs to be involved before the brief is even written for two reasons – first, its members will understand the brief better if they have had a hand in composing it and, secondly, the customer-focused, creative skills that designers possess can help decide the direction the project should take.

An organisation and its designers need to ask certain questions right at the start - why is design work needed? Is it to respond to changing markets or to customer trends? Maybe new competition has appeared on the market or the company just wants to increase its market share. Perhaps the organisation wants to make its service more efficient, or perhaps it faces a decision between improving an existing product or service or launching something completely new. By understanding both the organization's strategic objectives and customer needs, designers can define the problem before working towards a solution. The reason for the design will inform how the designers go about conducting research.

Research needs to be carried out both before and during the design process, especially if the project will take some years to complete. Market research includes trends analysis, scrutiny of competitors' products and wider research such as the state of the economy, upcoming legislation and relevant social changes such as birth rates and patterns of prosperity.

Design research centres on the user. It makes use of information about customers supplied by the organisation but also takes a more hands-on approach in the form of user testing and prototyping. Observing customer behaviour not only makes it easier for designers to create something that fulfils a need, it can also provide creative inspiration. Along with visualization, it also helps to represent the designers' ideas to the organisation at a large scale.

To plan a project effectively, companies and organizations need to take into account all the internal resources, people and information the project will require, from materials to customer-service support. The design team will need to be aware of these too. There is no point in a design requiring a certain manufacturing techniques or tooling, for instance, if these are not available.

The relationship between the designer and the organisation or department that has *commissioned the design work is crucial. The best relationships are a two-way street, where each party is receptive to the concerns of the other.* Communication needs to be maintained throughout the design process. *The need for communication* was summed up by designer Wayne Hemingway during the Design Council's Design in Business Week 2002: "There is no point sitting designers in a room and letting them design. They have to work with you and be a part of the business".

The final stage is implementation – by manufacturers, engineers, IT (Information Technologies) experts or service providers – but that does not mean the designers exit the scene. It is important to allow for redesign and the designers also have a vital role to play in representing their ideas to all those involved in executing them.

NOTES

Brief – the design documents that encapsulate all of the specification and to which the design team will work.

Look at the way the following words are used in Text I and then circle the correct part of speech:

work (par. 4)	noun	verb	adverb
aims (par. 4)	noun	verb	adverb
right (par. 5)	adjective	verb	adverb
faces (par. 5)	noun	verb	adverb
centres (par. 7)	noun	verb	adverb
concerns (par. 9)	noun	verb	adverb
exit (par. 10)	noun	verb	adverb

I. Answer the following questions:

1. When does the design process start?
2. When does the design process work best?
3. What questions must be asked right at the start of the design process?
4. What kind of research is it necessary to conduct?
5. What do companies and organizations need to take into account to plan a project effectively?
6. What is the final stage of the design process?

II. Fill in the gaps with the words from the box.

strange	testing	right	new
successful	impressive	innovative	prototyping

Creativity

A design doesn't have to be **1**..., different or **2**... to be **3**... in the marketplace, as long as it's fulfilling a need, but design methods do lead to **4**... products and services.

Designers learn that ideas that may seem **5**... are worth exploring and that the “common-sense” solution is not always the **6**... one. Designers often hit on (находят правильный путь с помощью) intuitive concepts through methods such as drawing, **7**..., brainstorming and user **8**... . Watching users in real-life situations especially gives insights into their behaviour that leads to ideas that would not have formed if the designer simply had thought about the situation, or relied on generalized market research.

Вариант 16

Read, translate the text Explore the world of Art Deco by starting your guided tour below.

ART DECO

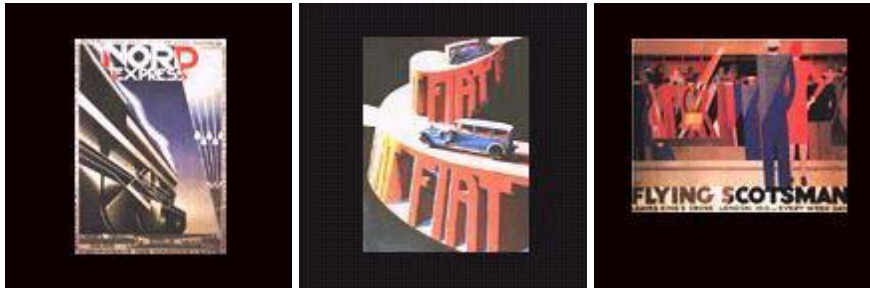


During the period between the two World Wars, an eclectic design style developed that later became known as Art Deco. The name was derived from the 1925 Exposition Internationale des Arts Decoratifs Industriels et Modernes, held in Paris, which celebrated living in the modern world. Today, "Art Deco" is used to refer to a mix of styles from the 1920s and 1930s.

The Art Deco era was one of contradictions. Through the Roaring Twenties and the Great Depression of the 1930s, the Art Deco style infused the everyday world with an elegant style of cool sophistication. Singers and songwriters entertained audiences through the new medium of radio, and Hollywood musicals offered the hope of better times

and a temporary escape from daily troubles. Travel was in the news with ocean liners racing the Atlantic and trains crossing continents, as speed became a metaphor for modern times. What characterizes Art Deco design? The architecture and applied arts of the period reveal a varied mix. However, most share the hallmarks of geometry and simplicity, often combined with vibrant colors and simple shapes that celebrate the rise of commerce and technology. From luxurious objects made from exotic materials to mass produced, streamlined items available to a growing middle class, the world of Art Deco represents a "graciousness of form" from a simpler time.

GRAPHICS



Art Deco graphics are a product of their age, and reflect a spirit of modernity and industrial ingenuity. The graphic style of the period often used geometric formality and simplicity to transform or distort reality, reinterpreting the world in the Deco style. Elements of Cubism and Futurism are apparent in many works, and travel and transportation are popular themes.

The posters above will lead you to more information.

INDUSTRIAL DESIGN



Industrial Design made a name for itself during the Art Deco era. During the 1930s, industrial design consultants were commissioned by manufacturing companies to produce variety of goods. Influenced by efforts to develop a more aerodynamic automobile, industrial designers adopted streamlining for a number of objects. Made from the latest materials, such as plastics, chrome and aluminum, domestic goods had a modern, high-speed look and were available to everyone due to mass production.

Learn more about Art Deco industrial design by continuing your tour through the images above.

Вариант 17

Make a table including each quarter of the XXth century and up to the present moment (the main styles, its principles, schools of design and movements, great names) for creating a basic picture of the stages of the design development. Suggest the definitions of each stage. Share your lists with your group-mates.

Вариант 18

Read Text and give a brief summary of it.

TEXT IV GRAPHIC DESIGNERS

Among the five design occupations, graphic designers are expected to have the most new jobs through 2014; however, job seekers are expected to face keen competition for available positions.

Graphic designers with Web site design and animation experience will have the best opportunities.

A bachelor's degree is required for most entry-level positions; however, an associate degree may be sufficient for technical positions.

About 3 out of 10 designers are self-employed; many do freelance work in addition to holding a salaried job in design or in another occupation.

Graphic designers – or graphic artists – plan, analyze, and create visual solutions to communications problems. They decide the most effective way of getting a message across in print, electronic, and film media using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. Graphic designers develop the overall layout and production design of magazines, newspapers, journals, corporate reports, and other publications. They also produce promotional displays, packaging, and marketing brochures for products and services, design distinctive logos for products and businesses, and develop signs and signage systems – called environmental graphics – for business and government. An increasing number of graphic designers also are developing material for Internet Web pages, interactive media, and multimedia projects. Graphic designers also may produce the credits that appear before and after television programs and movies.

The first step in developing a new graphic design is to determine the needs of the client, the message the design should portray, and its appeal to customers or users. Graphic designers consider cognitive, cultural, physical, and social factors in planning and executing designs for the target audience. Designers gather relevant information by meeting with clients, creative or art directors, and by performing their own research. Identifying the needs of consumers is becoming increasingly important for graphic designers as the scope of their work continues to focus on creating corporate communication strategies in addition to technical design and layout work.

Graphic designers prepare sketches or layouts – by hand or with the aid of a computer – to illustrate the vision for the design. They select colors, sound, artwork, photography, animation, style of type, and other visual elements for the design. Designers also select the size and arrangement of the different elements on the page or screen. They also may create graphs and charts from data for use in publications, and often consult with copywriters on any text that may accompany the visual part of the design. Designers then present the completed design to their clients or art or creative director for approval. In printing and publishing firms, graphic designers also may assist the printers by selecting the type of paper and ink for the publication and reviewing the mock-up design for errors before final publication.

Graphic designers use a variety of graphics and computer software to assist in their designs. Designers creating Web pages or other interactive media designs also will use computer animation and programming packages. Computer software programs allow ease and flexibility in exploring a greater number of design alternatives, thus reducing design costs and cutting the time it takes to deliver a product to market.

Graphic designers sometimes supervise assistants who carry out their creations. Designers who run their own businesses also may devote a considerable amount of time to developing new business contacts, examining equipment and space needs, and performing administrative tasks, such as reviewing catalogues and ordering samples. The need for up-to-date computer and communications equipment is an ongoing consideration for graphic designers.

Graphic designers create books, websites, magazines, film titles, catalogs, typefaces, signage systems, television graphics, posters and postcards. From complex identity programs to single logos, graphic designers give a face and a “visual voice” to retail and cultural enterpris-

es, to entertainment, manufacturing and service industries, governmental and political interests.

Simply put, graphic designers give meaningful visual form to content in all media: from print to screen; business cards to billboards; computer interfaces to movies screens. But the most critical skill graphic designers offer is their unique ability to communicate specific messages through the artful manipulation of typography and images, systems and structures. Their work promotes, educates, directs, informs, exposes, clarifies, beautifies and delights.

Working Conditions

Working conditions and places of employment vary. Graphic designers employed by large advertising, publishing, or design firms generally work regular hours in well-lighted and comfortable settings. Designers in smaller design consulting firms, or those who freelance, generally work on a contract, or job, basis. They frequently adjust their workday to suit their clients' schedules and deadlines. Consultants and self-employed designers tend to work longer hours and in smaller, more congested, environments.

Designers may transact business in their own offices or studios or in clients' offices. Designers who are paid by the assignment are under pressure to please clients and to find new ones in order to maintain a steady income. All designers sometimes face frustration when their designs are rejected or when their work is not as creative as they wish. Graphic designers may work evenings or weekends to meet production schedules, especially in the printing and publishing industries where deadlines are shorter and more frequent.

Вариант 19

Render the text

What is digital printing

Digital printing is a technology for directly applying paint to the surface to be printed without the use of permanent printing forms. Allows you to produce small-scale printing products. The term “digital printing” combines technologies that make it possible to reproduce text and images in electronic format without resorting to plate processes. Direct paint technology is cheap, which makes it more cost-effective.

The scope of application of full-color printing is in the production of:

business cards, booklets, leaflets;
flyers, catalogs, documents, calendars;
wobblers, stickers, catalogs;
presentation stands, folders.

Digital printing is widely used in interior decoration and design. This option is indispensable for large-format outdoor advertising printing. Allows you to produce high-quality and eye-catching signs, posters for exhibitions and fairs. Large format advertising is printed in a resolution of 150-360 dpi. The finished product is laminated to protect it from fading in the sun and mechanical damage.

Types of digital printing

Main types of playback:

Sheet. Non-contact (laser) method of applying an image or text. Allows you to obtain large volumes of products or single copies.

Rolled. Wide format transmission based on the principle of inkjet printing. It involves the use of solvent ink, which penetrates deep into the surface being printed. The roll type of digital printing allows you to create a durable and resistant image that is not damaged by mechanical stress.

An inkjet method aimed at transmitting high-resolution images. Photo printing is performed at a low speed, allowing you to achieve clear outlines and vibrant colors. The image is printed only on special photo paper.

Equipment

Several types of digital printing equipment are used for digital printing:

Digital printers (laser, inkjet, magnetic). The best option for quickly and high-quality image output to the surface.

Plotters. They differ from printers in their ability to create large-format printed products.

Risographs. Complex devices operating on the stencil principle. Images are transferred using prints made on a digital duplicator. The advantages include cost-effectiveness and excellent quality of the resulting image.

Digital equipment is used for home use and for printing businesses. Digital printing is applied to special uncoated or coated paper, self-adhesive material and cardboard. You can use materials with different textures and coatings (canvas, fabric, film). The only requirement is straight edges and a high degree of smoothness.

Digital printing technology

Pre-press preparation includes work with the color range, location on the printed sheet and placement of marks. The image is exposed in the device itself.

The operating principle depends on the type of equipment:

Electrostatic (laser). The photoreceptor drum, on the surface of which there is a uniform electric charge, takes part in the process of image transmission. Then the exposure process occurs - the laser weakens the electrical charge in those places where the drawing or text will be applied. Using rollers, ink powder (toner) is supplied, which is attracted to the electrostatic image. The gap area is highly electrified, so it repels the pigment. Using a photoreceptor drum, the image is transferred to paper and fixed using high temperatures.

Jet. It involves transferring drops of paint through thin nozzles to the area of the material on which a drawing or inscription is applied. The dye is controlled using charged electrodes. When they deviate, the trajectory of the pigment changes.

The digital printing method differs from offset printing in the absence of a form for rolling ink. The image is applied directly to the paper without the use of an intermediate material in the form of a rubber sheet.

Digital printing allows you to produce personalized diplomas and certificates. This feature is not available for the offset printing option. You can order printing on non-standard surfaces.

Pros and cons of digital printing

The main advantages of the described technology:

Efficiency. The absence of the need for plate processes allows you to start printing immediately without wasting extra time. This approach reduces the risk of loss of image quality.

Variable data. The ability to reproduce multi-page documents and individual runs.

Trial samples. You can first make product samples to ensure the correctness of the design, clarity and brightness of the picture. Changes to the sketch can be made at any time.

Independent cost. Prices do not depend on volume, so small print runs are more profitable to produce digitally.

Direct printing has some limitations, which are the types of inks used. The resulting image does not have a very reliable connection with the material on the folds. The cost of consumables is quite high, so the digital application method is preferable for printing small runs.

Вариант 20

Match the words with their meaning

1. Form	a. Бланки само копирующие
2. Self-copying forms	b. Папка
3. Leaflet	c. Кубарик
4. Booklet	d. Листовка
5. Brochure	e. Этикетка, ярлык
6. Calendar	f. Буклет
7. Business card	g. Календарь
8. Folder	h. Конверт
9. Notepad	i. Брошюра
10. Envelope	j. Блокнот
11. Kubarik	k. Визитная карточка
12. Label	l. Бланк

1	2	3	4	5	6	7	8	9	10	11	12

Подберите определение

Form, self-copying, calendar, business card, notepad, kubarik, forms, leaflet, booklet, brochure, folder, envelope, label

1. Paper sheet, usually A4 or less, containing elements of corporate identity or information of a permanent nature (invoices, acts, etc.), is intended for subsequent filling.
2. Several sheets of special self-copying paper fastened on one side with special glue that allows you to easily separate the sheets.
3. A paper sheet, usually A4 size, sealed on one or both sides, in one or more colors, advertising or informational content. Suggests a slightly higher quality of printing performance than the form.
4. Non-periodic sheet edition in the form of a single sheet of printed material rigged (folded) in 2 or more folds.
5. Non-recurrent text book edition with a volume of over 4 pages, interconnected with glue, springs, sewing, clip, or thread.
6. Print edition, necessarily has in its composition a calendar grid. Calendars are: pocket, quarterly, rocker calendars on the crossbar, calendars "house" and "house rocker".
7. A sheet of thick paper or cardboard, usually 50x90 mm (sometimes other formats), containing information about the person or company.
8. A product made of thick paper, cardboard or polymer, designed to store a small number of sheets of paper. It is mainly used as an element of corporate identity. There are several types: one-piece (made from a sheet of material), with glued pockets (pocket valve is made from a separate sheet of material and then glued to the "crust"), with a lock clip (the folder can be decomposed into a plane, and then reassemble without tearing it), with an adhesive bond.
9. Sewn or glued from the end of a stack of paper, clean or with applied elements of corporate identity, with the cover.
10. One of the types of carrier corporate identity. There is a wide variety of types of envelopes.
11. A small stack of paper, taped on one side for easy separation. Used for operational records. As a rule, carries elements of corporate identity.
12. A sheet of special (label) paper of small size, containing information about the product or products. Involves adhesive attachment method.
13. A small cardboard sheet containing information about the product or products and accompanying it, suggesting a hinged method of fastening.

Назовите, одним словом

- a) A small sheet of printed matter =
- b) The paper wrapper of a letter =
- c) Something that protects by covering =
- d) To consist of =
- e) A sheet of folder showing a list of the days and months of the year =
- f) An official paper showing that a person has successfully completed a course of study =
- g) Using money to buy shares, property, or other things that will increase in value to make more money =
- h) A large notice with pictures, posted in a public place =

Выберете правильную форму глагола

1. They will attract numerous clients, who (recognized; will recognize; are recognized) your company at one glance at a folder, blank or envelope.
2. Your clients are aware that diplomas, certificates and muniments (suggest; have suggested; are suggested) qualitative competitive abilities of any company or enterprise.

3. High quality printing products with your logo (are delivering; were delivered; deliver) a corresponding image for you.
4. Graphic designers (create; has created; creates) high quality products that will help you become popular.
5. Printings (comprises; will comprise; comprise) an essential part of the company corporate image.
6. Booklets (be; is; are) one of the most efficient and wide used types of advertising printings.
7. Hundreds or even thousands of people can (saw; to see; see) Posters and show bills.
8. Designers (creates; create; are creating) a calendar with a company logo.
9. Diplomas, certificates and muniments (suggest; will be sugesting; had suggested) qualitative competitive abilities of any company or enterprise.

Ответьте на вопросы

1. What is a necessary attribute for a business person?
2. What are the most popular and effective methods to advertise the products to customers?
3. Why are printings so important for big companies?
4. What are the ways to attract numerous clients?
5. What role do prospects, catalogues and menus play for companies?
6. What technologies do graphic designers use to satisfy their clients?

Вариант 21

Переведите текст

Who is an Illustrator? First of all, an Illustrator is an artist. And in the broadest sense of the word. Cartoons, commercials, drawings in books, graphics in computer games, movies, Wallpapers, website designs, postcards – it's all the work of the Illustrator. Although the profession is one, it is divided into many branches.

The profession of Illustrator is in great demand in book publishing houses and editorial offices, design studios and advertising companies.

Career growth of the Illustrator is very diverse. The artist can lead a creative group, open his own advertising company, become the head of an art Agency and even achieve world-wide fame. It all depends on the talent, aspirations and ability to do business, as in any other profession.

The pros and cons of the profession like any other activity, the profession of Illustrator has pros and cons.

The first can be attributed to the following:

- No binding to the workplace. The Illustrator does not need to go to the office every day, and not only can he work at home, but also travel without violating the deadlines of the project.
- Opportunity to be creative. Any artist paints pictures with love, having pleasure.
- Vacation at any time of the year. There is no schedule, only the deadline for delivery of the order and discussion on the course of implementation.
- You can start at any time. If you are not 20 – this is not a reason to say goodbye to your career as an Illustrator.

Cons:

- Criticism. Not all creative people are able to tolerate criticism, even if it is constructive.
- Last minute terms. If inspiration has not visited the artist, there are times when you have to finish something in a panic. The same applies to those who find it difficult to organize their time.
- High competition. Despite the rarity of the profession, talented and just know how to draw well people very much.

- Self-promotion. Finding customers, advertising it is also the responsibility of the artist.

Переведите на английский язык

Современные иллюстраторы книг из зарубежных современных иллюстраторов на слуху имя Криса Риддела, которого вы сможете узнать по книгам Нила Геймана («Дева и веретено», «Коралина») или его собственным («Юная леди Гот» и другие). Также русскоязычная публика знает таких художников: Кей Аседера («Лайзл и По»), Р. В. Элли («Медвежонок Паддингтон»), Арт Шпигельман («Маус») и много других талантливых имен. Русские иллюстраторы тоже не отстают от своих зарубежных коллег. Игорь Юльевич Олейников работает не только с книгами, но и с фильмами. Это очень популярный художник, как у нас, так и за рубежом. Известен по книгам «Хоббит, или туда и Обратно», «Питер Пэн» и «Приключения барона Мюнхгаузена». Евгений Антоненков выпустил множество книг совместно с Росмэн. Его можно узнать по иллюстрациям книг Ала-на Милна, Бориса Заходера и Корнея Чуковского.

Поставьте нужный модальный глагол

1. Working in book design (can, must, could) mean several things.
2. It (may, might, could) be creating elaborate book covers and jacket designs.
3. It (may, can, have to) mean hours of detailed-oriented layout work.
4. This work (may, can, should) be done as a freelancer.
5. Book design and layout (could, can, might) call for all types of graphic design software.
6. Book designers (must, can, may) pay close attention to the legal issues to protect their work.
7. Designers (must, should, can) also look to get their credit on books they design.
8. You (can, should, may) be able to listen to music.
9. That (must, might, can) be a good thing and a bad thing.
10. Designers (can, could, had to) create impressive caricatures of any individuals or characters you require.

Ответьте на вопросы

1. What is the main way in photo design to influence visitors and potential clients?
2. What do comics feature?
3. What is the main function of cards?
4. What will enhance the image of a company and its respectability?
5. What can work in book design mean?
6. What programs are used for layout of full books?
7. What is the usual path in designing album cover art?
8. What is the decisive argument that can help a customer to make the final decision?

Составьте диалоги

1. Types of graphic design software.
2. Designing a book cover (nature of the book, the audience, today's market).
3. The use of illustration and photo to enhance the company's image and respectability (cards, calendars, booklets).

Вариант 22

Переведите текст

Form and space All graphic design, all processes of creation of images regardless of the purposes and means, are based on manipulations with the form. "Shape" is the material: shapes, lines, textures, words and pictures. Our brain uses shapes to identify objects; form is a semantic message. An attempt to create the most beautiful form for a particular message and distinguishes the design from a simple dumping of a pile of assorted material in front of the audience with the promise of "let them understand themselves." Depending on the context, the word "beautiful" has many meanings. The aggressive, sharp collage-style illustration is beautiful; the thick clumsy font is also beautiful; all the rough, non-emasculated images can be called beautiful. "Beautiful" in a descriptive sense can rather be replaced by the term "decisive", i. e. each

form is confident, intentional and used in this design for a specific purpose. A form is considered a positive element or object. Space is considered negative - this is the "background" on which the form becomes a "figure". The relationship between form and space, or background and shape, can be described as interdependent and complementary; it is impossible to change one thing without changing another at the same time. The confrontation between the figure and the background creates visual activity and the illusion of three-dimensionality, which are perceived by the viewer.

Переведите на английский язык

Принципы графического дизайна во многом строятся на использовании пространства и его балансировке. Плохая балансировка способна разрушить весь дизайн, особенно это касается типографики.

Вам нужно рассмотреть, как каждый элемент / буква относится друг к другу, дать им пространство, в котором они нуждаются, это обычно называют отрицательным пространством (положительное пространство — это сами составляющие текста буквы, слова и абзацы).

Вы должны принять отрицательное пространство как часть дизайна и уметь использовать его, так пространство может помочь вашему будущему посетителю перемещаться по вашему дизайну. Главное найти баланс: слишком много места, и ваш дизайн будет выглядеть незавершенным, слишком мало места, и ваш дизайн будет казаться переполненным.

Поставьте нужную форму глагола

1. They are figures and forms that (will make up; make up; had make) logos, illustrations and countless other elements in all types of designs.
2. Architecture (is being composed; is composed; are composed) of geometric forms.
3. The shading (indicating; indicates; was indicated) depth by creating shadows.
4. Our perception of shape and form (are affected; is affected; were being affected) by several factors.
5. Artists (use; are used; uses) shading to create the illusion of form.
6. The effective placement of objects in relation to the surrounding negative space (is; are; was) essential for success in composition.
7. Colors, patterns, opacity and other characteristics of shapes (will can; can be altered; can alter).
8. The object (looking; were looked; looks) as if it has height, width and depth.
9. The "white space" left between shapes (will impact; were impact; impacted) a design.
10. Form and shape (cannot exist; will exist; existed) without space.

Ответьте на вопросы

1. Why are shapes at the root of graphic design?
2. What is the key to successful graphic design?
3. How will negative space impact a design?
4. What is the most useful tool for shape creation?
5. What do form and space imply?
6. What forms are called two dimensional?
7. What forms are called three dimensional?
8. What can lead to the desired result?

Скажите: верно, или нет

1. The character and source of light also changes the perceived character of the object.
2. Gradations of value, or shading, cannot create the illusion of contour and volume.
3. Many designed forms have irregular contours.
4. Using shapes properly is one of the keys to successful graphic design.
5. Snowflakes and soap bubbles are among many geometric forms found in nature.

Составьте диалоги

1. Shapes are at the root of graphic design.
2. The ways to categorize form and shape.
3. Current graphic software.

Заполните пропуски

1. Organic shapes are found in nature-seashells, flower petals, insects and animals!
2. ... in a photographic portrait, for example, can make the subject look older, younger, dramatic, or rather abstract.
3. The ... or negative space left between shapes will also significantly impact a design.
4. Adobe Illustrator is the most useful ... for shape creation and manipulation.
5. Three ... shape has depth as well as width and height.

Вариант 23

Переведите текст

Trademarks and logos.

Logo and trademark are considered the most important elements of your company image-building. They convey the essence, character and purpose of your business in a visual form. The main purpose of a logo is to make a nameable and recognizable impression on your potential clients and customers. For the client to recognize your product easily among other counterparts, it must contain a special detail. We call it a trademark layout that represents your company in a symbolic way.

Logo and trademark design is a complex process. Designers can offer a vast number of structured techniques in logo and trademark development. Graphic designers offer professional insight into creation of a unique logo and trademark – so that your company and your product were the best among others and nameable for your clients. They help you to be in the foreground!

Выберите нужную форму причастия (Participle I and Participle II)

1. Professional branding is a complicated process of a trade mark creation (include) target market analysis, advertising actions, brand positioning means, naming, visual brand images, brand strategy, analysis of marketing efficiency.
2. Brand is a complex of information about a company, goods, service, (include) a name, a logotype, and corporate style (allow) consumers to define it among multiple competitors, create its image and reputation at the market of goods and services.
3. Brand is a trade mark, (define) a producer and (belong) to him.
4. Branding is a strong marketing tool, (allow) to form a customer's certain emotional perception of a product.
5. Competitions (hold) by the company are crucial for the company image.
6. Slogan is a nameable short message, (carry) advertising information about the company, product or service.
7. Designers can offer (structure) techniques in logo and trademark development.
8. Your corporate ID, (design) by professionals, will multiply the effectiveness of your promotional campaigns; will enhance the reputation and popularity of your business in the market.
9. Corporate identity may also include press releases (inform) on events, promotional campaigns.
10. (Select) in a proper way, corporate identity sometimes becomes the most important factor for success.

Вариант 24

Переведите текст

Advertising

Advertising is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service. While now central to the contemporary global economy and the reproduction of global production networks, it is only quite recently that advertising has been more than a marginal influence on patterns of sales and production. Mass production necessitated mass consumption, and this in turn required a certain homogenization of consumer tastes for final products. Many advertisements are designed to generate increased consumption of those products and services through the creation

and reinvention of the "brand image". For these purposes, advertisements sometimes embed their persuasive message with factual information. Every major medium is used to deliver these messages, including television, radio, cinema, magazines, newspapers, video games, the Internet, carrier bags and billboards. Advertising is often placed by an advertising agency on behalf of a company or other organization. Organizations that frequently spend large sums of money on advertising that sells what is not, strictly speaking, a product or service include political parties, interest groups, religious organizations, and military recruiters. Non-profit organizations are not typical advertising clients, and may rely on free modes of persuasion, such as public service announcements.

Поставьте в отрицательную форму

1. Advertising attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service.
2. Advertising focuses upon using celebrity power, fame, money and popularity to gain recognition for their products and promote specific stores or products.
3. The billboards are often lighted.
4. Social network advertising is growing rapidly.
5. The mobile phone became a new mass media in 1998.
6. Unsolicited bulk E-mail advertising is known as "spam".
7. Virtual advertisements may be inserted into regular television programming through computer graphics.

Вставьте нужные предлоги

1. It is only quite recently that advertising has been more than a marginal influence ... patterns of sales and production.
2. Many advertisements are designed to generate increased consumption of products and services ... the creation and reinvention of the "brand image".
3. Advertisements sometimes embed their persuasive message ... factual information.
4. Advertising is often placed ... an advertising agency ... behalf of a company or other organization.
5. Virtual advertisements may be inserted ... regular television programming ... computer graphics.
6. This type of advertising focuses ... using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products.
7. In a TV commercial the advertiser is trying to persuade you to go ... and buy something.
8. The name of the product is put into a rhyme and sung several times ... the hope that you won't forget it.

Поставьте фразы в страдательный залог

1. Mass production necessitated mass consumption.
2. Organizations frequently spend large sums of money on advertising.
3. The main character can use an item or other of a definite brand.
4. He can use a number of different effects.
5. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.
6. Infomercials describe, display, and often demonstrate products and their features.

Ответьте на вопросы

1. Why aren't non-profit organizations typical advertising clients?
2. What is the main purpose of designing advertisements?
3. What are the major types of advertising?
4. What is the most effective mass-market advertising format?
5. What effects can an advertiser use to persuade you go out and buy something?
6. What is a new format of advertising that is growing rapidly?
7. Can we confirm that advertising is a powerful educational tool capable of reaching and motivating large audiences?
8. What is public service advertising?

Вариант 25

Переведите текст

Packaging

Packaging is the science, art and technology of enclosing or protecting products for distribution, storage, sale, and use.

Packaging also refers to the process of design, evaluation, and production of packages. Packaging can be described as a coordinated system of preparing goods for transport, warehousing, logistics, sale, and end use. Packaging contains, protects, preserves, transports, informs, and sells. In many countries it is fully integrated into government, business, and institutional, industrial, and personal use.

Package labeling (en-GB) or labeling (en-US) is any written, electronic, or graphic communications on the packaging or on a separate but associated label. The first packages used the natural materials available at the time: baskets of reeds, wineskins (Bota bags), wooden boxes, pottery vases, ceramic amphorae, wooden barrels, woven bags, etc. Iron and tin-plated steel were used to make cans in the early 19th century. Paperboard cartons and corrugated fiberboard boxes were first introduced in the late 19th century. As additional materials such as aluminum and several types of plastic were developed, they were incorporated into packages to improve performance and functionality. The purposes of packaging and package labels Packaging and package labeling have several objectives: Physical protection - The objects enclosed in the package may require protection from, among other things, mechanical shock, vibration, electrostatic discharge, compression, temperature etc. Barrier protection - A barrier from oxygen, water vapor, dust, etc., is often required. Permeation is a critical factor in design. Keeping the contents clean, fresh, sterile and safe for the intended shelf life is a primary function. Containment or agglomeration - small objects are typically grouped together in one package for reasons of efficiency. For example, a single box of 1000 pencils require less physical handling than 1000 single pencils. Liquids, powders, and granular materials need containment. Information transmission - Packages and labels communicate how to use, transport, recycle, or dispose of the package or product. With pharmaceuticals, food, medical, and chemical products, some types of information are required by governments.

Переведите текст

Marketing - The packaging and labels can be used by marketers to encourage potential buyers to purchase the product. Package graphic design and physical design have been important and constantly evolving phenomenon for several decades. Marketing communications and graphic design are applied to the surface of the package. Security - Packaging can play an important role in reducing the security risks of shipment. Packages can be made with improved tamper resistance to deter tampering and also can have tamper-evident features to help indicate tampering. Packages can be engineered to help reduce the risks of package pilferage: some package constructions are more resistant to pilferage and some have pilfered indicating seals.

Convenience - Packages can have features that add convenience in distribution, handling, stacking, display, sale, opening, reclosing, use, dispensing, and reuse.

Portion control - Single serving or single dosage packaging has a precise number of contents to control usage. Bulk commodities (such as salt) can be divided into packages that are a more suitable size for individual households. Symbols used on packages and labels Many types of symbols for package labeling are nationally and internationally standardized. For consumer packaging, symbols exist for product certifications, trademarks, proof of purchase, etc. Some requirements and symbols exist to communicate aspects of consumer use and safety. Examples of environmental and recycling symbols include the recycling symbol, the resin identification code and the "Green Dot". Technologies related to shipping containers are identification codes, bar codes, and electronic data interchange (EDI). These three core technologies serve to enable the business functions in the process of shipping containers throughout the distribution channel.

Задание №46. Переведите на английский язык

Упаковка – элемент бренда, который играет важную маркетинговую роль. Грамотно разработанная упаковка, решает несколько важнейших задач.

Во-первых, упаковка – носитель символики бренда - логотипа.

Во-вторых, дизайн упаковки – инструмент выделения бренда из конкурентного окружения.

В-третьих, упаковка – носитель идеологии бренда.

В-четвёртых, дизайн упаковки – важный информационный носитель, который может рассказать о продукте. Одного лишь креатива недостаточно, чтобы создать эффективный дизайн упаковки, разработка дизайна упаковки должна вестись в строгом соответствии с идеологией бренда, только тогда упаковка будет «работать» на конечную цель – увеличение объёмов продаж. Важно помнить, что разработка дизайна упаковки – длительный, сложный и трудоёмкий процесс, именно поэтому дизайн упаковки нужно доверять профессионалам в области packaging design. Но разработка упаковки не ограничивается только созданием дизайна, огромную роль в борьбе за внимание потребителя играет также и форма упаковки. Разработка упаковки оригинальной формы – это процесс, который непосредственно связан с техническими аспектами производства, следовательно, требует от агентства наличия специалистов в области индустриального дизайна.

Дополните вопросы (tag-questions)

1. The design process involves detailed regulatory requirements for the package?
2. Toxicologists and food scientists need to verify that the packaging materials are allowed by applicable regulations?
3. In many countries packaging is fully integrated into government, business, institutional, industrial and personal use?
4. Packaging can be described as a coordinated system of preparing goods for transport, warehousing, logistics, sale, and end use?
5. Package labeling (en-GB) or labeling (en-US) is any written, electronic, or graphic communications on the packaging?
6. Some requirements and symbols exist to communicate aspects of consumer use and safety, ...
7. Additional materials were incorporated into packages to improve performance and functionality, ...
8. Liquids, powders, and granular materials need containment?
9. Some types of information are required by governments?
10. Iron and tin-plated steel were used to make cans in the early 19th century?

Раскройте скобки и поставьте слово в нужной форме

1. Packaging can be described as a (coordination) system of preparing goods for transport, warehousing.
2. In many countries packaging is fully (integration) into government, business, institutional, industrial, and personal use.
3. Paperboard cartons and corrugated fiberboard boxes were first (introduction) in the late 19th century.
4. Keeping the contents clean, fresh, sterile and (safety) for the intended shelf life is a primary function.
5. Packages and labels (communication) how to use, transport, recycle, or dispose of the package or product.
6. Package design may take place within a company or with (variety) degrees of external packaging engineering.
7. Examples of environmental and recycling (symbolize) include the recycling symbol, the resin identification code and the "Green Dot".
8. Package (develop) involves considerations for sustainability, environmental responsibility, and applicable environmental and recycling regulations.
9. Packages can have features that add (convenient) in distribution, handling, stacking, display, sale, opening, reclosing, use, dispensing, and reuse.
10. Package design starts with the (identify) of all the requirements.

Ответьте на вопросы

1. What is packaging as a coordinated system?

2. What is package labeling?
3. What natural materials did the first packaged use?
4. What objectives do packaging and package labeling have?
5. What are technologies related to shipping containers?
6. What does package design start with?
7. What does package development involve?
8. What do three R's stand for?

Вариант 26

Complete the sentences with words from the box.

wireframe	rendering	bitmap	filters	fractals	clip-art
-----------	-----------	--------	---------	----------	----------

1. Painting programs work by giving a colour to each pixel in an image, creating a ... Unlike vector graphics, the image is a single layer, so once something is painted, it becomes part of the whole picture.

2. In painting programs and image editors, ... are special effects that can be applied to a picture, including drop shadows, textures, distortions, etc.

3. The ... model is the simplest interpretation of a true three-dimensional object. Here the object is represented by its edges and contours and is therefore similar in form to a normal engineering drawing or sketch.

4. ... adds textures to each surface, and generates realistic reflections, shadows and highlights.

5. Most illustration packages come with a bundle of resources that include ready-made ... images and a selection of fonts.

6. ... are geometrical patterns that are repeated at a small scale to generate irregular shapes, some of which are similar to objects in nature.

Look at the Windows Paint toolbox and find the tools that match these definitions.

1. This is like a magnifying glass which changes your view of a drawing.

2. This brush lets you paint in different shapes and patterns.

3. This is used to draw curves in different thicknesses.

4. This rubs out the part of the picture you drag it over.

5. This tool lets you pick a colour from an area of an image, instead of choosing the colour from the colour palette.

6. This tool is used to fill a shape with a colour of your choice.

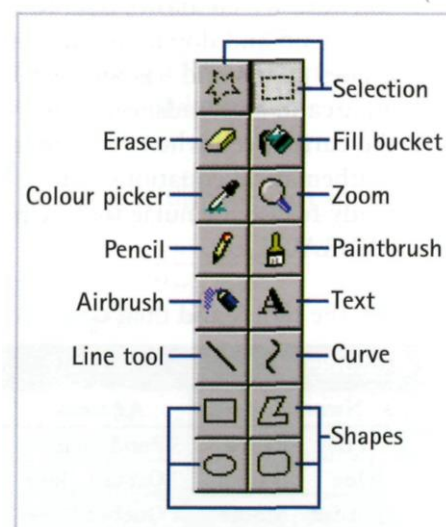
7. This makes straight lines.

8. This basic tool is used to draw freehand, i.e. to draw free-form shapes.

9. This group of tools is used for drawing shapes: rectangles, ellipses and polygons.

10. This produces individual pixels of colour in a spray pattern.

These tools let you make rectangular or freehand selections around the things you want to select. This is used to type text



Вариант 27

Complete the blanks with the correct form of the word in brackets

1. During construction phase, the goal is to ... the amount of material going to landfills. (*reduction*)
2. Fiberglass is ... to breathe. (*danger*)
3. To discourage insect damage, the insulation may be ... with boric acid. (*treatment*)
4. Green design is the catch-all term for a ... industry trend. (*growth*)
5. A broad principles of green design is to ... energy efficiency wherever possible. (*choice*)
6. Many other parts of older buildings are reused to reduce the ... of new goods. (*consume*)
7. When new materials are ... green designers look for materials that are rapidly replenished. (*employ*)
8. Taking advantage of available natural light reduces ... on artificial light sources. (*depend*)
9. Well-insulated doors reduce energy. (*loss*)
10. The building may be ... to take advantage of wind direction and angle of the sun. (*orientation*)

Read the text and decide if the following statements are True or False.

Make a note of the part of the text which helps you decide.

1. Green design is the term for a growing industry trend within the fields of constructions, architecture, and painting.
2. The principles of green design are very complicated.
3. Taking advantage of available natural light reduces dependence on artificial light sources.
4. When new materials are employed, green designers look for materials that are slowly replenished.
5. During construction phase green designers increase waste, of both energy and material.
6. Rainwater collectors are designer to gather rainwater for all water use.

Вариант 28

Read the text

Outlets for communications systems provide the contemporary designer with a great deal of his work. It is so often forgotten that a telephone, or a radio, or a television set are meaningless objects in themselves and meaningful only if we think of them in terms of organizational and technological complexities.

Of the three objects, the telephone has the longest history. It also bridges the gap between objects that have to accommodate themselves to the shape of the human body, and those where ergonomic considerations are only secondary.

Early telephone designers thought of speaking and listening as two quite separate activities, and designed accordingly. In addition, automatic exchanges were not yet in use, and they did not have to think of ways to accommodate an additional feature, the dial.

A revolution in telephone design took place in the early 30s, and was pioneered in Scandinavia. The engineers decided to use bakelite, as plastic made it easy to achieve complex curves which were harder to make in metal, but the actual design was the work of a young artist with no engineering background.

Jean Heiberg had recently returned from Paris to become Professor at the National Academy of Fine Art in Oslo. The design he came up with had architectural overtones, but the total concept was so successful in gaining acceptance from the public that it was exported all over the world, and in Britain various versions of it have continued in current use until the present day.

Telephones brought a number of subsidiary design problems. The most complex of these were connected with the public, coin-operated phone. There was first of all the need to devise a coinbox mechanism sturdy enough to resist thieves and vandals and simple and reliable in operation. There was also the question of independent housing for public telephones, when these were not to be installed in buildings that already had a major role of their own. In Britain,

telephone kiosks evolved from the early 20s towards the 1935 design which until recently remained standard.

The radio-set gives the consumer a way of linking himself to a different kind of communication system. During the pioneering days of radio in the early 20s, listeners used headphones linked to crystal sets. Listening to the radio was a solitary experience, and sets themselves looked like laboratory equipment.

The invention which brought the industrial designer into the picture was the valve-receiver which could be used to power a loudspeaker. This turned listening into a social act – indeed, for a long time people always faced towards the set when they listened, as if it were another person in the room, talking to them. In the late 20s, a radio had come to be regarded as a standard item of home furnishing.

In the 30s the British firm of Ekco began to use distinguished modern architects to design cabinets. Serge Chermayeff did a notably simple design in plywood in 1933, and this was followed the next year by Wells Coates's revolutionary design in bakelite.

The real transformation of radio design came about, not through the efforts of eminent industrial designers, but through technological advances that in turn brought a fresh wave of changes not only in how radio-sets looked, but in how they were used and in purchaser's attitudes towards them. The invention of the transistor made it possible to miniaturize the set to an extent that the designers of the 30s would have found unimaginable. In August 1955, the Japanese firm of Sony introduced the world's first mass-produced all-transistor radio – the TR-55. The innovation swept the world market. The German firm of Braun, for example, produced two notable designs that combined a radio and a record-player in a single unit. A battery-operated pocket-size version was designed in 1959 – the two parts coupled together for carrying, but could be separated in use. This was the predecessor of the combined cassette player and radio designed to be hooked to the belt and listened to through lightweight a headphone that has become an emblem of a free, youthfully independent lifestyle in the short period since it was first introduced. Another notable Braun design dates from 1962, and also combines a radio and a record-player.

During the past 20 years the design of television sets has followed the same general physical and psychological pattern as that of radios. The first alltransistor television set was introduced by Sony in 1959 and started the transformation of television from something used for communal viewing into an object of solitary contemplation. Combining a radio and a television set in the same housing gave the way to another contemporary trend – that of bringing together two or more functions in the same electronic device.

Find in the text the English for:

коммуникационные системы, бесполезный предмет, организационная и технологическая комплексность, “навести мосты”, эргономические соображения, дополнительный признак, архитектурный оттенок, получить признание, детекторный приемник, отдельный процесс, лабораторное оборудование, технологический прогресс, предшественник чего-либо, независимый образ жизни, физическая и психологическая комбинация, электронное оборудование.

Put the words in the right order to make up a sentence

1. telephone/ thought/ early/ quite/ separate/ listening/ speaking/ and/ of/ as/two/ designers/ activities.
2. brought/ of/ a/ number/ design/ problems/ telephones/ subsidiary.
3. the/ the/ a/ a/ radio-set/ communication/ kind/ consumer/ way/ system/gives/ linking/ himself/ different/ to/ of/ of.
4. be/ in/ 20s/ item/ radio/ come/ regarded/ as/ a/ the/ to/ a/ standard/ of/had/ home/ late/ furnishing.
5. possible/ the/ miniaturize/of/the/made/it/to/ transistor/ the/ set/ invention.
6. the/ radio/ firm/ of/ produced/ notable/ that/ combined/ a/ two/ a/ recordplayer/Braun/ in/ a/ single/ German/ unit/ designs/ and.
7. television/ introduced/ the/ all-transistor/ set/ Sony/ was/ in/ 1959/ by/first.
8. the/ pioneering/ of/ during/ listeners/ used/ crystal/ radio/ headphones/ to/days/ sets/ linked.

9. there/ the/ to/ a/ coinbox/ to/ vandals/ resist/ devise/ was/ mechanism/thieves/ and/ need.
 10. radio/ a/ listening/ the/ was/ experience/ solitary/ to.

Вариант 29

Do a grammar test

1. They will attract numerous clients, who (*recognized; will recognize; are recognized*) your company at one glance at a folder, blank or envelope.
2. Your clients are aware that diplomas, certificates and muniments (*suggest; have suggested, are suggested*) qualitative competitive abilities of any company or enterprise.
3. High quality printing products with your logo (*are delivering; were delivered; deliver*) a corresponding image for you.
4. Graphic designers (*create; has created; creates*) high quality products that will help you become popular.
5. Printings (*comprises; will comprise; comprise*) an essential part of the company corporate image.
6. Booklets (*be; is; are*) one of the most efficient and wideused types of advertising printings.
7. Hundreds or even thousands of people can (*saw; to see; see*) posters and show bills.
8. Designers (*creates; create; are creating*) a calendar with a company logo.
9. Diplomas, certificates and muniments (*suggest; will be suggesting; had suggested*) qualitative competitive abilities of any company or enterprise.

True or false:

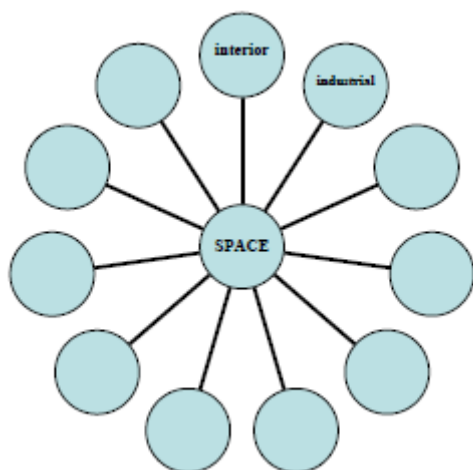
1. Low quality printing products with your logo deliver a corresponding image for you.
2. Designers create portfolio that will satisfy all your needs.
3. Designers can create cars with a company logo, which clients and partners will remember for a long time.
4. Qualitative print and informative texts are enough for the modern reader.
5. Combining all cost-effective advantages and high information value, booklets are one of the most efficient and wide-used types of advertising printings.

Вариант 30

Match the synonyms:

1. supervise	a. to give official permission to do smth
2. renovation	b. artistic, pleasing to the eye
3. license	c. to direct, control, or be in charge of
4. aesthetic	d. to work together with someone else
5. collaborate	e. the process of putting smth back into good condition, esp. after extensive repairs
6. accessible	f. a method of doing smth or way of thinking
7. approach	g. easily reached or entered

What associations does the familiar word SPACE evoke in your mind? Put these associations into the bubbles. For instance:



Translate the following word combinations:

supervise assistants, review catalogues, devote considerable time to, the installation of the design elements, the complexity of the project, existing furniture, an increasing number of designers, develop new business contacts, personal vision, is to determine the client's needs, boost office productivity, attract a more affluent clientele.

Complete the sentences:

1. An interior designer is responsible for
2. Interior designers work closely with
3. Interior designers focus on
4. Designers devote considerable time to
5. Designers frequently collaborate with
6. Interior designers sometimes supervise
7. They also have to know about

Вариант 31

1. Составить резюме и жизнеописание
2. Составить анкету о здоровом питании
3. Заполнить предложенные анкеты

Вариант 32

1. Расположите части письма в правильном порядке:

- 1) 7 Maple Estate, Hlarbour Road, Melbourne, Australia. (Sender's address)

Ref. JK/RS

Telephone 041-336-3692

7 May 2007

- 2) Dear Sirs,

- 3) We await your instructions, which shall have our careful attention

Yours faithfully

Richard Smith

Sales Manager

- 4) We recently had the honour of sending you a catalogue of our goods, and trust that you duly received the same.

As we have not yet been favoured with your order, we venture to enquire if you have reached a decision, and whether you require further information about our product.

- 5) Purchasing Department

Sunrise Boulevard

Riverton, MI 44444

(Addressee's address)

2. Расположите части делового письма в правильном порядке:

1. John L. Davis, President
Autocomp. Inc.
8100 South Jackson Street
Detroit, MI 48220

2. We recently purchased \$ 250,000 worth of automated material-handling equipment from your company. This equipment was purchased from you because of the fine reputation you have for quality and service to your customers.

3. We look forward to doing business with your company in the future.
Sincerely,
Victor Boyd,
Plant Manager

4. Dear Mr. Davis:

5. Rusk Seed, Inc.
400 National Highway
Decatur, Illinois 62525
April 15, 2007

3. Ответьте на вопросы, пользуясь информацией на конверте:

New Jersey Power Company
5695 South 23 Road
(1) Ridgefield, (2) NJ 08887

Mr. Frederick Wolf
Director of Marketing
(3) Smith Printing Company
590 (4) Sixth Avenue
Milwaukee, (5) WI 53216

1. What is the ZIP code in the return address?
2. What is the ZIP code in the mailing address?
3. What town does the letter come from?
4. What is addressee's company name?
5. What is the street name in the mailing address?

4. Определите, к какому виду делового документа относится представленный ниже отрывок:

Mr. Fred North,
Purchasing Manager,
Broadway Autos,
London, Great Britain
7th July, 2007

Dear Mr. Sign,
I am writing to apologize for the late delivery of this order.
Our revised delivery date is now Friday November 22.
We hope that this revised date is suitable and we greatly regret by inconvenience that may have been caused.

Best regards,

Fred North

ОТВЕТ:

1. Contract
2. Letter of apology

3. Memo

4. CV

5. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

To _____: Secretarial Supervisor

(1) _____: John Davis

(2) _____: automated equipment

The (3) _____: of Smart Equipment will visit us on 28 April to demonstrate their new material handling equipment which you are sure to be interested in.

Please arrange the time to meet him so that all your staff could be present.

(4) _____

1. Subject

2. From

3. Sales Manager

4. J.D.

6. Перед вами конверт:

Amtorg Trading Corporation
5695 South 23 Madison Avenue
(1) New York, (2) NJ 08887

(3) Mr. R. Calvert

Director of Marketing

(4) Smith Printing Company

590 (5) Lincoln Street

Chicago, WI 53216

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает:

1) the addressee's company name

2) the town the letter comes from

3) the addressee

4) the ZIP Code in the return address

5) the street name in the mailing address

7. Ответьте на вопросы, пользуясь информацией на конверте.

New York Power Company
3638 North 25 Road

(1) Summerfield, (2) NK 09346

(3) Mr. Paul Brown

Director of Purchasing Department

Smith Electronic Company

360 (5) Fifth Avenue

Roanoke, (4) VA 24040

1. What is the ZIP Code in the return address?

2. What is the ZIP Code in the mailing address?

3. Who is the addressee?

4. What town does the letter come from?

5. What is the street name in the mailing address?

8. Определите, к какому виду делового документа относится представленный ниже отрывок:

19 Elm Street
Elmont,
New York

The Jameson Constructions Co.
Harbour Road
Melbourn 6
Australia
Dear Sirs

June 24 2007_

We were very interested in your display at the latest Exhibition held in Moscow.

We would be very much obliged if you would send us your illustrated catalogue of your products together with the pricelist, with special reference to all sizes and quantities. We would also like to know what discounts you grant for large quantities.

If you can guarantee prompt delivery we would be prepared to place a large order.

We can supply the names of several firms as references.

Yours faithfully

Donald Vance
Manager

ОТВЕТ:

1. Letter of enquiry (request)
2. Invitation
3. Memo

9. Определите, к какому виду письменного сообщения относится следующее.

DYNATEAM Innovations

7 Oc-
tober
2007

Mr. Rigley
Rainbow Homecenter
1212 Westlake Ave,
Seattle, Wash. 98404
Dear Mr. Rigley,

We thank you for your inquiry of 5 July in which you asked about sports swimming suits we advertised in June's edition of 'Sports News'. These sports swimming suits are made of new generation of micro fibers ideally suitable for sensitive skin. They are MicFib™ products, which is a brand name you are familiar with. Their unique hygienic properties have proved the main selling point of this product. All dealers who have displayed our brightly colored, jazzy products have reported a tremendous increase in sales. You can choose from more than twenty-five designs in all sizes. We would be pleased to add you to our list of customers and could promise you excellent products and prompt supply. As we execute all orders in strict rotation, we strongly advise you to order early.

Thank you for your interest. Our services are at your disposal.

M. Kerr
Sales Manager
Enc. 2007 Catalog

ОТВЕТ:

1. order
2. offer
3. invitation

10. Определите, к какому виду письменного сообщения относится следующее:

22 May 2001

The Chairman
South California District
Export Council
11777 San Vicente Blvd.

Los Angeles, Calif. 90049

Dear Sir,

We are a large store in the Center of Montreal and we are interested in importing wine from California, Please send us a list of California wine exporters.

I would appreciate a prompt reply.

Yours sincerely,

M. Pino

Chief Buyer

ОТВЕТ:

1. memo
2. order
3. inquiry

11. Определите, к какому виду письменного сообщения относится следующее

Bronson Machines Inc.

2244 Lincoln Ave., Bonneyvihe, S. D.

Date: 17 September2007

Subject: Incorporation

To:

All employees in all departments

From:

Jim Gerry, CEO

You all know that Bronson Machines has incorporated and is now called Bronson Machines Inc.

Details concerning restructuring will be sent to the heads of the departments in question.

However, this memorandum is being circulated to reassure you of the following:

1. There will be no firing as a result of this change.
2. Restructuring will finish at the tail end of this year.
3. Salaries and wages will not be cut.
4. Management positions will not be affected. Managers will be offered special training.

Jim Gerry

CEO

ОТВЕТ:

1. invitation
2. minutes
3. memo

12. Определите, к какому виду письменного сообщения относится следующее:

Walter and Rose Inc.

173 Lombard St., Toronto, Ont.

Date: 10 November 2000

To: All staff

From: Head Office

Selection of Mr.Caldwell The CEO of the Year for 2000.

We are pleased to inform you that 2000 CEO of the Year Advisory Board has selected Mr. Caldwell, the CEO of our company, the CEO of the Year. Mr. Caldwell was selected on criteria including sense of vision, leadership, innovation, and social responsibility.

Marc Geisler

Chairman of the Board of Director

ОТВЕТ:

1. minutes
2. invitation

3. memo

13. Определите, к какому виду письменного сообщения относится следующее:

HOWAKD & PRATT
Ladies' Clothing
306, 3d Avenue
Chicago, Ill. 60602
JACKSON & MILES
118 Regent Street
London W1C 37D
UK

Gentlemen:

21 Oct, 2000

We saw your women's dresses and suits in your October catalogue. The lines you showed would be most suitable for our market.

Would you kindly send us your quotation for spring and summer clothing that you could supply to us by the end of January next.

We would require 2,000 dresses and suits in each of the sizes 10-14, and 500 in sizes 8 and 16. Please quote c.i.f. Chicago prices.

Payment is normally made by letter of credit.

Thank you for an early reply.

Very truly yours,

P.Pratt

P.PRATT. Jr

Buyer

Ответ:

1. inquiry
2. order
3. memo

14. Определите, к какому виду делового документа относится представленный ниже отрывок:

Mr. Fred North,
Purchasing Manager,
Broadway Autos,
London, Great Britain
7th July, 2007

Dear Mr. Sign,

I am writing to apologize for the late delivery of this order.

Our revised delivery date is now Friday November 22.

We hope that this revised date is suitable and we greatly regret by inconvenience that may have been caused.

Best regards,

Fred North

Ответ:

1. Contract
2. Letter of apology
3. Memo
4. CV

15. Определите, к какому виду делового документа относится представленный ниже отрывок:

19 Elm Street

Elmont,
New York

The Jameson Constructions Co.
Harbour Road
Melbourn 6
Australia

June 24 2007_

Dear Sirs

We were very interested in your display at the latest Exhibition held in Moscow.
We would be very much obliged if you would send us your illustrated catalogue of your products together with the pricelist, with special reference to all sizes and quantities. We would also like to know what discounts you grant for large quantities.

If you can guarantee prompt delivery we would be prepared to place a large order.

We can supply the names of several firms as references.

Yours faithfully

Donald Vance

Manager

ОТВЕТ:

1. Letter of enquiry (request)
2. Invitation
3. Memo

16. Ответьте на вопросы, пользуясь информацией на конверте.

New York Power Company
3638 North 25 Road
(1) Summerfield, (2) NK 09346
(3) Mr. Paul Brown
Director of Purchasing Department
Smith Electronic Company
360 (5) Fifth Avenue
Roanoke, (4) VA 24040

1. What is the ZIP Code in the return address?
2. What is the ZIP Code in the mailing address?
3. Who is the addressee?
4. What town does the letter come from?
5. What is the street name in the mailing address?

17. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

To :Secretarial Supervisor

(1) ____: John Davis

(2) ____: automated equipment

The (3) ____: of Smart Equipment will visit us on 28 April to demonstrate their new material handing equipment which you are sure to be interested in.

Please arrange the time to meet him so that all your staff could be present.

(4) ____

1. Subject
2. From
3. Sales Manager
4. J.D.

Вариант 33**Give English equivalents**

Визуальная концепция, очаровывать потребителей, находить отклик, узнаваемый, продвигать бренд компании, тесно сотрудничать, работа в отраслевых компаниях, дизайнерские консалтинговые компании, брендинговые агентства, штатный графический дизайнер, внештатный графический дизайнер, обрабатывать, концепция рекламной кампании, вращаться вокруг, удовлетворять творческие потребности вашей организации, управлять всем аспектами своего бизнеса, привилегии.

Match the words as they occur together

1	primary	a	audience
2	visual	b	expert
3	target	c	relations
4	brand	d	identity
5	visually-pleasing	e	job
6	public	f	brief
7	industry-related	g	content
8	creative	h	company
9	design	i	concepts
10	established	j	needs
11	creative	k	companies

Match the words with their definitions

1	concept	a	doing particular pieces of work for different organizations, rather than working all the time for a single organization
2	captivate	b	a principal or idea
3	resonate	c	a set of instructions or information
4	recognizable	d	to improve or increase something
5	boost	e	to deal with, have responsibility for, or be in charge of
6	in-house	f	to cause to have a special meaning or when it is particularly important to someone
7	freelance	g	someone who has a range of skills and knowledge
8	brief	h	an advantage or something extra, such as money or goods, that you are given because of your job
9	generalist	i	familiar because of having been seen or experienced before
10	handle	j	to hold the attention of someone by being extremely interesting, exciting, pleasant, or attractive
11	perk	k	something that is done within an organization or business by its employees rather than by other people

What are the actual skills you need as a designer? The skill sets of designer vary somewhat based on their specialty areas, but as a basic matter, they all need both hard and soft skills and demonstrated mastery in many areas. Name hard and soft skills.

Вариант 34**Read and translate the dialogues. Learn the dialogues by heart.**

- Could you possibly give me a lift to the station?
- Sorry, there's something wrong with my car.
- But it's only half past ten. Stay and have a cup of coffee.
- We'd better be going. It's getting late.
- How do you feel today?

- So-so
- 4. - I'm sorry to trouble you, but could you lend me your car for the weekend?
- Yes, certainly. With pleasure.

Dramatize the dialogue

- Good afternoon, Mr. Brown.
- Good day, Mr. Smith. Hope you are well.
- Yes, thank you. But I've got some questions for you according to our new contract.
- Certainly. Listen to you.
- So, I don't understand some points according to the date and delivery terms of your goods. I think, we should discuss it right now in order not having problems in future.
- You are right. Well, our manager who works with this contract, will send you additional information as for this question. I guess, he's going to do this by the end of the working day. You'll get it at your e-mail.
- Ok. And what about the rest of payment?
- Oh, yes. I remember about this too. Our company will pay you in two days, I promise.
- Good. I think, that's all. Thanks for useful talk.
- Thank you too. See you soon.

Give English equivalents

В соответствии с другими базисными условиями, именуемая в дальнейшем, общая стоимость заказа, в комплектации, цены твердые и не подлежат изменению, стоимость услуг по позициям указана в Приложении 1, заключили контракт о нижеследующем, в полном соответствии с техническим заданием.

Вариант 35

Read and translate the text

Designer: definition and types

A designer is a person who designs something. Perhaps the broadest definition is that provided by psychologist Herbert Simon: "Everyone designs who devises courses of action aimed at changing existing situations into preferred ones".

As well as amateur designers, there are many professional designer occupations. To become a professional designer usually requires study to degree level and certain work experience or training. Entry to some design professions is strictly controlled or limited by legal requirements, but use of the title "designer" is generally un-regulated.

Working as a designer usually implies being creative in a particular area of expertise. Designers are usually responsible for developing the concept and making drawings or models for something new that will be made by someone else. Their work takes into consideration not only how something will look, but also how it will be used and how it will be made. There can be great differences between the working styles and principles of designers in different professions.

In the 1980s the term "designer" began to be applied to products such as furniture and clothing that had distinctive aesthetics or were the work of certain "signature" designers. So, for example, there were "designer chairs" and "designer jeans". The term later came to be applied to anything that was ostentatiously created for a purpose, such as "designer drugs", or even the "designer stubble" worn by some fashionable men.

Different types of designers include the following.

Architect or architectural designer is primarily involved in the design of buildings or urban landscapes. Architectural designers have good creative skills, imagination and artistic talent.

Design engineer is a general term that covers multiple engineering disciplines including electrical, mechanical and civil engineering, architectural engineers in the U.S. and building engineers in the U.K.

Automotive designer is involved in the development of the appearance, and to some extent the ergonomics, of motor vehicles or more specifically road vehicles. This most commonly refers to automobiles but also refers to motorcycles, trucks, buses, coaches, and vans.

Broadcast designer is a person who designs the graphics and media incorporated in television productions. A large portion of broadcast design is known as “branding” for television channels and programs. The job of the designer is to create a look and feel for a specific idea or subject. Often, television stations will wish to re-invent their style – this is where the broadcast designer's skills are called upon.

Costume designer is a person whose responsibility is to design costumes for a film or stage production. He or she is considered part of the “production team”, alongside the director, scenic and lighting designers as well as the sound designer. The costume designer might also collaborate with a hair/wig master or a makeup designer.

Face designer (or make-up artist) is an artist who creates makeup and prosthetics for theatrical, television, film, fashion, magazines and other similar productions including all aspects of the modeling world. In some cases, the title of Make-up Artist can also encompass the responsibilities of hair styling.

Fashion designer conceives garment combinations of line, proportion, color, and texture. While sewing and pattern-making skills are beneficial, they are not a pre-requisite of successful fashion design. Most fashion designers are formally trained or apprenticed.

Textile designer is involved in the process of creating designs for knitted, woven or printed fabrics. Successful textile designers marry a creative vision of what a finished textile will look like with a deep understanding of the technical aspects of production and the properties of fiber, yarn, and dyes.

Game designer is a person who designs game play, conceiving and designing the rules and structures of a game. It is essentially the game equivalent to a screenwriter. The term applies to the designer of any game, whether a video game or tabletop games such as board games or card games.

Graphic designer is a professional within the graphic design and graphic arts industry who assembles together images, typography or motion graphics to create a piece of design. A graphic designer creates the graphics primarily for published, printed or electronic media, such as brochures and advertising. They are also sometimes responsible for typesetting, illustration, user interfaces, and web design, or take a teaching position, although these specialties may be assigned to specialists in various graphic design occupations. A core responsibility of the designer's job is to present information in a way that is both accessible and memorable.

Industrial designer is to create and execute design solutions towards problems of form, usability, user ergonomics, engineering, marketing, brand development and sales.

Interior designer applies creative and technical solutions within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants, and are aesthetically attractive. The work of an interior designer draws upon many disciplines including environmental psychology, architecture, product design, and traditional decoration (aesthetics and cosmetics). They plan the spaces of almost every type of building including: hotels, corporate spaces, schools, hospitals, private residences, shopping malls, restaurants, theaters, and airport terminals. Today, interior designers must be attuned to architectural detailing including floor plans, home renovations, and construction codes. Some interior designers are architects as well.

Jewelry designer is defined as a person who renders, creates, and models original jewelry creations. By profession this person would be trained in the knowledge of metal-smithing and design. Historically jewelry designers originated as goldsmiths in Etruscan Civilization and became more dominant through ancient Greek and Roman cultures. Today's jewelry designers are often professionals with knowledge of gemology, metal-smithing and rendering in order to

cater to large volumes of consumers as well as private clients. These designs can be initially created in a special jewelers model wax or even in metal (silver) in order to create a mold where an unlimited number of these same pieces can be cast in gold, silver or platinum.

Landscape designer/architect is a person involved in the planning, design and sometimes oversight of an exterior landscape or space.

The role of the lighting designer within theatre is to work with the director, set designer, costume designer, and sometimes the sound designer and choreographer to create an overall "look" for the show in response to the text, while keeping in mind issues of visibility, safety and cost. Outside of the theatre the job of a lighting designer can be found working on rock and pop tours, corporate launches, art installation and on massive celebration spectaculars, for example the Olympic Games opening and closing ceremonies.

Web designer creates presentations of content (usually hypertext or hypermedia) that is delivered to an end-user through the World Wide Web, by way of a Web browser or other Web-enabled software like Internet television clients, microblogging clients. They develop and style objects of the Internet's information environment to provide them with high-end consumer features and aesthetic qualities.

Find in the text the English equivalents: разрабатывать курс действий; специфическая область экспертизы; принимать во внимание; охватывать различные технические дисциплины; быть задействованным в выпуске телевизионных программ; продвижение торговой марки; присмотр за ландшафтом; создавать и реализовывать дизайнерские решения; собирать образы; корпоративные места; угождать покупателям; яркое театральное представление; корпоративное начало.

Match the words (A) and their definitions (B):

A	B
a) Design engineer; b) Architect or architectural designer; c) Automotive designer; d) Broadcast designer; e) Costume designer; f) Face designer; g) Fashion designer; h) Textile designer; i) Game designer; j) Graphic designer k) Industrial designer; l) Interior designer; m) Jewelry designer; n) Landscape designer; o) Web designer.	1) a screenwriter or a person who works out a video game or tabletop games; 2) a person who is a connoisseur in electricity, mechanics, civil engineering, architecture and building; 3) a person who possesses the knowledge of gemology, metal-smithing and rendering for creating inimitable jewelry creations; 4) a person who is involved in exploiting some exterior sights of a landscape or space; 5) a person who develops and styles objects of the Internet's information environment to provide them with high-end consumer features and aesthetic qualities; 6) a person who is engaged in the building's design or urban landscapes; 7) a person who is concerned to create and execute design solutions towards problems of form, usability, user ergonomics, engineering, marketing, brand development and sales; 8) a person who is responsible for typesetting, illustration, user interfaces, and web design and creates the graphics primarily for published, printed or electronic media; 9) a professional who is competent in many disciplines that are connected with a built interior environment; 10) a person who has an edge to create costumes for a film or stage production; 11) a person who is aware of fashion trends and creates his own viewpoint of style; 12) a person who is to design a look and feel for a

	specific idea or subject that is incorporated in television productions; 13) an artist who creates makeup and prosthetics for theatrical, television, film, fashion, magazines and other similar productions; 14) a person who is designing a concept of motor vehicles or more specifically road vehicles; 15) a specialist who is conscious of the technical aspects of production and the properties of fiber, yarn, and dyes thus creating designs for knitted, woven or printed fabrics
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Render the text

Профессиональная этика дизайнера

Лет десять назад профессия дизайнера стала особенно прибыльной и манящей. Именно поэтому на престижном поле стали пастись самые разные люди – от маститых художников старшего поколения до студентов технических вузов. Последние привнесли на рынок некоторое смятение – работающие и не амбициозные, они стали снижать цены (демпинговать) и теснить молодых профессионалов дизайна. Под профессионалами мы имеем в виду не только тех, кто деньги зарабатывает, но главным образом обладателей сильной базовой подготовки, носителей суммы художественных знаний. Это люди, прошедшие тернистый путь длительного обучения, – от художественной школы или студии до всеми уважаемых вузов (Строгановки, Полиграфа или МАРХИ). А как же талантливые самоучки, возразите Вы? Да, конечно, но это лишь исключения, подтверждающие правила.

Немного смешно кичиться своим образованием, но недооценивать себя и ставить на одну доску с прошедшими какие-нибудь «двухмесячные курсы компьютерного дизайнера» тоже не следует.

В нынешней ситуации мы бы посоветовали заказчику попристальней взглянуть в первые строчки резюме. А дизайнеру – вспомнить те долгие годы обучения и армию педагогов, которые его сформировали. Тогда станет стыдно хвататься за первую попавшуюся работу, соглашаться на любые условия и слушаться каждого, кто громче всех высказывает свое «компетентное» мнение.

Итак, этика дизайнера имеет три основных аспекта: взаимоотношения с заказчиком, с коллегами и со своей совестью. Соглашаясь выполнить сомнительный с моральной точки зрения заказ (например, web-сайт публичного дома), дизайнер позорится перед всем профессиональным сообществом, явно идет на сделку с совестью, да еще заказчику доказывает, что за деньги покупается все. А ведь нет такой суммы, за которую можно дать себя осрамить. Понятие честного имени, или репутация, должно стоять для дизайнера на первом месте. С долей здорового цинизма заметим, что честное имя ценится гораздо дороже, чем имя профессионала, «согласного на все». У самостоятельного дизайнера должно быть прекрасное образование, опыт работы от пяти лет, отличная репутация и доверительные отношения с совестью. А у заказчика – солидная фирма, чистые помыслы и желание привлечь отменного профессионала к решению своих проблем.

Glossary

манить – to attract, to draw

маститый – venerable

осрамить – to disgrace smb., to tell (smb.) off, to rate (smb.) soundly

самоучка – self-taught person

теснить – to squeeze out (smb., smth.), to restrict, to be in the way (of)

демпинговать – to damp («затухать», заглушать)

Find the Russian equivalents of: profitable; ambitious; prestigious; venerable; to reduce the prices; carriers of the sum of art knowledge; a thorny road of long training; the exceptions confirming rules; ridiculous; to underestimate; to peer into; professional community; concordant.

Вариант 36

Read the text below and give a brief summary of it:

The Great Exhibition

1851 was the year of the Great Exhibition: a celebration of the product of the Industrial Revolution in England. Queen Victoria's husband, the Prince Consort was one of the key instigators of the Great Exhibition. In five and a half months over six million people visited the exhibition held in the famous Crystal Palace in Hyde Park, London.

Crystal Palace was a huge building of iron and glass built especially for the occasion, this exhibition was a stylistic anarchy, with most objects displaying ornament for ornaments' sake.



The Great Exhibition

<http://www.vam.ac.uk/page/g/great-exhibition/>

Ornament was seen as exotic, giving an object status, making it look more expensive than it was, and disguising its often-banal function as well as poor construction. However, ornament was often arbitrary, drawn from ornamental pattern books of the period, which were collections of engravings illustrating decorative forms.

The Prince Consort wanted the manufacturers to use good design in their products. Many manufacturers exhibiting spent a lot of effort, for the first time, to use good design to show off their products. The Great Exhibition was a trade promotion show to the rest of the Empire and it became a catalyst for Industrial Design and was the start of the Arts and Crafts Movement.

Work in pairs and decide whether these statements are true or false:

1. It was natural for manufacturers to use the ever-increasing technological advances to produce more for greater profit.
2. The role of good artistic design was always felt to be important.
3. William Morris didn't see the over-ornamentation of mass produced goods of that time.
4. In 1861, William Morris started up a design company to produce handcrafted furniture, metalwork, jewellery, textiles in order to create a new aesthetic for design.
5. The reasons why the Arts and Crafts movement failed were that it was looking backwards and had no way of transforming itself into modern styles.
6. The Arts and Crafts movement was mainly a German movement.

Вариант 37

Fill in the gaps with the words from the box:

craft artistic machine rich benefits

Arts and crafts: A social movement as well as an 1 ____ one; it sought to integrate fine art and 2 ____ under the cause of social reform. It originated in England and was a very strong influence in the US — ultimately influencing Modern style. One principle of the Arts and Crafts movement was the social 3 ____ of hand-craft (in terms of the labor producing the goods as well as the goods produced) Arts and crafts practitioners had varying degrees of hostility towards 4 ____ production. At its most dogmatic Arts and crafts items were prohibitively expensive and only available to the 5 ____.

In pairs, choose one of the pictures and imagine you are presenting the articles of the Arts and Crafts movement. Prepare a short presentation in note form to read out to the group. Include the following information:

- shape
- ornamentation
- functional use



**Chair for Goldsmith's Hall,
London**
place of origin: England
1834—1835
[https://collections.vam.ac.uk/item/O78408/
chair-for-goldsmiths-hardwick-philip/](https://collections.vam.ac.uk/item/O78408/chair-for-goldsmiths-hardwick-philip/)



Clock
place of origin: France
1860
[https://collections.vam.ac.uk/item/
O78635/clock-japy-freres/](https://collections.vam.ac.uk/item/O78635/clock-japy-freres/)



Lamp
place of origin: Birmingham
1848
[https://collections.vam.ac.uk/item/
O16995/lamp-r-w-winfield/](https://collections.vam.ac.uk/item/O16995/lamp-r-w-winfield/)



Secrétaire
place of origin: Paris
1785—1820
[https://collections.vam.ac.uk/item/
O78995/secretaire-weisweiler-adam/](https://collections.vam.ac.uk/item/O78995/secretaire-weisweiler-adam/)