

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
"НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
АРХИТЕКТУРЫ, ДИЗАЙНА И ИСКУССТВ имени А.Д. Крячкова"  
(НГУАДИ)

УТВЕРЖДАЮ

Ректор НГУАДИ

\_\_\_\_\_ Н.В. Багрова

\_\_\_\_\_ 2024 г.

## ОГСЭ.03 Иностранный язык в профессиональной деятельности

### рабочая программа дисциплины

Закреплена за кафедрой **Гуманитарных и социально-экономических дисциплин**  
Учебный план 54.02.01 Дизайн (по отраслям) 9 кл\_2024\_ПД.plx  
Специальность 54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ). Предметный дизайн

Квалификация **дизайнер**

Форма обучения **очная**

Общая трудоемкость **176 часов**

Часов по учебному плану 176

в том числе:

аудиторные занятия 124

самостоятельная работа 52

Виды контроля в семестрах:

зачет с оценкой 3,4,5,6,7

#### Распределение часов дисциплины по семестрам

| Семестр<br>(<Курс>.<Семестр на<br>курсе>) | 3(2.1) |    | 4(2.2) |    | 5(3.1) |    | 6(3.2) |    | 7(4.1) |    | Итого |     |
|-------------------------------------------|--------|----|--------|----|--------|----|--------|----|--------|----|-------|-----|
| Вид занятий                               | УП     | РП | УП     | РП | УП     | РП | УП     | РП | УП     | РП | УП    | РП  |
| Практические                              | 32     | 32 | 30     | 30 | 22     | 22 | 24     | 24 | 16     | 16 | 124   | 124 |
| Итого ауд.                                | 32     | 32 | 30     | 30 | 22     | 22 | 24     | 24 | 16     | 16 | 124   | 124 |
| Сам. работа                               | 2      | 2  | 14     | 14 | 14     | 14 | 10     | 10 | 12     | 12 | 52    | 52  |
| Часы на контроль                          |        |    |        |    |        |    |        |    |        |    |       |     |
| Итого                                     | 34     | 34 | 44     | 44 | 36     | 36 | 34     | 34 | 28     | 28 | 176   | 176 |

Разработчик(и):

Доцент, А.Н. Журин \_\_\_\_\_

Рецензент(ы):

канд. пед. наук , зав. кафедрой, А.В. Дьячков \_\_\_\_\_

Рабочая программа дисциплины

Иностранный язык в профессиональной деятельности

Разработана в соответствии с ФГОС СПО:

Федеральный государственный образовательный стандарт среднего профессионального образования по специальности 54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ) (приказ Министерства просвещения Российской Федерации от 05.05.2022 г. № 308)

Составлена на основании учебного плана: "54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ). Предметный дизайн " утвержденного ученым советом вуза, протокол № 53 от 26.08.2024.

Рабочая программа одобрена на заседании кафедры Гуманитарных и социально-экономических дисциплин

Протокол от 26.08.2024 № 1

Заведующий кафедрой \_\_\_\_\_ А.В. Дьячков

СОГЛАСОВАНО

Начальник УРО \_\_\_\_\_ Кузнецова Н.С.

Заведующий НТБ \_\_\_\_\_ Патрушева Н.А.

И.о. зам.директора Колледжа НГУАДИ \_\_\_\_\_ Кушнерук О.П.

### 1. ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Цель - формирование у обучающихся знаний и умений в соответствии с планируемыми результатами освоения дисциплины.

### 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ОП: ОГСЭ

### 3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций:

**ОК 09.: Пользоваться профессиональной документацией на государственном и иностранном языках.**

**владение**

-

- В результате освоения дисциплины обучающийся должен:

#### 3.1 Знать:

3.1.1 - лексический (1000 - 1200 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

3.1.2 - основные общеупотребительные глаголы профессиональной лексики;

3.1.3 - лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности;

3.1.4 - правила чтения текстов (особенности произношения) профессиональной направленности;

#### 3.2 Уметь:

3.2.1 - понимать общий смысл воспроизведённых высказываний в пределах литературной нормы на профессиональные темы;

3.2.2 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

3.2.3 - переводить (со словарем) иностранные тексты профессиональной направленности;

3.2.4 - самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

### 4. ТЕМАТИЧЕСКИЙ ПЛАН И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

| Код занятия                                              | Наименование разделов и тем /вид занятия/                                                                                                                                                                                                                                                                                          | Семестр / Курс | Часов | Формируемые компетенции (с учетом РПВ) | Формы контроля                                                                      |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------------------------------------|-------------------------------------------------------------------------------------|
| <b>Раздел 1. Historical and modern trends of design.</b> |                                                                                                                                                                                                                                                                                                                                    |                |       |                                        |                                                                                     |
| 1. 1                                                     | Тема 1.1. Origins of Design. The industrial revolution. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка говорения. Структуры повествовательного предложения./Пр/              | 3              | 2     | ОК 09.                                 | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 2                                                     | Тема 1.2. The Arts and Crafts Movement. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка говорения. Порядок слов вопросительного предложения. Общие и специальные вопросы./Пр/ | 3              | 2     | ОК 09.                                 | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |

|      |                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |   |        |                                                                                     |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
| 1. 3 | Тема 1.3. Art Nouveau. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма. Порядок слов вопросительного предложения. Вопросы к подлежащему. /Пр/                                                                                                                                 | 3 | 2 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 4 | Тема 1.4. The Modern Movement. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока. Активизация навыка восприятия на слух. Аудирование по теме. Интерактивные задания. /Пр/ | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 5 | Тема 1.5. The Bauhaus. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. /Пр/                                                                                                                                                                                                                          | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 6 | Тема 1.6. Art Deco. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Аудирование по теме. Интерактивные задания. /Пр/                                                                                                                                                                                 | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 7 | Тема 1.7. Postmodernism. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. /Пр/                                                                                                                                                                                                                        | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 8 | Тема 1.8. Design in our Life. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. /Пр/                                                                                                                                                                                                                   | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 1. 9 | Тема 1.9. Innovation and Invention. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка                                                                                                                                                                                                                                                                                                                    | 3 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |

|       |                                                                                                       |   |   |        |  |
|-------|-------------------------------------------------------------------------------------------------------|---|---|--------|--|
|       | чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях /Пр/ |   |   |        |  |
| 1. 10 | Подготовка к зачетному занятию./СР/                                                                   | 3 | 2 | ОК 09. |  |
| 1. 11 | Промежуточная аттестация: зачет с оценкой (дифференцированный зачет)./ЗаО/                            | 3 | 2 | ОК 09. |  |

## Раздел 2. Environmental design

|      |                                                                                                                                                                                                                                                                                                                                                                                               |   |   |        |                                                                                     |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
| 2. 1 | Тема 2.1. Theoretical Issues of Environmental Design. Structured planning.Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.Словообразование. Суффиксы в английском языке. /Пр/                                                                          | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 2 | Тема 2.2. Principles of Eco-design.Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Словообразование. Приставки в английском языке. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.Активизация изученного материала в упражнениях./Пр/           | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 3 | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                    | 4 | 2 | ОК 09. |                                                                                     |
| 2. 4 | Тема 2.3. «Green» air. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Временные формы глагола в английском языке. Present indefinite tense. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока.Активизация изученного материала в упражнениях./Пр/ | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 5 | Тема 2.4. Plants and greenery: proven sustainable support.Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте.                                                                                                                                                                                             | 4 | 2 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                           |   |   |        |                                                                                     |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
|       | Активизация изученного материала в упражнениях. Прилагательные в английском языке. /Пр/                                                                                                                                                                                                                                                                                                                                   |   |   |        |                                                                                     |
| 2. 6  | Тема 2.5. Healthy Indoor Specifications.<br>Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма. Степени сравнения имен прилагательных в английском языке. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии. /Пр/ | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 7  | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                                                | 4 | 2 | ОК 09. |                                                                                     |
| 2. 8  | Тема 2.6. Lighting Design.<br>Изучение основных лексических единиц на иностранном языке по теме. Future indefinite tense. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях./Пр/                                                                                                                                                                        | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 9  | Тема 2.7. Eco Projects. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. /Пр/                                                                                                                                                                                                      | 4 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 10 | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                                                | 4 | 4 | ОК 09. |                                                                                     |
| 2. 11 | Тема 2.8. Landscape design.<br>Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма./Пр/                                                                                                                                                                        | 4 | 2 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 2. 12 | Подготовка к зачетному занятию./ЗаО/                                                                                                                                                                                                                                                                                                                                                                                      | 4 | 6 | ОК 09. |                                                                                     |
| 2. 13 | Промежуточная аттестация: зачет с оценкой (дифференцированный зачет)./ЗаО/                                                                                                                                                                                                                                                                                                                                                | 4 | 2 | ОК 09. |                                                                                     |

### Раздел 3. Consumer design

|      |                                                                                                                     |   |   |        |                                                                                     |
|------|---------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
| 3. 1 | Тема 3.1. Ergonomics. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, | 5 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
|------|---------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|

|      |                                                                                                                                                                                                                                                                                                                                                                                            |   |   |        |                                                                                     |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
|      | перевода и выделения информации в тексте. Артикли в английском языке. Активизация изученного материала в упражнениях./Пр/                                                                                                                                                                                                                                                                  |   |   |        |                                                                                     |
| 3. 2 | Тема 3.2. Interior Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях Временные формы глагола в английском языке. Present Continuous tense. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии./Пр/ | 5 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 3. 3 | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                 | 5 | 2 | ОК 09. |                                                                                     |
| 3. 4 | Тема 3.3. Service Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях Past Continuous tense. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии./Пр/                                                 | 5 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 3. 5 | Тема 3.3. Workplace Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Активизация навыка восприятия иностранной речи на слух. Future Continuous tense. /Пр/                                                                                  | 5 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 3. 6 | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                 | 5 | 4 | ОК 09. |                                                                                     |
| 3. 7 | Тема 3.4. Product Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Предлоги времени в английском языке. /Пр/                                                                                                                                | 5 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 3. 8 | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                                                                                                                                 | 5 | 2 | ОК 09. |                                                                                     |
| 3. 9 | Подготовка к зачетному занятию./СР/                                                                                                                                                                                                                                                                                                                                                        | 5 | 6 | ОК 09. |                                                                                     |

|                                |                                                                                                                                                                                                                                                                                    |   |   |        |                                                                                     |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                                    |   |   |        |                                                                                     |
| 3. 10                          | Промежуточная аттестация: зачет с оценкой (дифференцированный зачет)./ЗаО/                                                                                                                                                                                                         | 5 | 2 | ОК 09. |                                                                                     |
| <b>Раздел 4. Miscellaneous</b> |                                                                                                                                                                                                                                                                                    |   |   |        |                                                                                     |
| 4. 1                           | Тема 4.1. Packaging Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Предлоги места в английском языке. Активизация изученного материала в упражнениях. Развитие навыка письма./Пр/ | 6 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 4. 2                           | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                         | 6 | 2 | ОК 09. |                                                                                     |
| 4. 3                           | Тема 4.2. Graphic Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Герундий в английском языке. Активизация изученного материала в упражнениях. Развитие навыка письма./Пр/         | 6 | 6 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 4. 4                           | Тема 4.3. Information Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Страдательный залог в английском языке. Активизация изученного материала в упражнениях./Пр/                  | 6 | 6 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 4. 5                           | Подготовка к лексико-грамматическому тестированию по пройденным темам./СР/                                                                                                                                                                                                         | 6 | 2 | ОК 09. |                                                                                     |
| 4. 6                           | Тема 4.4. Advertising Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Direct and indirect speech. Активизация изученного материала в упражнениях./Пр/                              | 6 | 6 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |
| 4. 7                           | Подготовка к зачетному занятию./СР/                                                                                                                                                                                                                                                | 6 | 6 | ОК 09. |                                                                                     |
| 4. 8                           | Промежуточная аттестация: зачет с оценкой (дифференцированный зачет)./ЗаО/                                                                                                                                                                                                         | 6 | 2 | ОК 09. |                                                                                     |
| 4. 9                           | Тема 4.5. Interaction Design. Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного                                                                                       | 7 | 4 | ОК 09. | Наблюдение за деятельностью обучающегося;<br>Оценка выполнения практических заданий |



|       |                                                                                                                                                                                                                                                                                                                        |   |   |        |                                                                                           |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--------|-------------------------------------------------------------------------------------------|
|       | материала в упражнениях<br>Составление вопросов по<br>профессиональной тематике.<br>Диалоги./Пр/                                                                                                                                                                                                                       |   |   |        |                                                                                           |
| 4. 10 | Подготовка к лексико-<br>грамматическому тестированию<br>по пройденным темам./СР/                                                                                                                                                                                                                                      | 7 | 2 | ОК 09. |                                                                                           |
| 4. 11 | Тема 4.6. Architectural Design.<br>Изучение основных лексических<br>единиц на иностранном языке по<br>теме. Активизация навыка<br>чтения, перевода и выделения<br>информации в тексте.<br>Составление вопросов по<br>профессиональной тематике./Пр/                                                                    | 7 | 4 | ОК 09. | Наблюдение за деятельностью<br>обучающегося;<br>Оценка выполнения<br>практических заданий |
| 4. 12 | Подготовка к лексико-<br>грамматическому тестированию<br>по пройденным темам./СР/                                                                                                                                                                                                                                      | 7 | 2 | ОК 09. |                                                                                           |
| 4. 13 | Тема 4.7. Modern Design And<br>Architecture. Изучение основных<br>лексических единиц на<br>иностранном языке по теме.<br>Активизация навыка чтения,<br>перевода и выделения<br>информации в тексте.<br>Активизация изученного<br>материала в упражнениях.<br>Составление вопросов по<br>профессиональной тематике./Пр/ | 7 | 6 | ОК 09. | Наблюдение за деятельностью<br>обучающегося;<br>Оценка выполнения<br>практических заданий |
| 4. 14 | Подготовка к зачетному<br>занятию./СР/                                                                                                                                                                                                                                                                                 | 7 | 8 | ОК 09. |                                                                                           |
| 4. 15 | Промежуточная аттестация: зачет<br>с оценкой (дифференцированный<br>зачет)./ЗаО/                                                                                                                                                                                                                                       | 7 | 2 | ОК 09. |                                                                                           |

## 5. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Текущий контроль успеваемости и промежуточная аттестация проводится в соответствии с Положением об организации текущего контроля успеваемости и промежуточной аттестации по образовательным программам среднего профессионально образования, программ высшего образования, программ магистратуры в ФГБОУ ВО НГУАДИ имени А.Д. Крячкова

Порядок и периодичность текущего контроля и промежуточной аттестации представлены в фонде оценочных средств дисциплины.

## 6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

### 6.1. Информационное обеспечение реализации программы

|                                         | Авторы,<br>составители                                       | Заглавие                                                             | Издательство, год                       | Кол-во<br>экз |
|-----------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------|---------------|
| <b>6.1.1. Основная литература</b>       |                                                              |                                                                      |                                         |               |
| Л1.1                                    | Шевцова Галина<br>Васильевна,<br>Нарочная Елена<br>Борисовна | Английский язык для дизайнеров (B1-B2)                               | Москва: Юрайт, 2024                     | ЭБС           |
| <b>6.1.2. Дополнительная литература</b> |                                                              |                                                                      |                                         |               |
| Л2.1                                    | Соловьёва К. В.                                              | Грамматика английского языка в таблицах<br>(начальный этап обучения) | Саратов: Саратовская<br>государственная | ЭБС           |

|      |                    |                                            |                                         |     |
|------|--------------------|--------------------------------------------|-----------------------------------------|-----|
|      |                    |                                            | консерватория имени Л.В. Собинова, 2016 |     |
| Л2.2 | Краснопёрова Ю. В. | Теоретическая грамматика английского языка | Саратов: Ай Пи Ар Медиа, 2019           | ЭБС |

### 6.2. Электронные информационные ресурсы

|   |                                                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Электронно-библиотечная система "Юрайт" – Режим доступа: <a href="https://urait.ru/">https://urait.ru/</a>                                           |
| 2 | Электронная библиотечная система «IPRbooks» – Режим доступа: <a href="http://www.iprbookshop.ru/">http://www.iprbookshop.ru/</a>                     |
| 3 | Электронная информационно-образовательная среда (ЭИОС) НГУАДИ Режим доступа: <a href="http://www.portal.nsuada.ru/">http://www.portal.nsuada.ru/</a> |

### 6.3. Перечень программного обеспечения

Windows 7 – операционная система, LibreOffice, PowerPoint Viewer, Kaspersky Endpoint Security 10, 7-Zip x64

## 7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Учебная аудитория, для проведения учебных занятий всех видов, в том числе групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оснащённая комплектом учебной мебели и мультимедийным оборудованием с возможностью подключения к сети «Интернет» и доступом к электронной информационно-образовательной среде НГУАДИ.

## 8. ТРЕБОВАНИЯ К ПЕДАГОГИЧЕСКИМ РАБОТНИКАМ

Реализация дисциплины обеспечивается работниками университета относящимися к профессорско-преподавательскому составу и иными педагогическими работниками, а также лицами, привлекаемыми к реализации образовательной программы на условиях гражданско-правового договора, в том числе из числа руководителей и работников организаций, направление деятельности которых соответствует области профессиональной деятельности 10. Архитектура, проектирование, геодезия, топография и дизайн (имеющих стаж работы в данной профессиональной области не менее трех лет).

Требования к квалификации. Высшее профессиональное образование или среднее профессиональное образование по направлению подготовки "Образование и педагогика" или в области, соответствующей преподаваемой дисциплине, без предъявления требований к стажу работы либо высшее профессиональное образование или среднее профессиональное образование и дополнительное профессиональное образование по направлению деятельности в образовательном учреждении без предъявления требований к стажу работы.

Педагогические работники, привлекаемые к реализации образовательной программы, должны получать дополнительное профессиональное образование по программам повышения квалификации не реже одного раза в три года с учетом расширения спектра профессиональных компетенций, в том числе в форме стажировки в организациях, направление деятельности которых соответствует области профессиональной деятельности 10. Архитектура, проектирование, геодезия, топография и дизайн, а также в других областях профессиональной деятельности и (или) сферах профессиональной деятельности при условии соответствия полученных компетенций требованиям к квалификации педагогического работника.

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
"НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
АРХИТЕКТУРЫ, ДИЗАЙНА И ИСКУССТВ имени А.Д. Крячкова"  
(НГУАДИ)

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

**для проведения текущего контроля и промежуточной аттестации**

Учебная дисциплина:  
Иностранный язык в профессиональной деятельности  
Специальность: 54.02.01 ДИЗАЙН (ПО ОТРАСЛЯМ). Предметный дизайн

Составитель: Журин А.Н., доцент

Рассмотрен и рекомендован  
для использования в учебном процессе  
на заседании кафедры Гуманитарных и  
социально-экономических дисциплин  
Протокол от 26.08.2024 № 1  
Зав. кафедрой ГиСЭД Дьячков А.В.

Новосибирск 2024

## 1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Фонд оценочных средств (ФОС) включает материалы для проведения текущего контроля и промежуточной аттестации.

Целью текущего контроля (ТК) и промежуточной аттестации (ПА) является контроль освоения запланированных по дисциплине знаний и умений, направленных на формирование у обучающихся компетенций в соответствии с рабочей программой дисциплины.

Настоящий ФОС по дисциплине «Иностранный язык в профессиональной деятельности» является неотъемлемым приложением к рабочей программе дисциплины «Иностранный язык в профессиональной деятельности» (РПД). На данный ФОС распространяются все реквизиты утверждения, представленные в РПД по данной дисциплине.

## 2. КОМПЛЕКТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

### ПРАКТИЧЕСКИЕ ЗАДАНИЯ

#### Раздел 1. «Historical and modern trends of design.»

**Тема 1.1. «Origins of Design. The industrial revolution. Структуры повествовательного предложения.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка говорения.

**Match each word on the left with the correct definition on the right:**

|                |                                                                              |
|----------------|------------------------------------------------------------------------------|
| 1. craftsman   | a. a person who designs (and supervises the construction of) buildings, etc. |
| 2. design      | b. manner of doing anything                                                  |
| 3. style       | c. drawing or outline from which smth may be made                            |
| 4. to improve  | d. change position, move                                                     |
| 5. architect   | e. skilled workman who practices a craft                                     |
| 6. pattern     | f. ability to do smth expertly and well                                      |
| 7. skill       | g. excellent example; sb or smth serving as a model                          |
| 8. to transfer | h. make or become better                                                     |
| 9. morality    | i. (standards, principles, of) good behaviour                                |

**B. Check your answers in a dictionary.**

**C. Compose the sentences with each word in A.**

**Read the above text once more. In pairs, discuss the statements below. Say what you think and ask your partners if they agree or disagree with you. Use the following phrases to help you:**

*Agreeing*

I agree with you.

Yes, that is what I think too.

You are right!

*Disagreeing politely*

Yes, but don't you think...?

True, but I think...

I see what you mean, but...

1. Most of the craftsmen worked at a low level of skill and design up until the Industrial Revolution.
2. There were many craftsmen who worked for the nobility and the rich merchants producing objects based on designs and technology taken from other countries.
3. The time between 1914 and 1950 was a period of great upheaval.
4. The history of Industrial Design really began with the start of the Great Exhibition.
5. Manufacturers spent much money on beautifying their products as they had great competition.
6. In 1837, a government School of Art was set up with the aim to train designers for working with industry but it failed.

**Find in the text words or phrases which mean the same as:**

- низкий уровень мастерства
- высокая цена
- приблизительно
- совершенствовать технологическое мастерство
- низкий стандарт
- раскрашивать узор вручную
- переводить оттиск, рисунок

**Work in pairs, think of some questions to review the contents of the text and ask each other.**

**Divide the text into logical parts and give each a suitable title.**

**Find the subject in the sentences**

It is going to rain tonight — Сегодня вечером будет дождь.

To everyone's surprise, the album was selling very slowly — К всеобщему удивлению, альбом продавался очень вяло.

My friend's dog likes carrots — У моего друга собака любит морковку.

Snow removal in rural areas is often delayed — Уборка снега в сельской местности часто задерживается.

**Find and write out action verbs and linking verbs in infinitive form**

This tent seems rather weak to me — Эта палатка кажется мне довольно хлюпкой.

This tent withstood a strong storm — Эта палатка выдержала сильный шторм.

My friend is turning 18 this week — Моему другу на этой неделе исполняется 18.

My friend is turning to me for help — Мой друг обращается ко мне за помощью.

**Найдите все обстоятельства в предложениях**

Puzzled, I looked out the window — Озадаченный, я выглянул в окно.

After lunch we went out for a stroll — После обеда мы вышли прогуляться.

The flight was behind the schedule, as usual — Рейс задерживался, как обычно.

Luckily, a day later we found the lost ring — По счастью, днем позже мы нашли пропавшее кольцо.

**Render the text in English**

Корни дизайна уходят к началу XIX в., в эпоху появления массового машинного производства и разделения труда. До промышленной революции в труде ремесленника дизайн непосредственно сочетался с изготовлением изделия. История развития художественного конструирования началась с середины XIX в. Производством бытовых вещей занимались ремесленники. Ремесленник делал одну и ту же вещь из одного и того же материала. Вещи получались индивидуальные, эксклюзивные, дорогие и производились

в малом количестве. Применялся ручной труд, орудия труда и технология были примитивными. При изготовлении бытовых вещей учитывались все требования человека к вещи: полезность, функциональное совершенство, удобство, красота, экономическая целесообразность.

С приходом века индустриализации дизайнер стал создавать прототипы изделий, которые с помощью машин производили другие люди. Функциональностью и экономичностью производимой продукции занимались инженеры, а дизайнеры отвечали лишь за ее эстетический вид.

Назначению изделий и простоте обращения с ними придавали столь же большое значение, как и их внешнему виду. В скором времени дизайнерские фирмы стали набирать в штат чертежников, модельщиков, инженеров, архитекторов и специалистов по изучению рынка.

### **Тема 1.2. «The Arts and Crafts Movement. Порядок слов вопросительного предложения. Общие и специальные вопросы.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и поиска информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка говорения.

#### **Find in the text words or phrases which mean the same as:**

- украшение; орнамент; отделка
- ручной работы
- производить массовую продукцию, выпускать серийно
- кустарь, мастеровой, ремесленник
- отдаление, отчуждение, отчужденность

16. Work with a partner. Take turns to ask and answer questions. Use the word combinations below:

- technological advances
- greater profit
- mixed styles
- rapid industrialization
- return to the crafts traditions
- over-ornamentation of mass-produced goods
- modern style

#### **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, jewelry, 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.

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 \_\_\_\_.

**Write about functional use and ornamentation of mass-produced goods in Russia in different periods.**

**Ask for the underlined word(s).** 1. She told us that Aunt Lizzy was coming. 2. Peter ran home after a dog bit him. 3. The Queen was welcomed by a large crowd. 4. Mum bought this dress in Rome. 5. Jenny waits for me at the bus stop every morning. 6. You are looking at my favourite sister. 7. Princess Anne will open a new hospital next week (yes-no). 8. Tracy had talked to her teacher before she left school. 9. The water is boiling (yes-no). 10. Mary could play the piano when she was a girl. 11. Molly doesn't want to see me because I'm so impolite. 12. She didn't sleep well in the tent.

**Тема 1.3. «Art Nouveau. Порядок слов вопросительного предложения. Вопросы к подлежащему.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма.

**Find in the text words or phrases which mean the same as:**

- интерьер, внутренняя часть помещения
- яркий, цветистый, пышный, избыточный
- извилистый; волнистый, волнообразный
- доверие, уверенность
- согласовывать, приводить в соответствие
- старомодный, устаревший, вышедший из моды

**Match each word on the left with the correct definition on the right:**

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| 1. term           | a. way in which smth is put together, organized                   |
| 2. interior       | b. showing, having good taste; done with care, skill and taste    |
| 3. to replace     | c. make, become united in one group                               |
| 4. fantasy        | d. the state of being simple; be extremely easy                   |
| 5. structure      | e. word used to express an idea, especially a specialized concept |
| 6. to create      | f. cause smth to exist                                            |
| 7. to reject      | g. refuse to accept                                               |
| 8. to incorporate | h. put back in its place                                          |
| 9. simplicity     | i. imagination, especially when extravagant                       |
| 10. novel         | j. a kind not previously known                                    |

Compose the sentences with each word in A.

Divide the text into logical parts and give each a suitable title.

Read the phrases below and describe the situations in which they are used in the text:

- to reject the mass-produced techniques of industrialization
- to be intrigued by the novel artistic vision of the wood prints
- new decoration for a new

Fill in the gaps with the words from the box:

|           |      |          |              |           |
|-----------|------|----------|--------------|-----------|
| Precedent | iron | movement | technologies | aesthetic |
|-----------|------|----------|--------------|-----------|

Art Nouveau: a style created in Belgium and France not based on historical 1 \_\_\_\_ which made use of the new materials such as 2 \_\_\_\_, and was directed toward the middle classes. The aim of the 3 \_\_\_\_ was to create a fully integrated contemporary environment. Unlike Arts and Crafts, this movement embraced new 4 \_\_\_\_\_. The style is characterized by the whiplash curve and forms from nature. The Art Nouveau movement was short-lived but instrumental in shaping future thought with regard to creating an 5 \_\_\_\_ based on modern life — not historical style.

**Ask for the underlined word(s).**

1. Columbus discovered America in 1492. 2. I graduated from school two years ago. 3. They were ready. (yes – no) 4. The mechanic repaired the car last week. 5. He is always late because he never sets the alarm clock. 6. I watched the film yesterday (yes – no) 7. Mandy phoned her uncle last Tuesday. 8. You can go swimming after lunch 9. I am going to wear the yellow dress at the ball. 10. Ronaldo is the best football player in the world. 11. The library is right across the street. 12. The shops open at 9 in the morning. 13. We need a nanny because my wife has too much to do. 14. Her favorite color is red.

**Тема 1.4. «The Modern Movement.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока. Активизация навыка восприятия на слух. Аудирование по теме. Интерактивные задания.

**Find in the text words or phrases which mean the same as:**

- визуальный, зрительный
- украшать (with — чем-л.), быть украшением
- предубеждение, предрассудки; невнимание, невнимательность
- озабоченность, рассеянность; заброшенность, запущенность

**Find in the text the right word to complete the sentences:**

1. In architecture, Functionalism meant the ... of ornament.
2. ... ideas about design became the dominant design philosophy.
3. A literary and art movement, the Futurists ... new forms in art and architecture.
4. This meant the ... of past ideas of beauty, in favour of the new world of urban industrial culture.

**Make up situations, using the English equivalents of the words up situations, using the English equivalents of the words given above. Give situations in which the following word combinations are used:**

National style, 'engineers aesthetic', Functionalist Tradition, dominant design philosophy, sophisticated

**Look at the following international words, guess and explain their meaning and check the pronunciation:**

Traditional, ornament, philosophy, technology, design, industry, reputation, fundamental, integration.



**Make the sentences in written form (the story) using these words.**

publication, decoration, inspiration, production, elimination, direction, organisation, consolidation.

**Find the synonym for each of the word in bold (for some words it is impossible to do this), make as many sentences as you can using these words, guess the meaning of the words in bold type and explain in English.**

**What is your understanding of the words below? Give examples.**

**Avant-garde; novelty; mass-produced techniques; structural simplicity.**

### **Тема 1.5. «The Bauhaus.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Find the synonym for each of the word in bold (for some words it is impossible to do this), make as many sentences as you can using these words, guess the meaning of the words in bold type and explain in English.**

Advantage — **disadvantage**, cover — **discover**, approve — **disapprove**, appear — **disappear**, continue — **discontinue**, interested — **disinterested**, accuracy — **inaccuracy**, definitely — **indefinitely**, frequent — **infrequent**, legal — **illegal**, respectively — **irrespectively**, necessary — **unnecessary**, even — **uneven**, load — **unload**.

**Find in the text words which mean the same as:**

- definitive, final
- embolden, foster, hearten, inspire, promote, support, cheer, cheer up
- disparate
- catholicity; prevalence; liberality

**Find in the text words or phrases which mean the same as:**

- несовместимый, несовмещающийся, несочетающийся (with)
- равномерность
- исключение (from)
- тщательно разработанный, продуманный, законченный, скрупулезный, доскональный

**Form adjectives using suffixes -ive, -able, -ible, -uble, -ent, -ant:**

to act  
to solve  
to rely  
to depend  
to convert  
to please

**Make interrogative sentences (questions) using the received adjectives.**

**Render the following text into English**

**Германское направление развития дизайна**

Bauhaus — высшая школа промышленного искусства, строительства и

художественного конструирования. Баухауз был основан в 1919 г. архитектором Вальтером Гропиусом. Программа обучения в школе предполагала соединение искусства со строительной техникой на современной основе.

Дизайнеры Баухауза считали, что главная задача дизайнера — проектирование промышленных изделий и их систем с позиций высокой ответственности перед человеком и обществом. Баухауз существовал как уникальная высшая художественная школа до 1932 года. С приходом к власти национал-социалистов он был закрыт из-за демократических идей, объединявший мастеров разных национальностей.

Влияние идей Баухауза наиболее заметно в функциональной архитектуре современных офисов и фабрик.

**Give your opinion about designers' activity in the schools of Art Nouveau and Bauhaus (you may use your books or search for the information on the Internet). Discuss your ideas with your partners.**

### **Тема 1.6. «Art Deco.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Аудирование по теме. Интерактивные задания.

**Find in the text the right word to complete the sentences:**

1. It mixed exotic motifs of ... cultures with Art Nouveau.
2. France had been the centre of the Art Nouveau... .
3. The ... movement was engaged in finding a style that would serve society.
4. "Moderne", or C became hugely popular and ...was replaced by mass production.

**Find in the text words which mean the same as:**

- tempting, attractive
- carving, Scenery, vigorous, hard
- depict, describe, represent, sketch picture
- hold, contain

**Give situations from the text in which the following are used:**

1. It is a term that covers a range of designs popular in the inter-war years.
2. France had been the centre of the Art Nouveau movement...
3. ...figure drawing and sculpture remained popular in France.
4. It adapted well to machine manufacture, adapting modern geometric design with new materials such as plastics.
5. In the United States, Ford Model cars were dropping in sales, as customers rejected their standardized shapes... .
6. Design was becoming market-led... .

**Make nouns from the following verbs by adding -age to the end and making any other necessary changes in spelling:**

use, post, break, store, wreck, stop, pass, shrink, leak

**Make interrogative sentences (questions) using the received nouns.**

### **Тема 1.7. «Postmodernism.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Find in the text words or phrases which mean the same as:**

absurd, injudicious, unreasonable, illogical  
strange, odd  
walkout  
hug

**Give situations from the text in which the following are used:**

1. a stylistic antidote to austere modernism
2. The revival of irrational and individual forms of expression occurred simultaneously in the 70s.
3. The development of Postmodernism was a part of a general shift in design ...
4. ... a radical design movement developed Whose members were antidesign in that they were more revolutionaries than just stylistic innovators.
5. Design is no longer seen just as a way to make objects function, but to encompass ideas, culture and social concerns.
6. The variety of design movements in the 90s reflects the wide ranging tastes of an increasingly technological and specialized world.
7. A few basic features that are still apparent are the rejection of Functionalism and Modernism.

**Match each word on the left with the correct definition on the right:**

|                 |                                                                         |
|-----------------|-------------------------------------------------------------------------|
| 1. imagination  | a. bringing or coming back into use                                     |
| 2. revival      | b. power of the mind to imagine                                         |
| 3. to convey    | c. get smth or use smth, on the understanding that it is to be returned |
| 4. to express   | d. encircle, surround, comprise                                         |
| 5. creative     | e. advanced in opinions                                                 |
| 6. radical      | f. having power to create                                               |
| 7. to borrow    | g. make known ideas, views to another person                            |
| 8. to encompass | h. make know rds, sounds, actions                                       |

**Compose the sentences with each word in A.**

**Divide the text into logical parts and give each a suitable title.**

**Read the above text once more. In pairs, discuss the statements below. Say what you think and ask your partners if they agree or disagree with you.**

1. The revival of irrational and individual forms of expression occurred simultaneously in the 70<sup>th</sup>.
2. During the Postmodernism period design had become synonymous with bad taste.
3. Their design ideas of philosophy, art forms and industrial manufacturing.
4. The inspirations of the designer and the ideas of communication through the object are becoming less important.
5. Creative order is a term applied to an attitude in their work, which rejected a single, ordered approach.
6. The variety of design movements in the 90s reflects the wide ranging tastes of an increasingly technological and specialized world.

7. Design is going online; international communication of ideas can be immediate and universal.

**What is your understanding of “Creative chaos” in design? Give your associations.**

**Work in pairs and discuss information about Postmodernism.**

**Look at the following international words, guess their meaning and check the pronunciation:**

Individual, aerodynamic, student, mysticism, culture, communication, chaos, political.

**Write the sentences (the story) using these words.**

Make nouns from the following verbs by adding -ment to the end:

entertain, enlarge, improve, encourage, postpone, excite, move, arrange engage.

find a synonym for each noun,

**Write 8 sentences using these words (more than one is possible in one sentence).**

**analyze their word-formation model,**

**make as many sentences as you can using these words,**

**find the antonym for each of the word in bold (for some words it is impossible to do this).**

Image — imagination, progress — progressive, direction — directionless, simple — simplicity, importance — important, technology — technological — technologically, to construct — construction — to deconstruct— deconstructive, to limit— to delimit, certain— uncertainty, security — insecurity.

## **Раздел 2. «Environmental design.»**

### **Тема 2.1. «Theoretical Issues of Environmental Design. Structured planning. Словообразование. Суффиксы в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**From the list of 20 words below, find the 12 words which relate to design.**

Interior, tulip, tornado, conservation, malaise, turnip, blockade, typhoon, micro-climate, harmony, exterior, quality, balance, décor, harpoon, principle, blizzard, building, layout, creation.

**Find in the text “Theoretical Issues of Environmental Design” words or phrases which mean the same as:**

- |                   |                  |               |
|-------------------|------------------|---------------|
| • indoor décor    | • town designers | • relating to |
| • design problems | • includes       | • influences  |
| • gardens         | • unemotional    | • limitations |

**Answer the following questions:**

1. What does the term environmental design mean?
2. What main problems is eco-design facing now?
3. What is the best way to solve the problems?

**Choose the correct word to complete these sentences.**

1. Environmental design means more interior design.

a. as b. than c. then

2. The term environmental design encompasses ecologically \_\_\_\_ design.

a. responsible      b. important      c. relevant  
3. Concerns about ecological impacts of the artificial world have \_\_\_\_ in public consciousness.

- a. increased    b. risen      c. grown  
4. The best way to \_\_\_\_\_ big environmental problems involves systems oriented problem-solving tools.  
a. reduce      b. solve    c. decrease

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

1. The Structured Planning is used in design of physical things only.
2. The Structured Planning is based on the notion "form follows function".
3. Environmental design emphasizes creating complex, extravagant, and unusual things with no analogues in nature.
4. Environmental design principles are based on simplicity, beauty and balance.
5. The Structured Planning analysis includes only manufacturing and commercial factors.

**Answer the following questions:**

1. Who was a pioneer of design process?
2. What biological forms can illustrate the notion "form follows function"?
3. What is the goal of the method called Structured planning?
4. What does Structured Planning process usually begin with?
5. What allows the analysis to be specific and informational?
6. Which factors does Structured Planning process usually include?

**Find in the text words or phrases which mean the opposite of:**

External, increase; decrease, quickly, at once, many, environmental, expensive.

Work in pairs and propose a scheme of structured planning for some necessary eco-innovation. Here are some ideas for you: an electric bulb killing bacteria, virus and mould; a bus driving on oil; cloth absorbing smell of sweat.

1. Define an urgent problem and state the goals.
2. Determine the functions, shape and colour of your eco-product.
3. Include marketing technology: who is your product for, how much does it cost, where is it supposed to be sold.
4. Think of an advertising campaign for it.

**Form nouns from the following words using suffixes -ment, -ance/-ence, -tion. Make collocations with these words and translate these collocations into Russian.**

Maintain, require, perform, protect, differ, develop, achieve, fulfil, equip, move, construct, transform, produce.

**Study the four suffixes and the examples below. Change each words to an adjective by adding a suffix and write the new word in. You may have to change, drop, or add letters before adding the suffix to some words.**

- ful wonderful, merciful
- less hopeless, senseless
- able readable, capable
- ese Latin Japanese, Siamese

|              |              |
|--------------|--------------|
| 1. Portugal  | 12. Burma    |
| 2. misery    | 13. consider |
| 3. awe       | 14. count    |
| 4. move      | 15. Congo    |
| 5. China     | 16. master   |
| 6. remark    | 17. speech   |
| 7. Canton 2. | 18. wish     |
| 8. service   | 19. end      |
| 9. penny     | 20. bounty   |
| 10. grate    |              |
| 11. child    |              |

**From the list of 20 words below, find the 12 words which relate to design. Explain the meaning of these words in written form.**

*Interior, tulip, tornado, conservation, malaise, turnip, blockade, typhoon, micro-climate, harmony, exterior, quality, balance, décor, harpoon, principle, blizzard, building, layout, creation.*

**Write 12 sentences using this words.**

Form nouns from the following words using suffixes -ment, -ance/-ence, -tion. Make collocations with these words and translate these collocations into Russian.

Maintain, require, perform, protect, differ, develop, achieve, fulfil, equip, move, construct, transform, produce.

## **Тема 2.2. «Principles of Eco-design. Словообразование. Приставки в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока. Активизация изученного материала в упражнениях.

**Find in the text words or phrases which mean the same as:**

The main idea, very bad, during the year (2 expressions), to keep, quantity, shadow, certainly, situated.

**Find in the text words or phrases which mean the opposite of:**

External, increase, decrease quickly, once, many, environmental expensive.

**Think of some questions to the Contents of the text and ask each other.**

**Choose the best linking word and complete these sentences with information from the text.**

1. Work with the sun is one of the main principles of eco-design and / but ... .
2. Solar design aims to maximize the solar gain in the winter and minimize it in the summer that's why/ because... .
3. Glass allows more than 90% of the energy of the sun rays to pass through and keeps the resulting heat, however/although ... .
4. Double glazing keeps the solar heat better because /so... .
5. Orientation is of great importance for determining the amount of sun a house receives, that's why /because... .
6. Surfaces facing North are in the shade all year round so/although... .
7. The thermal mass of the house is a measure of its capacity to store and regulate internal heat because / so... .
8. Not many people have the opportunity to build a new eco-house and apply the principles

of eco-design fully but / and... .

9. A real eco-house starts after/ when ... .

22. Work in pairs and propose a scheme of structured planning for some necessary eco-innovation. Here are some ideas for you: an electric bulb killing bacteria, virus and mould; a bus driving on oil; cloth absorbing smell of sweat.

**Work in pairs and propose a scheme of structured planning for some necessary eco-innovation. Here are some ideas for you: an electric bulb killing bacteria, virus and mould; a bus driving on oil; cloth absorbing smell of sweat.**

1. Define an urgent problem and state the goals.
- 2.. Determine the functions, shape and colour of your eco-product.
3. Include marketing technology: who is your product for, how much does it cost, where is it supposed to be sold.
4. Think of an advertising campaign for it.

**Complete the sentences using one of the Prefixes below**

over      super      re      sub      mis      mid

1. The teacher wasn't happy with my essay, so I had to \_\_\_\_\_ write it. 2. My name is quite unusual and is often \_\_\_\_\_ spelt. 3. There was an \_\_\_\_\_ war demonstration in front of the city hall. 4. We went to the huge \_\_\_\_\_ store on the outskirts of the city. anti a. Too much. b. Do again. c. Incorrectly. d. In the middle. 5. The view from the \_\_\_\_\_ marine was like nothing I'd ever seen before. e. Under, beneath. 6. Temperatures in \_\_\_\_\_ summer can be as high as 35 degrees. 7. The pie was \_\_\_\_\_ cooked as I'd forgotten to take it out of the oven.

**Translate the following words into Russian. Pay attention to the prefixes.**

Intangible, unfortunately, unaware, unacceptable, impossible, irregular, unknown, unpleasant, unnecessary, indefinite, uncommon, sub-optimum, subset, subconscious, non-manufacture, forecast, pre-design, post-design, reshape, regenerate, redevelop.

**Form new words using one of the following prefixes in- im-, il-, U, un-, non-, pre-, fore-, post-, re-, sub-, infra-. Translate them into Russian.**

in-, im-, il-, r-, un-, non-

Rational, natural, visible, acceptable, independent, cover

pre-, fore-, post-

Face, exist, operative, see, date, modernism

re-

Tell, make, build, construct, confirm, print, consider organize, fresh

sub-, infra-

Divide, red, culture, normal, sound

**Тема 2.3. «Green air. Временные формы глагола в английском языке. Present indefinite tense.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация навыка перевода с русского языка на иностранный, с использованием активной лексики урока. Активизация изученного материала в упражнениях.

**Look at the following international words, guess their meaning and check the pronunciation:**

Mixture, toxic, decorate, structure, tobacco, chronic, filtration, disinfect. sanitize, pharmacy, dioxin, peroxide, extract, distilled.

**Translate the following words analyzing their word-formation model. Can you add to this list?**

|             |               |
|-------------|---------------|
| Environment | environmental |
| Nature      | natural       |
| Cause       | causative     |
| Degenerate  | degenerative  |
| Effect      | effective     |
| Question    | questionable  |
| Product     | productive    |
| Practice    | practical     |

**Translate the following words analyzing their word-formation model:**

Purify, metabolize, maximize, minimize, optimize, sanitize.

Find in the text words or phrases which mean the same as:

Research, risk, eventually, permanent, point of view, improvement, harmful, smoke, cannot stand, main content.

**Match these words and expressions with their meanings.**

- |                                 |                                               |
|---------------------------------|-----------------------------------------------|
| 1. health hazards               | a. в маленьком количестве                     |
| 2. volatile organic compounds   | b. контролирующие инстанции                   |
| 3. at low concentrations        | c. неправильный способ коррекции              |
| 4. controlling bodies           | d. риски для здоровья                         |
| 5. case-in-point                | e. случай, относящийся к обсуждаемому вопросу |
| 6. misguided remediation method | f. летучие органические соединения.           |

**Divide the text into logical parts and give each a suitable title.**

**Work in pairs and discuss the following questions:**

1. What concentrations of air pollutants do you have to endure in your immediate environment?
2. What factors cause the build-up of toxic gases in your micro-atmosphere?
3. Suggest some ways for us to help reduce air pollution.

**Answer the following question: What are they?**

they are home to many living creatures

they are a source of clean air

they have an important effect on the world's weather

the world's industries depend on their products

they are different and beautiful

**Answer the following questions in written form.**

1. What is air pollution? What can cause it? Give some examples.
2. What harmful effects can polluted air have on people?

Work in pairs and discuss different ways of air cleaning, compare biological (plant) air cleaning and chemical cleaning.

**Complete the sentences using the correct form of the present tense.**

1. It often \_\_\_\_\_ in Ireland. That's why they call it the "Green Island". But it \_\_\_\_\_



there at the moment. (RAIN, NOT RAIN) 2. Such behaviour normally \_\_\_\_\_ me furious (MAKE). 3. I \_\_\_\_\_ a word he says. (NOT BELIEVE) 4. I \_\_\_\_\_ a hat today because it's such a special event. (WEAR) 5. Susan \_\_\_\_\_ an email to her parents nearly every Saturday evening. (WRITE) 6. Stop right now! You \_\_\_\_\_ the flowers every time the ball \_\_\_\_\_ in the flower bed. (BREAK, LAND) 7. \_\_\_\_\_ to a tennis club? (YOU BELONG) 8. Dana \_\_\_\_\_ reading a good novel (LOVE). 9. Songs that are not very popular \_\_\_\_\_ very well. (NOT SELL)

#### **Тема 2.4. «Plants and greenery: proven sustainable support. Прилагательные в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

#### **Find in the text words or phrases which mean the same as:**

Small, a number of, reduce, closed space, main circumstance, 10 days, can, increase, created, consumer use, moderate, proved, illness.

#### **Choose the best explanation according to the context:**

1. devised (par 1) means
  - a. found
  - b. made
  - c. created
2. amazing (par 1) means
  - a. surprising
  - b. frightening
  - c. unpleasant
3. shelters' (par2) means
  - a. countries
  - b. buildings'
  - c. world's
4. in addition to (par3) means
  - a. besides
  - b. except
  - c. owing to
5. currently (par4) means
  - a. recently
  - b. a long time ago
  - c. nowadays
6. avenue (par5) means
  - a. street
  - b. line
  - c. trend

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

1. Nature's biotechnologies are much more complex and sophisticated than anything man has created.
2. Scientific research has demonstrated that living plants are effective air cleaners for a lot of organic pollutants.
3. Life-support systems for long-duration missions use artificial green plants to regenerate used air and water in sealed environments.
4. The British started their space science developments using plants as a key factor in astronaut life-support.

5. Bio-filters or bioreactors are currently being developed for civilian use at research centers and private companies around the world.
6. 'Green' environments have no impact on human psychology
7. Artificial plants commonly used in decorating also provide the same human benefits as living plants.

**Think of some questions to review the contents of the text and ask each other.**

**Complete these sentences with information from the text and put them in the right order:**

1. The commonest things affecting indoor air quality in our homes, offices and public places are ...
2. Two effective sanitizing products are found in... .
3. Cigarette smoke affects everyone especially ... .
4. Among cleaning tips that will help to improve the air indoors mention ... .
5. When using these sanitizing products be careful and ... .
6. Mould may begin growing indoors when ... .
7. Radon may be a problem in your home because ... .

**Тема 2.5. «Healthy Indoor Specifications. Степени сравнения имен прилагательных в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии.

**Find in the text words or phrases which mean the same as:**

Changed, right, main problem, choice, buildings with little air inside.

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

1. Buildings are a major consumer of our natural resources.
2. The choice of products is based on evaluation of their cost, performance and aesthetics.
3. All the materials that are Green outside are Green inside.
4. In air-tight buildings just a few pollutants can seriously affect indoor air quality.
5. Mixtures of small amounts of chemical pollutants do not cause such a problem as single chemicals on their own.

**Answer the following questions:**

1. How much energy do buildings consume?
2. What is designing for environment based on?
3. Which specific environmental needs can you name?
4. Why is the choice of materials the most important problem?
5. Why are mixtures of small amounts of chemical pollutants more dangerous than single chemicals?

**Divide the text into logical parts and give each a suitable title.**

Discuss the following questions:

Discuss the following questions:

1. When buying materials for remodeling your house/flat do you pay attention to whether they contain toxic components or not? Why/why not?
2. What kind of pollution do toxic materials create? Make a list of various effects caused by carpet,

electric devices, furniture and cleaning products.

2. Do you think we should try to reduce that harm? Why/ why not?

**Which words or phrases were used to describe:**

1. people who are given work
2. dirty air
3. usual, common material (2 words)
4. dangerous chemicals

**Work in pairs and discuss the information below. Which facts do you find the most/ the least amazing, interesting, useful, necessary, boring or useless. Give your reasons.**

Indoor air quality can be 3 to 4 times more polluted than outdoor air.

Common symptoms of poor indoor air quality include headaches, eye irritation, fatigue and respiratory problems.

Up to 24 per cent of the volume of landfills is made up of wastes from building construction and demolition.

The amount of lumber used in the construction, renovation, and maintenance of a home over a 50-year period would require the sustained production of 1.5 acres (0.5 hectares) of forest.

**Read the letter to an environmental consultant asking for advice. Write an answer recommending some anti-mould product for sensitive people.**

Think of the information you can give: name of the product, its ingredients, where to buy it, duration effect, etc.

•Write notes for paragraphs:

Look at the layout of Andrew Jardine's letter (address, date, etc.).

Use your notes to write a reply. Use your imagination.

1 thanking for letter

2 and 3 giving advice

4 finishing the letter.

Dear Mr Price,

I was interested in your advertisement in "The Daily Times" and I would like to get your advice concerning the problem of mould which I have been facing for 2 years already.

I have a cabinet in my home that has a mildew problem, and until recently thought that my only option for mould eradication was to resort to using a chlorine product. But I don't want to use chlorine for two reasons:

I am a chemically sensitive person and feel very ill when I smell chlorine.

Many of the books I've looked through gave me a lot of information about mould but little help with information about mould abatement.

So I should be grateful to you if you send me full details of mould remediation.

I look forward to hearing from you.

Yours sincerely.

**Write the comparative and superlative forms of the adjectives below.**

tall, far, cheap, bad, expensive, fat, good, interesting, lazy, narrow, pretty, safe, beautiful, dangerous, difficult, messy, boring, handsome, shy, attractive, happy, delicious.

**Match the two halves of the comparative sentences.**

1 He's far more handsome in real life

2 The harder you work,

3 I spent more this week

4 The later you leave tonight,

5 The sooner we book,

- 6 This ice cream is less tasty  
 7 Our cat's getting bigger and bigger  
 A the colder it will be.  
 B than I'd wanted to.  
 C the cheaper the tickets will be.  
 D than on TV.  
 E than it looks.  
 F the more we feed it!  
 G the better you'll do.

## **Тема 2.6. «Lighting Design. Future indefinite tense.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

Read the text and translate the words in bold type formed from the words in the box below. Analyze their word-formation model. Translate the whole text. Make sentences with the following (given) words.

basis - основа  
 charge – заряд  
 main – главный, основной  
 history - история  
 distribute - распределять  
 fundamental – основной  
 excite – побуждать, стимулировать  
 emit - испускать

Historically, light sources have been divided into two types incandescent and luminescent. Fundamentally the cause of light emission is the same, i.e., electronic transitions from higher to lower energy states. The mode of electron excitement is different, however, as well as the spectral distribution of radiation. Incandescent solid substances basically emit a continuous spectrum, while gaseous discharges radiate mainly in discrete spectral lines, however there is some overlapping. Incandescent rare earth elements can emit lines, whereas high pressure discharge produces a continuous spectrum.

### **Find in the text words or phrases which mean the same as:**

Man-made, mental activity, thermal power station, need, more than, though, lets, desirable, undesirable.

### **Answer the following questions:**

1. What is daylighting?
2. What does daylight harvesting involve?
3. What benefits does properly designed daylighting provide?
4. Is filtered sunlight a cooler or a warmer lighting source than artificial lighting?
5. Does daylighting influence productivity? In what way?
6. Should daylighting be considered early in design process? Why/why not?
7. What is the first step in effective daylighting?

### **Complete these sentences with information from the text A:**

1. Daylighting, one of the key tenets of sustainable design, means making optimal use of

- 2.. A range of productivity and performance benefits associated with daylighting includes
3. Daylighting results in ... and ...
4. Successful daylighting must provide
5. Daylighting design process includes ....

**Translate the text into English using the words and expressions from the box:**

throughout, human history natural forces, shape, a keen awareness, have an impact on, proliferation, central, heating cease, air conditioning, be over, interior, walls.

На протяжении большей части истории человечества силы природы непосредственно влияли на форму наших строений. Глубокое понимание естественного освещения и его целевое использование всегда значительно влияло на дизайн зданий.

С развитием и распространением таких технологий, как недорогое искусственное освещение, центральное отопление и системы кондиционирования воздуха, влияние сил природы на архитектурный дизайн ослабло. К счастью, данный период подошел к концу. Использование естественного освещения и, как следствие, тщательное планирование расположения внутренних стен уже позволило оценить выгоды светового дизайна.

Why do you think light is an important part of eco design? Give your arguments in written form.

**Complete sentences. Keep the same meaning.** \_\_\_\_\_ Example: I think Jim's birthday party is on Saturday. (have) I think Jim will have his birthday party on Saturday. You can't take my car. I use it at weekends. (need) You can't take my car. I ..... it next weekend. Waiter, we would like two glasses of orange juice. (have) Waiter, we ..... two glasses of orange juice. Do you think our English teacher is preparing a test for tomorrow? (write) Do you think we ..... a test tomorrow? I don't mind going to the cinema if you help me with the housework. (go) I ..... to the cinema if you help me with the housework. I have a lot of work to do in the evening. (work) I ..... a lot in the evening. Dad can't take you to the station because there is a football match on TV. (want) Dad can't take you to the station because he .....to see a football match. This film is worth the money! (watch) I ..... this film! There is a museum on our programme for tomorrow. (visit) We ..... a museum tomorrow.

### **Тема 2.7. «Eco Projects.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Say which part of speech (noun, verb, adjective, adverb) the following words belong to and translate them into Russian.**

To act, act, action, active, activity, actual, actually, react, reaction, reactive, interact, interaction.

To apply, application, applicable, appliance.

To add, addition, additional, additive.

To depend, dependence, dependent, independent, independence.

To consider, consideration, considerable, considerably.

Real, to realize, realization, really.

To vary, various, variety, variation, variable.

Form adjectives and adverbs from the following nouns using suffixes -al, -ally, -ful, -fully, -ous, -ously, -less, -lessly, -ive, -ively. Translate them into Russian.

Success, glamour, impression, use, environment, commerce, wonder, tradition, emotion, care

Choose the best explanation according to the text:

1. showcase (par 1) means

- a. be
- b. include
- c. demonstrate
- 2. practices (par1 ) means
  - a. materials
  - b. methods
  - c. studies
- 3. extensive (par1) means
  - a. vast
  - b. optimal
  - c. appropriate
- 4. overriding (par2) means
  - a. sustainable
  - b. effective
  - c. main

**Find in the text words or phrases which mean the same as:**

Satisfy, clever, suitable, advantages, set, show, additional.

**Complete these sentences with information from text 11 A:**

1. In order to meet the needs of expanding eco-policies ... .
2. The new office is expected to transform... .
3. The Eco Office will include cutting-edge technologies such as ... .
4. The significant energy efficiency benefits in the Eco Office are achieved through

**Find in the text words or phrases which mean the same as:**

Kept, excellent, including, effective, new, renewed, well-known, at once, aim, thanks to, located, speed.

**Answer the following questions:**

1. What is the new name of the renovated Seattle Opera House?
2. What remained unchanged in the opera building?
3. Why is the project called transformation?
4. What was used to improve excellent acoustics of the Opera House?
5. Why was an IAQ specialist hired?
6. Is conditioned air with this system supplied overhead or from underneath the seats?
7. What helps to keep the moving air noise at a minimum and keep patrons comfortable?

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

1. Any specialist connected to the building industry knows of the shift to environmentally friendly construction practices yet.
2. "Green" products for outfitting kitchens and baths have not appeared
3. A great variety of stylish and resource-conscious materials and products for kitchens and baths are manufactured nowadays.
4. Today's green products are cheap and beneficial.
5. In the near future there will appear more eye-appealing and cost-efficient options.
6. There is plenty of good news in this sphere of design.
7. Modern refrigerators require just 10 percent of the energy needed to run those of 30 years ago.
8. Water-conserving toilets and other fixtures reduce water use by 80 percent.
9. Daylighting controls and reduced-wattage lights can illuminate rooms at less cost.

Complete these sentences with information from the text C. Then put them in the right order.

1. At present manufacturers of faucets, fixtures, appliances, water delivery systems, ventilation, lighting, cabinets and flooring have....
2. Although some of today's green products are expensive and may have a longer payback ...

3. Everyone connected to the building industry knows of...
4. Modern refrigerators ....
5. But until recently ...
6. Designers are taking up the challenge by...

**Render the following text into English:**

«Экологическое» офисное здание, которое предполагается построить в Берлине в самом ближайшем будущем, вызвало большой интерес у специалистов Германии и других стран. Основная архитектурная идея экологического офисного здания заключается в необычном сочетании двух элементов: здания, состоящего из семи этажей, и его прозрачной оболочки (cover), внутри которой находится зимний сад.

По мнению архитекторов-экологов, загрязнение атмосферы, шум от движения транспорта, так называемый парниковый эффект и другие неблагоприятные факторы городской жизни влияют на самочувствие людей, их настроение, работоспособность. Как защититься от вредных последствий урбанизации? Окружить дом садом, а сад — стеклянной оболочкой, считают авторы проекта. Планировка и функциональное использование помещений здания неразрывно связаны с инженерно-техническими аспектами проекта.

Основными задачами были признаны обеспечение оптимальной теплоизоляции здания, создание системы естественной вентиляции и кондиционирования, использование так называемой первичной энергии и применение дождевых вод для нужд здания. Как показали предварительные расчеты, затраты на содержание и эксплуатацию здания за счет уменьшения количества инженерного оборудования и использования нетрадиционных решений вентиляции, кондиционирования и отопления будут на 25—30% ниже, чем затраты на обслуживание обычного офисного здания такого же масштаба.

**Read the advertisement, design a project of your green home, school, university or some well-known building (The Eiffel Tower, The White House) and write a similar advertisement for it.**

**Тема 2.8. «Landscape design.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма.

**Find in the text words or phrases which mean the same as:**

Primary, combine, environment, use, peaceful, thanks to, connected, alleys, closely situated.

**Match the halves of these sentences. Then put them in the correct order.**

1. Balance in design refers to
  2. Rhythm is achieved when
  3. Repetition means
  4. Unity means that
  5. Colour, line, form, texture and scale are tools used in combinations to
  6. Proportion refers to
  7. Simplicity can be achieved by
- a. the repeated use of features like plants with identical shape, line, form, texture and/or colour.
  - b. the equilibrium or equality of visual attraction,
  - c. all parts of the composition or landscape go together and fit.

- d. adjust design principles.
- e. reduction of a design to its simplest, functional form.
- f. the size of parts of the design in relation to each other and to the design as a whole.
- g. the elements of a design create a feeling of motion,

**Answer the following questions:**

1. What are the criteria for selecting plants?
2. What do microclimate conditions include?
3. What does Plant architecture consist of?
4. What should a skillful landscape designer be aware of?
5. Should plants be spaced close or far from the house?

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

1. Plant selection is not a very important part in the design process.
2. If a plant is not adaptable to the microclimate conditions, it is not worth using it.
3. Most plants perform better in partial or full shade than in full sun.
4. Plants susceptible to mites, scales and other insects will usually be attacked more severely in areas with good air circulation.
5. A skillful landscape designer must know plant's seasonal color variations.
6. In all locations plants must be tolerant of human abuse, air pollution and animals.
25. Choose the best linking word and complete these sentences with information from the text 12

**Work in pairs and try to design a park for children (or any other public or private place). Make use of landscape design principles and discuss your plan.**

- Think about location and shape of a design area.
- Determine the colours and lines and their contribution to the entire harmony.
- Include plant architecture.
- Think of an advertisement for your designed landscape.

**Which 10 words from the list below would you associate with landscape design:**

Fountain, proportion, form, space, cabinet, waste, size, colour, plant, harmony, line, balance, location, illumination, building.

**Discuss why these notions are important for landscape design. Give your reasons in written form.**

**Discuss the basic principles of landscape design. Which of them you find the most/least efficient? Give your reasons.**

**Give your opinion the following question in written form:** How important may be the impact of landscape design on the look and ecological sustainability of our cities and towns? Why? Give your reasons.

**Work in pairs and try to design a park for children (or any other public or private place). Make use of landscape design principles and discuss your plan.**

**Раздел 3. «Consumer design.»**

**Тема 3.1. «Ergonomics. Статьи в английском языке.»**



Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Find in the text words or phrases which mean the same as:**

Providing, differ, make possible, though, increased, popular terms, is used, fields, repeating, encompass.

**Find in the text words or phrases which mean the opposite of:**

Effective, efficient, safe, likely, disabilities, similarities, less, the latest.

**11. Match these words and expressions with their meanings.**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. usability                        | a. температурная и звуковая среда   |
| 2. controls and displays            | b. квалифицированная работа         |
| 3. thermal and acoustic environment | c. оптимизация сотрудничества       |
| 4. skilled performance              | d. кадровый менеджмент              |
| 5. staff resource management        | e. пригодность                      |
| 6. participatory design             | f. кадровая эргономика              |
| 7. community ergonomics             | g. системы управления и визуального |

**12. Think of some questions to review the contents of the text and ask each other.**

**13. Divide the text into logical parts and think of a suitable title for each of them.**

**Read the text once more and answer these questions:**

1. How can ergonomics be of importance for manufacturers?
2. Can we get a "perfect" service using ergonomics in business? Why/why not?
3. Why is ergonomics applied more often these days?
4. Is ergonomics evaluation important at all stages of a design project? Why/why not?

**Match the halves of these sentences. Then put them in the correct order.**

1. In recent years the tendency to involve ergonomists in design research has increased due to
  2. Ergonomics is relevant and important to design
  3. Ergonomics analysis effectively identifies
  4. Ergonomists are trained to identify the users' tacit and latent needs and this helps
  5. Including repeating ergonomics evaluation throughout the design development phase allows to
  6. Another important problem is a lack of understanding of
  7. For manufacturers ergonomics analysis can bring
  8. The main problem ergonomics is facing now
  9. But there is a positive shift towards
  10. As ergonomists are trained to apply knowledge of the users' abilities and limitations in the design process
- a. identify new market opportunities and innovative design solutions.
  - b. any health and safety risks and minimizes or avoids them.
  - c. reduce the business risk and to increase market success.
  - d. the need to consider human factors at the earliest stages of a project.
  - e. businesses developing products, systems or services.
  - f. the increase in standards, rising consumer expectations and demands for better, safer and more efficient products.
  - g. is the lack of understanding of the benefits which can be achieved.
  - h. efficiencies and quality improvements to production lines and also it can enhance the health and safety of their employees.

- i. services can be not only effective, but also pleasurable.
- j. human factors integration, particularly in major projects involving multidisciplinary teams.

**Work in pairs and discuss the following question. Do you believe ergonomics will help us have perfect products and services in future? Why/why not? Give your reasons.**

**Render the following text into English. Think of a suitable title for it.**

Эргономика изучает особенности и возможности функционирования человека в системах: человек, вещь, среда. Она включает в себя такие понятия, как антропометрия, биомеханика, физиология труда, техническая эстетика, психология труда, инженерная психология. Эргономика изучает также движения человеческого тела во время работы, затраты энергии и производительность конкретного труда человека.

Область применения эргономики довольно широка: она охватывает организацию рабочих мест, как производственных, так и бытовых, а также промышленный дизайн. А главной ее задачей является создание таких условий работы для человека, которые бы способствовали сохранению здоровья, повышению эффективности труда, снижению утомляемости и просто поддержанию хорошего настроения в течение всего рабочего дня.

Поэтому эргономика исследует не только анатомические и физиологические, но также и психические изменения, которым подвергается человек во время работы. Результаты эргономических исследований используются при организации рабочих мест, а также в промышленном дизайне.

**Поставьте “the” или “ – “ с именами собственными.**

We met ... Peter Smith in ... Trafalgar Square, near ... National Gallery.  
Have you ever been to ... Great Wall of ... China?  
The shop is in ... Fleet street, next to ... McDonald's.  
... Flintstones sold their house just before ... Christmas.  
When I visit ... Hermitage Museum in ... Petersburg, I'll find the collection of paintings by ... Rembrandt there.  
... Doctor Brown was a veteran of ... World War II.  
... Kremlin and ... Bolshoi Theatre are in the heart of ... Moscow.  
... Mary studies ... French in a school near ... Eiffel Tower.  
... Japanese language is too difficult for me.  
... Henry studies ... Medicine at ... Oxford University.  
... Dutch are the people who live in ... Netherlands.  
When the sky is clear, we can see ... Moon from ... Earth.

**Тема 3.2. «Interior Design. Временные формы глагола в английском языке. Present Continuous tense.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии.

**Find in the text words or phrases which mean the same as:**

творческое решение  
качество внутреннего пространства  
защита здоровья и безопасности  
экономить время

декорация поверхности  
создавать пространство для проживания и работы  
всестороннее понимание материалов

**A. Match each word on the left with the correct definition on the right:**

- |                               |                                           |
|-------------------------------|-------------------------------------------|
| 1. positive                   | a. having power to create                 |
| 2. to relax                   | b. get pleasure from                      |
| 3. creative                   | d. cause or allow to become less tight    |
| 4. to enjoy                   | e. propose, put forward for consideration |
| 5. to build                   | f. put parts together to form a whole     |
| 6. to suggest                 |                                           |
| c. practical and constructive |                                           |

**Compose the sentences with each word in A. Read the above text once more. In pairs, discuss the statements below. Say what you think and ask your partners if they agree or disagree with you.**

1. Interior design is the total creative solution for a programmed interior.
2. Nowadays, people are less aware of their surroundings.
3. A home that functions well is designed to accommodate the daily activities of each family member to help reduce the stress in our busy lives.
4. An appealing interior decreases the market value of your home and makes hiring a designer a good investment.
5. Today, designers are accessible to everyone.
6. The designer does not consider practical considerations, such specific lifestyle factors, acoustics, ergonomics lighting design, and health and safety considerations.
7. Designers are not aware of products and services on the market and are in a good position to suggest creative affordable solutions to a person's needs.
8. Creating a space that is accommodating to each person's lifestyle is the general principle of interior design.

**Fill in the gaps with the words from the box:**

|                                                 |
|-------------------------------------------------|
| explanation treatments planning homes placement |
|-------------------------------------------------|

When decorating or making decorating decisions for new 1 \_\_\_\_\_, it is important to remember that your major decisions could affect decorating choices for quite a long period of time. Commitment to bold or unusual colour 2 \_\_\_\_\_ before you have actually had the opportunity to consider how such changes will coordinate with your furniture 3 \_\_\_\_\_ is not very advisable in this type of situation. In any case, the best advice you could receive while 4 \_\_\_\_\_ interior design for new homes is to make mediocre, unromantic design choices to begin that you can alter at a later time if you choose to do so. This may seem like very unusual advice concerning interior design for new homes especially coming from someone who is working within the design industry - but there is good 5 \_\_\_\_\_ for this reasoning.

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

1. Interior Design, as a very old profession, involves a growing awareness of our visual culture and the world around us.
2. Interior Design is the study of design for places and spaces for human habitation and use.
3. The educational programme of "Interior Design encourages innovative thinking and development of practices which extend the discipline and apply new technologies.

4. Graduates from the "Interior Design speciality are well prepared for professional design career opportunities in an extremely narrow specialty's field.

5. Interior design does not focus on the creation and manipulation of places within which people play out their daily lives, desires and social encounters. Fill in the gaps with the words from the box: positioning doorways successful previous Interior design for new homes can be a tricky process. There is a good possibility that the area pertained in your new home will be slightly larger or smaller than the space in your 1 \_\_\_\_\_ home. It is this reason that planning placement and theme of each space in your new home is so vitally important to 2 \_\_\_\_\_ interior design of new homes. Be sure to measure widths of furniture and 3 \_\_\_\_\_ before moving day comes in order to avoid hassle while getting the furniture into your new living space. Take careful notice of any moving activity that occurs into and around your new home. Careless moving errors can disfigure floors and walls and create flaws in your new house before you have even begun living there. Placement of furniture in new homes is one of the 4 \_\_\_\_\_ aspects of unique interior design for new homes. The old philosophy of creating larger spaces (this is seen especially in living areas and recreation rooms) by lining the furniture along the walls is true at times although at other times (again, especially in recreational-type rooms), dividing the room into two separate spaces by 5 \_\_\_\_\_ furniture towards separate focal points therefore adding space and versatility to the area as well as enlarging it.

**Put the verb into the correct form. Sometimes you need the negative (I'm not doing etc.).** 1. Please don't make so much noise. I'm trying (try) to work. 2. Let's go out now. It isn't raining (rain) any more. 3. You can turn off the radio. I \_\_\_\_\_ (listen) to it. 4. Kate phoned me last night. She's on holiday in France. She \_\_\_\_\_ (have) a great time and doesn't want to come back. 5. I want to lose weight, so this week I \_\_\_\_\_ (eat) lunch. 6. Andrew has just started evening classes. He \_\_\_\_\_ (learn) German. 7. Paul and Sally have had an argument. They \_\_\_\_\_ (speak) to each other. 8. I \_\_\_\_\_ (get) tired. I need a rest. 9. Tim \_\_\_\_\_ (work) this week. He's on holiday. 3. Complete the conversations. A: I saw Brian a few days ago. B: Oh, did you? 1. What's he doing these days? (what / he / do) A: He's at university. B: 2. \_\_\_\_\_? (what / he / study) A: Psychology. B: 3. \_\_\_\_\_ it? (he/enjoy) A: Yes, he says it's a very good course. A: Hi, Liz. How 4. \_\_\_\_\_ in your new job? (you / get on) B: Not bad. It wasn't so good at first, but 5. \_\_\_\_\_ better now. (things/get) A: What about Jonathan? Is he OK? B: Yes, but 6. \_\_\_\_\_ his work at the moment, (he / not / enjoy) He's been in the same job for a long time and 7. \_\_\_\_\_ to get bored with it. (he / begin

### Тема 3.3. «Service Design. Past Continuous tense.»

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Активизация навыка говорения по изученной теме с использованием профессиональной терминологии.

#### **Find in the text words or phrases which mean the opposite of:**

Tangible, fortunately, aware, disadvantage, acceptable, manufacturer.

#### **Match the halves of these sentences:**

1. Service design includes
- 2.. Service design can result
3. Nowadays many organizations are still unaware of the service design benefits and, as a result
4. In industrialized countries there is an increasing need in the level

5. Innovation, an important part of the design process, is poorly applied a. service design is poorly planned.
- b. in service sector.
- c. in greater customer satisfaction and greater profits.
- d. of service design application.
- e. communication, environment, behaviours and other things.

**Work in pairs and discuss the following questions.**

1. Where do you prefer to do the shopping: in big and well-organized shops or in common ones?
2. When shopping do you pay attention to the interior design of a shop? If yes, does it make any difference to you? Can it make you buy something?
3. Do you think that retail design should include not only spatial, but also service design? Why/why not?

**Answer the following questions:**

1. What aspects does the term "retail design" encompass?
2. How much effect can the design of physical surroundings of a store have on consumer behaviour?
3. Why are retailers and manufactures constantly searching for ways to differentiate their offers?
4. What other civil sectors realized the need to design their physical surroundings?
5. Why does retail design play an important role nowadays?

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

1. Retail design includes aesthetical, functional and commercial aspects of the use of a public space.
2. Today consumers demand and expect less than earlier.
3. Flexibility and 'evolution' are two commonest notions of retail design.
4. Post-design research sometimes can be more powerful tool in creating a lasting solution than pre-design research.
5. Investment in retail design has become a commercial necessity for any retailer.
6. Retail design can transform the appearance not only a shop, but a city as well.

**Answer the following questions:**

1. Why is "micro-retailing" a possible perspective for the nearest future?
2. Is shopping a popular leisure activity?
3. How can a store design influence a customer?
4. What are the most profitable areas of investment for any retailer?
5. What are the new retail formats and why are they becoming more popular with customers?
6. What research methods are used within retail design?

**Put these sentences in the correct order.**

1. Nowadays consumers increasingly purchase wants' rather than needs.
- 2.. Shopping has become a popular leisure activity.
3. Consumers now often reject global brands and products.
4. The design of a retail environment can significantly alter the mood and behavior of the consumer.
5. It is predicted that in future we will see growth of micro-retailing", which presents more targeted consumer-centered approach.
6. There are a number of consumer trends which are likely to have a great effect upon the retail design strategies that we will experience in the future.
7. Designers will continue to look at ways of creating more memorable and enticing store formats.
8. There are a number of government initiatives, such as the Property, Planning and Regeneration policy, which have a significant impact on retailing today.
9. Many retailers begin to explore new retail formats and locations because people become rich in

money but short of time.

10. That happens because the performance of the store is often measured in terms of PR and perception as well as actual sales.

11. The importance of consumer research for retail design will grow in future.

**Complete the sentences with the correct form of the past simple or past continuous.**

a. We were sitting (sit) in the cafe when I suddenly felt (feel) ill.

b. The last time I \_\_\_\_\_ (talk) to Ian, he \_\_\_\_\_ (plan) his next holiday.

c. Jane \_\_\_\_\_ (arrive) while I \_\_\_\_\_ (do) my homework.

d. As they \_\_\_\_\_ (walk) along the road, it \_\_\_\_\_ (began) to rain.

e. The phone \_\_\_\_\_ (start) ringing while I \_\_\_\_\_ (wash) my hair. IES Libertas. Torre Vieja. Departamento de Inglés

f. The boys \_\_\_\_\_ (play) football when a dog \_\_\_\_\_ (run) onto the pitch.

### **Тема 3.4. «Workplace Design. Future Continuous tense.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Активизация навыка восприятия иностранной речи на слух.

**Translate the following words analyzing their word-formation model. Work with a partner and see how many words with the same word formation model you can add to this list.**

Widespread, shareholder, breakdown, teamwork, shortcoming, wheelchair, basketball.

**Read the text and translate the words in bold type. Analyze their word-formation model. Translate the whole text.**

When applying ergonomics in the **workplace**, there are now **well-developed** regulations and **guidelines** for things like manual handling, shift work and working with visual display terminals. With proper training many of these issues can be addressed by non-ergonomists, such as facilities managers and health and safety managers. The Trades Union Congress (TUC) works to ensure its own employees enjoy the most productive and comfortable working conditions. The TUC has maintained **forward-thinking** approach with a **wide-ranging** programme of improvements. A key aspect of the work has been to introduce changes to the working environment resulting in **open-plan** office **layouts**. The TUC also provides ongoing health, safety and ergonomics training.

**Which words or phrases in the text were used to describe:**

1. a person or organization, having some shares in a company
2. money, spent on smth
3. a person who is given work
4. a person who is giving work
5. style, mode
6. not very expensive
7. age, at which old people stop working

**Think of suitable titles for the paragraphs in the text. Choose among the following ones:**

People ageing

Technological change

Stress and overwork

Worklife balance

Business pressures

Demographic timebomb

Increased competition  
Comfortable patterns of work

**Answer the following questions:**

1. What kinds of business pressures will force the further development of workplace design?
2. What problems can make the employers rethink the work environment?
3. What is going to make people less place-dependent?
4. Will people over the age of 50 continue working by 2020?

**Work in pairs and answer the following questions:**

What areas do you think workplace design may cover?

Why can it be of practical importance for both employees and employers?

**Render the following text into English.**

Мобильные рабочие места

Мобильная рабочая станция — гимн эффективности и эргономике. Компактная, с выдвигаемыми уровнями, секциями и полочками — оптимальное решение для всех, у кого велика потребность в отдельном домашнем кабинете, но нет возможности обустроить его. Больше не будет проблем с оборудованием, которое необходимо часто двигать с места на место — столик на колесах позволяет передвигать блоки компьютера даже во включенном состоянии и обходиться при этом без механических повреждений.

От правильной организации рабочего места зависит и настроение, и качество работы. Для начала удобно установить монитор. Верхний край экрана — на уровне глаз или чуть ниже. Если работаете с документами, листы лучше расположить как можно ближе к экрану, чтобы избежать лишних движений головой. Чтобы на экране не было бликов (light spots), у многих рабочих мест предусмотрены специальные «козырьки» (peaks). Для беспроводных устройств, например ноутбука или карманного компьютера, подойдет кресло с широким «крылом»-подставкой (peak-stand).

**Complete the sentences with the verbs in brackets.** Example: Peter is playing games on his new laptop. This time on Monday he will be writing an English test. Mrs. Scott is reading a fashion magazine. This time on Monday she ..... meals at the restaurant. (cook) Marion, their daughter, is playing with a ball in the garden. And her grandma is watching her. This time on Monday Marion ..... a geography lesson. (have) And her grandma ..... a doctor. (see) Ben, the oldest son, is still sleeping. And his grandpa is trying to wake him up. This time on Monday Ben ..... football in his club. (practise) And his grandpa ..... for grandma at the doctor's. (wait) Samuel, the youngest son, is chasing their dog Spot around the house. This time on Monday Samuel ..... in a physical education lesson. (exercise) But we have no idea what Spot ..... tomorrow. (do)

**Тема 3.4. «Product Design. Предлоги времени в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Translate the following adjectives with suffixes -al, -ive, -able, -ic:**

Integral, technical, functional, commercial, comprehensive, technological, social, available, strategic, economic, eventual, final, extensive, creative, separable, productive, natural, actual,

competitive, expensive, invariable, fashionable.

**Form nouns from the following verbs and translate them into**

**Russian. Use the following suffixes:**

-ion, -(a) tion: to distribute, to implicate, to recommend, to generate, to produce, to define, to prepare, to modificate, to manifest, to collaborate, to collect, to expect, to iterate, to direct, to select, to interpret; -ment: to invest, to develop, to require, to manage, to improve; -er: to consume, to manufacture, to design, to bear, to drive.

**Find in the text words which mean the same as:**

To coincide; to include; to expect; to deal with; to fulfill; to demand;  
to receive from; main; exhaustive; different; with regard to; seldom; often;  
almost, probably; producer; to take into consideration,

**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                                                                           |

**Read the above text once more and say whether the following statements are true or false:**

1. The brief encompasses five main views.
2. It is quite common to find a really comprehensive brief.
3. The typical output of research is reports and recommendations.
4. The process of product design usually involves only one phase.
5. The technical part of the brief may also have a wish list" of functions and features.
11. Complete the following sentences to check how much you have memorized:
  1. The product design process is typically much more involved (at the beginning than at the end; at the end more than at the beginning).
  - 2.. The marketing part of the brief will describe the anticipated product (its functionality and brand imperatives; its cost and manufacture).
  3. The commercial part of the brief will cover all aspects relating to (sales and distribution; performance and standards).
  4. The commercial part of the brief is a file containing a record of all of the relevant (copies of market research; documents and factors).
  5. In a well-resourced company the designer's role will be (to manage and steer the process; to change and stop the process)
  6. The product design process is widely used within FMCG companies for (distribution and payments systems; technical packaging and delivery systems)

**Find in the text words or phrases which mean the same as:**

идеально подходит к  
включать ряд этапов  
все факторы, влияющие на



технический раздел  
раздел, касающийся сбыта  
относящиеся к делу факторы и документы  
проводить научные исследования рынка  
вытекать из  
непрерывный поиск  
как потребитель, так и производитель  
управлять и направлять (регулировать) процесс  
быстрое продвижение товаров потребления

**Find in the text the right word to complete the sentences.**

1. The brief can be complex and backed by... .
2. The marketing part of the brief will also enclose recent... research findings.
3. The client will supply copies of market research which the... has carried out.
4. The typical ... of research is reports and recommendations arising from them.
5. The finished model defines in every way what the ... product will be like.
6. The activity of product design is always ... to any company manufacturing physical products and especially consumer products.

**What is the impact of the factors below on the product design? Give your reasons.**

new product development  
influencing factors  
a "wish list" of functions  
cost and intended manufacture

**Characterize different phases of the product design process using the following word combinations:**

the aspects of the marketing, technical and commercial parts of the brief  
all influencing factors  
typical outputs  
strategic enquiry  
innovation, modification  
market research, design development

**Prepositions of Time Exercise**

**A Fill the gaps with at, in or on.**

- 1 It's ridiculous. The bank closes \_\_\_\_\_ 2:30 pm.
- 2 \_\_\_\_\_ 1492 Columbus sailed the ocean blue.
- 2 Jim had a terrible journey to Wales \_\_\_\_\_ Christmas Eve 2003.
- 4 We're planning to go skiing \_\_\_\_\_ Easter.
- 5 She passed her driving test \_\_\_\_\_ March.
- 5 Some people study best \_\_\_\_\_ night but I prefer the morning.
6. I hate doing the shopping \_\_\_\_\_ Saturdays.

**Раздел 4. «Miscellaneous.»**

**Тема 4.1. «Packaging Design. Предлоги места в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма.

**Look at the following international words, guess their meaning and check the pronunciation in a dictionary:**

Classic, role, to address, section, to start, potential, supermarket, illusion, information, ingredient, focus.

**Translate the following adjectives with suffixes -al, -ic, -ive, -able, -ful. Analyze their word-formation model:**

Functional, cultural, original, intellectual, distinctive, objective, subjective, valuable, reasonable, available, powerful, successful, useful, basic, classic.

**Guess the meaning of the words in bold type:**

To protect-protection, fresh-freshness, to require-requirement, to use- user, real-reality, to perform-performance, to isolate-isolation, to differ-different-difference, to accept-acceptance, intention-unintentionally, similar-similarly, individual-individuality.

**Find in text nouns corresponding to the following verbs. Translate them into Russian:**

To contribute, to inform, to perform, to propose, to consider, to contaminate, to compete, to protect, to pack, to require, to design.

What associations do the phrases "user-friendly packaging" and "user-unfriendly packaging" call to mind?

Make a list of ideas and compare your notes with those of your partners.

**Find in the text words which mean the opposite of:**

Moving off; to make worse; simple; out of date; to turn off a shopper's attention; shortage; final point; weak; indigestibility; at first.

**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 |
| 9. scrutiny            | i. coating of different material               |
| 10. be at the point of | j. thorough and detailed examination           |
- (through the senses of sight, hearing, etc)

**Compose the sentences with each word in A.**

**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.
3. Packaging design can be viewed in different (ways, wraps, packs).

**Read the phrases below and describe the situations in which they are used in the text:**

to improve product protection  
pack's different requirements

to attract attention at point of purchase  
to stand out from the crowd  
the after-use consideration for all packaged goods

**Find in the text the right word to complete the sentences:**

- a) Packaging design in the modern \_\_\_ f has gone way beyond simple functional
- b) At each stage of a pack's life it has different \_\_\_\_\_
- c) According to various research \_\_\_\_\_ a pack on a \_\_\_ shelf has than 3 seconds to grab a shopper's attention.
- d) The pack has to \_\_\_\_\_ closer scrutiny.
- e) The designer needs to consider the order of secondary information such as performance \_\_\_\_\_ or foodstuff \_\_\_\_\_.

**Divide the text into logical parts and give each a suitable title.**

15. Work in pairs, think of some questions to review the contents of the text and ask each other.

**Render the following text into English using the Active Vocabulary:**

Оформление и дизайн коробок и упаковки

Рассмотрим поэтапно изготовление оригинал-макета на картонную коробку.

Первый этап — разработка конструкции. На этом этапе наш инженер придумает конструкцию будущей коробки и изготовит штучный образец. Этот образец может быть оригинального размера или уменьшенного. В последующем, этот образец может быть выполнен с нанесением разработанного оригинал-макета. Мы делаем коробку так, чтобы она легко складывалась и потом не разваливалась. На данном этапе разработки можно выяснить, из какого картона предпочтительнее изготовить будущую коробку, да так, чтобы она выдержала нужный вес или нагрузку.

Второй этап — изготовление оригинал-макета. На этом этапе мы создаем, собственно, сам макет, решая все необходимые задачи, описанные выше. Для более полного представления об оформлении можно сделать цветопробу. Она поможет представить себе внешний вид коробки более детально. Ниже представлены примеры разработок оригинал-макетов для будущих коробок.

Третий этап — изготовление полноценного штучного образца. Выкройка коробки обклеивается распечаткой макета и потом вырезается на специальном режущем плоттере. Для больших коробок, которые состоят из нескольких частей, этот процесс несколько дорог, но для будущих больших тиражей эти затраты могут быть оправданы, особенно если это новый продукт.

**What associations do the phrases “user-friendly packaging” and “user-unfriendly packaging” call to mind? Make a list of ideas and compare your notes with those of your partners.**

**Discuss with your classmates a pack requirements and its life cycle. Speak about different trends relevant to packaging design. Pay special attention to lifestyle trends.**

**Read the packaging design projects, proposed by Williams Murray Hamm. Make up your own project, according to the model:**

Project: Rebranding Hovis bread

Client: British Bakeries

Designer: Williams Murray Hamm

Packaging design was rebranded to force a dramatic consumer reappraisal of Hovis. The project is of special significance because it demonstrates that big brands can successfully make radical change without alienating consumers. The rebranding won the International Design Effectiveness Awards 2002 Grand Prix. In early 2001, British Bakeries concluded that its Hovis brand was facing a problem.

During the late 1990s retailers had adopted an EDLP strategy (everyday low pricing) forcing down the price of bread by 10% in real terms. This impacted on margins and profitability, which led to a reduction in marketing activity. The consequence was a decline in brand 'equity'. Effectively people were buying Hovis if it was cheaper, not because it was a desirable brand. Research also showed, however, that to get people to buy into Hovis meant overcoming two image problems:

It was seen as old-fashioned and out-of-date.

It was associated with brown bread at a time when white bread offered a bigger commercial opportunity.

To succeed, Hovis had to become a contemporary bakery brand and this clearly demanded radical reinvention. British Bakeries had to force a radical consumer reappraisal of Hovis. The existing packaging looked like that of every other player in the sector.

So the new packaging had to look unlike anything yet seen in the sector. The creative idea was very simple. To wrap each loaf in packaging representing everyday foods associated with bread: beans, cucumber, eggs, tomato, and melted cheese.

In a simple way it continued the tradition of blocks of colour that undoubtedly make life easier for people shopping on 'auto-pilot' to pick out what they wanted. It also offered British Bakeries great campaign potential as it would be easy to update periodically. And it offered more than pack decoration — it was an idea that could live across many applications and so was adopted by PR company Borkowski as the focus for its launch activity. In April 2002, ten months after the relaunch, Hovis was identified as the UK's fastest growing grocery brand (source: Taylor Nelson Sofres).

### **Prepositions of Place**

John invited me to dinner \_\_\_\_\_ his club.

in  
at  
into

2. He sits \_\_\_\_\_ the desk all day writing something in his notebook.

by  
at  
on

3. What is the cheapest way of getting \_\_\_\_\_ New York to Washington, D.C.?

from  
out of  
after

4. A bullet was fired \_\_\_\_\_ the upstairs window.

to  
in  
from

5. He hung the picture in the hall \_\_\_\_\_ the right as you come in.

to  
in

on

6. Passengers may leave bulky items \_\_\_\_\_ the stairs with the conductor's permission.  
in

under

on

7. He opened the door with a rusty key and went down the steps \_\_\_\_\_ the basement.  
in

from

#### **Тема 4.2. «Graphic Design. Герундий в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Развитие навыка письма.

#### **Find in the text words which mean the same as:**

permeate, soak

mess, chaos, confusion, disarray, disorder

convince, éxpostulate

scheme, plan

#### **Find in the text words which mean the opposite of:**

Method, neatness, order, sequence.

A. Match each word on the left with the correct definition on the right:

- |                 |                                        |
|-----------------|----------------------------------------|
| 1. reproduction | a. general law of cause and effect     |
| 2. expression   | b. having the same opinion             |
| 3. principle    | c. process of reproducing              |
| 4. agreement    | d. process of expressing               |
| 5. operate      | e. join together                       |
| 6. poster       | f. mental picture of the future        |
| 7. combine      | g. work, be in action                  |
| 8. dream        | h. placard displayed in a public place |

#### **Choose the correct word to complete the sentences:**

- Graphic design is a course of combining texts and graphics in order \_\_\_\_\_ an interactive work of art.  
a. to develop, b. to contact c. to work
- Designers \_\_\_\_\_ their purpose by utilizing the elements and principles  
a. construct, b. create c. achieve
- A spontaneous \_\_\_\_\_ to the communication needs of the industrial revolution, graphic design was invented to sell the fruits of mass production to growing consumer societies  
a. method, b. response, c. request
- Rapidly expanding reproduction technologies provided the means for graphic design's \_\_\_\_\_ in the vast economic, political, technological and social changes of that era.  
a. participation, b. role, c. significance
- Graphic design has a massive \_\_\_\_\_ on our everyday lives.  
a. importance, b. impact, c. influence
- Graphic design plays a huge part in the way we \_\_\_\_\_ and forms an

important part of our visual environment.

a. live, b. communicate, c. work

7. From early times one of the means of peoples' embodiment of their dreams, wishes and assessments was \_\_\_\_\_.

a. graphic, b. work, c. conversation

**Give situations from the text in which the following are used:**

1. Graphic designers of catalogues, booklets and annual reports should consider the paper pages... .
2. Regardless of whether you are working in oils, watercolors or acrylics... .
3. Working the facing pages as a single visual unit, the diverse graphic elements need... .
4. It doesn't matter if you choose white or... .
5. It is the challenge of the graphic designer to create... .

**Read the above text once more. In pairs, discuss the statements below. Say what you think and ask your partners if they agree or disagree with you. Use the following phrases to help you:**

**Agreeing**

I agree with you.

Yes, that is what I think too.

You are right!

I am in complete agreement

**Disagreeing**

Yes, but don't you think...?

True, but I think...

I see what you mean, but....

I don't suppose... .

1. The blank white paper spread is like the untouched canvas of a painter.
2. Composition is not the first area to focus on.
3. The arrangement of photographs, descriptive selling copy and headlines takes the form of planned composition.
4. Design elements should not reflect what looks good to the consumer's eyes and not mind.
5. It doesn't matter if you choose white or a solid background color as your 'empty design element.
6. In general, the more freely the design elements appear on a page spread, the less dramatic the depictions can be.
7. The empty space you create can be the most effective and the most complex in uniting all elements of your graphic design. What is the purpose of graphic design? Give your ideas.

Discuss with your classmates the opportunities of modern graphic design. Present your own samples of advertising by means of graphic.

**Render the following text into English:**

Истории карандаша больше 200 лет. До того, как был изобретен карандаш, люди рисовали палочками на глиняных дощечках и дощечках, покрытых воском, позже — кусочками свинцовой, серебряной или даже золотой проволоки на бумаге. Но такие карандаши оставляли на бумаге слабый след и к тому же стоили очень дорого.

В XVI веке в Англии, в графстве Кемберленд, нашли залежи графита. Оказалось, что этот минерал обладал чудесным свойством: палочка, сделанная из него, оставляла на бумаге черную ровную линию. Но прошло еще очень много времени, прежде чем научились делать для карандаша деревянную одежду.

Сначала графит распиливали на карандашные стержни, но у графитовых стержней

было два существенных недостатка: они пачкали пальцы и быстро ломались. Было предложено обматывать стержни по всей длине тесьмой, которую следовало разматывать по мере того, как исписывался графит. Позже французским ученым Н. Контье было предложено клеивать графитовые стержни в деревянные пеналы. И вскоре во многих странах Европы открылись карандашные фабрики, изготовлявшие карандаши известного нам типа.

Make sentences using the words in bold and translate them.

*Complete the sentence using the GERUND or INFINITIVE (with or without TO)*

1. My sister reminded me **late** for the ceremony (NOT BE).
2. Why does he always avoid **at me** (LOOK)?
3. I promised **by tomorrow**. (STOP)
4. You can go. I don't mind **alone**. (BE)
5. I'm already so tired. I need **a short break**. (TAKE)
6. After we finished **our homework** we went for a walk. (DO)
7. When does he expect **for Rome**? (LEAVE)
8. His secretary advised us **until autumn**. (NOT WAIT)
9. My boss expects me **the report by next Friday**. (FINISH)
10. My dad seems **in a very good mood today**. (BE)
11. Mr Jackson warned the boys **the wires**. (NOT TOUCH)
12. He advised me against **that apartment**. (RENT)
13. Would you please stop **so much noise**. (MAKE)
14. He doesn't let anyone **in his new office**. (SMOKE)

#### **Тема 4.3. «Information Design. Страдательный залог в английском языке.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

**Look at the following international words, guess their meaning and check the pronunciation in a dictionary:**

Information, discipline, linguistics, typography, ergonomics, form, document, technical, instruction, reputation, material, command, specialist, situation, idea, context.

**State to what part of speech the following words belong and translate them into Russian:**

-

**Translate the following adjectives with suffixes -al, -ic, -ive:**

Traditional, sequential, special, functional, (in) formal, technical, internal, individual, critical, graphic, scientific, instructional, digital, visual, electronic, economic, public, attractive, extensive, intuitive, (un)productive, effective, positive.

**Find in the Text A nouns corresponding to the following verbs, translate them into Russian:**

To inform, to improve, to govern, to frustrate, to provide, to operate, to evaluate, to select, to use, to design, to interact, to manage.

**Form adverbs using the suffix -ly, translate them into Russian:**

Rapid, (in) correct, potential, usual, clear, normal, separate.

**Make a list of associations which the words «communication design» and «information architecture» call to mind.**

**Make up situations, using English equivalents of the words given above.**

**Say whether you agree or not with the following statements/**

**Explain why/why not Use the following phrases and word combinations:**

In my opinion, to my mind, the fact is, o Start with, think, as far as I know, I believe

- a) Nowadays it is easy to imagine our life without information design.
- b) Information designers serve the needs of neither information providers nor information users.
- c) Information design is a discipline that draws on applied mathematics. history, geography and computing.
- d) Information designers improve a lot of texts by transforming complex material into a graphic form.

**13. Find in the text the right word to complete the sentences:**

- a) Information designers have achieved major economic and social \_\_\_ in information use.
- b) Information designers serve the needs of information \_\_\_ and information
- c) At present information products may be accessed \_\_\_ paper, the internet; digital TV and phones.
- d) Information design is a rapidly growing \_\_\_.
- e) Information designers can improve the \_\_\_ of documents by many ways.

**Give situations in which the following word combinations are used:**

to find new methodologies  
to avoid unproductive approaches  
real and measurable benefit  
web-delivered information  
an integrated approach to design

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

- 1. An integrated approach to the design of documents requires no expertise.
- 2. Information designers must avoid unproductive approaches to a problem.,
- 3. A multi-channel world encourages the creation of information that can be rendered only on paper.
- 4. There is no need to find new methodologies that combine the intuitive, and planned approaches of traditional designers.
- 5. Knowledge management helps an organization to correlate and exploit the information it holds

**20. Work with a partner. Take turns to ask and answer questions about the future trends of information design development.**

**Read the projects below. Make up your own project according to the models:**

Project: Way finding in complex healthcare environments

Client: NHS

Designer: Enterprise IDU

At healthcare sites, people are often stressed before they arrive; being unable to find their destination only adds to their anxiety. This study of 27 sites led to the NHS commissioning new guidelines for way finding systems.

Project: Simplifying environment forms

Client: The Environment Agency

Designer: Text Matters

Using stakeholder review, business process analysis and systematic, user-focused forms analysis, authoring and design helped the Environment Agency reduce the number of customer-facing forms it administers from

1,200 to fewer than 250. More management attention to fewer forms resulted in better, clearer forms and allowed more recent developments, such as changes in Data Protection legislation and the need to deliver paperless forms, to be delivered in a straightforward and consistent way.



**Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.**

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. Nick (to send) to Moscow next week.
4. I (to ask) at the lesson yesterday.
5. I (to give) a very interesting book at the library last Friday.
6. Many houses (to build) in our town every year.
7. This work (to do) tomorrow.
8. This text (to translate) at the last lesson.
9. These trees (to plant) last autumn.
10. Many interesting games always (to play) at our PT lessons.
11. This bone (to give) to my dog tomorrow.
12. We (to invite) to a concert last Saturday.
13. My question (to answer) yesterday.
14. Hockey (to play) in winter.
15. Mushrooms (to gather) in autumn.
16. Many houses (to burn) during the Great Fire of London.
17. His new book (to finish) next year.
18. Flowers (to sell) in shops and in the streets.
19. St. Petersburg (to found) in 1703.

**Тема 4.4. «Advertising Design. Direct and indirect speech.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях.

A. Match each word on the left with the correct definition on the right:

- |               |                                                        |
|---------------|--------------------------------------------------------|
| 1. to develop | a. make an earnest request go for the decision         |
| 2. business   | b. short descriptive article in a paper cover pamphlet |
| 3. to appeal  | c. cause to grow larger fully or more mature           |
| 4. vivid      | d standing out easily seen                             |
| 5. organic    | e. made of related parts                               |
| 6. effective  | E. having an effect making a striking impression       |
| 7. brochure   | g. commerce, buying and selling                        |
| 8. prominent  | h. intense, clear, distinct                            |
| a. pleasant,  |                                                        |

**Compose the sentences with each word in A**

**Choose the correct word to complete the sentences:**

1. Designers worldwide have adopted various approaches in order to appeal emotionally to users and to infiltrate a \_\_\_\_ marketplace.  
a. pleasant, b. interesting, c. competitive
2. \_\_\_\_\_ is one of the most visible forms of mass communication in our world.  
a. advertising, b. trade, c. television
3. Effective advertising develops a distinctive look and style that reflects the \_\_\_\_ of your company's services or products.  
a. uniqueness, b. safety, c. effectiveness
4. The advertising designers offer outstanding talent, technical skills and production experience.  
a. poetic, b. scientific, c. creative

**Translate the following words and word combinations, using a dictionary:**

advance advertising; advertising agency; advertising agent; advertising campaign; advertising costs; advertising drive; advertising expenditures; advertising expenses; advertising man; advertising media; advertising message; advertising outlay; advertising program; advertising research; advertising theme; advertising appropriation; advertising association; advertising budget; advertising manager; anticompetitive view of advertising billboard advertising; classified advertising; commercial advertising; consumer advertising; cooperative advertising; direct response advertising; direct-mail advertising; direct-mail advertising; display advertising; electrical advertising; follow-up advertising; free editorial advertising; group advertising; illuminated letter advertising; institutional advertising; large scale advertising program; low-pressure advertising; mail-order advertising; media advertising; misleading advertising; national advertising; outdoor advertising; patent advertising; permanent poster advertising; point-of-purchase advertising; price advertising; procompetition view of advertising product advertising;

publicity-mast advertising; puffing advertising; reminder advertising; selective advertising; subliminal advertising; technical press advertising; trade advertising; transit advertising; two-step formal advertising.

**Work in pairs, advertise some manufactured products you use today. Student A will be an employee of an ad agency while Student B will be a customer. Decide which roles you want to play and follow the instructions.**

**Student A**

You work for "Get and Go" Advertising Company and write short promo reviews on a wide range of consumer products. Your new task is to write about a product you yourself use every day with a great pleasure. Include the following information in your comment:

What is the object? What is it supposed to do?

Is it easy to understand how it works?

Is it comfortable to use?

Who is it for? (size, age, ability of the person)

Is it safe?

Is it pleasant to look at and touch?

What are the positive aspects about using the object?

Add a personal touch to the review and present it to your friend to check its effect.

**Student B**

Your friend works for an advertising company and sometimes asks you about different products you use in everyday life. Listen to his new review and act as opponent. Decide whether you would like to buy the product and then ask questions specifying its price, where to buy it, etc. or you are not sure it is so good and want to inquire some additional information about the product's functionality, ergonomics, durability or safety.

**Fill in the gaps with the words from the box:**

|             |            |        |           |             |
|-------------|------------|--------|-----------|-------------|
| take action | individual | places | headlines | to identify |
|-------------|------------|--------|-----------|-------------|

Creating ads avoid 1\_\_\_\_\_ set in all capital letters. Typography is the key to effective communication: our eyes and brains are conditioned 2\_\_\_\_\_ lower case letters and words. Familiar looking words are glanced over with full comprehension.

We also read words by the shape of the word, not by reading 3\_\_\_\_\_ letters.

Ascenders and descenders give distinctive shapes to words; all caps make most words look the same. People expect to see certain objects in certain 4\_\_\_\_\_, so they look for them there.

Consistency in ads is important because most readers must be exposed to an ad seven times before they notice it or 5\_\_\_\_\_ on it. Make sure you have consistent ads which place important information where readers expect to see it.

**Render the following text into English:**

**Информационный дизайн**

Любой интернет-ресурс, любая информация нуждается в качественном и понятном представлении. Особенно это касается интерактивных систем, где дружелюбный и интуитивно понятный интерфейс необходим для того, чтобы не только привлечь пользователя, но и провести его к материалам, представляющим для него интерес. Организация качественной структуры представляемой информации — шаг к успеху проекта.

**Понятие информационного дизайна**

Под информационным дизайном (WEB-дизайном) можно понимать разработку структуры представления информации, а также художе-ственного и делового оформления узлов этой информационной струк-туры. Появление новой информационной технологии привело к фор-мированию особых специалистов, веб-дизайнеров и веб-мастеров (WEB — World Wide Web — всемирная «паутина»). Эти профессии настолько различны, насколько созвучны их названия. Веб-дизайнер сайт делает, а веб-мастер — поддерживает. Рассмотрим основные этапы разработки и поддержания сайта.

**Change this direct speech into reported speech:**

1. “He works in a bank”

She said \_\_\_\_\_

2. “We went out last night”

She told me \_\_\_\_\_

3. “I’m coming!”

She said \_\_\_\_\_

4. “I was waiting for the bus when he arrived”

She told me \_\_\_\_\_

5. “I’d never been there before”

She said \_\_\_\_\_

6. “I didn’t go to the party”

She told me \_\_\_\_\_

7. “Lucy’ll come later”

She said \_\_\_\_\_

8 “He hasn’t eaten breakfast”

She told me \_\_\_\_\_

9. “I can help you tomorrow”

She said \_\_\_\_\_

**Тема 4.5. «Interaction Design.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Составление вопросов по профессиональной тематике. Диалоги.

**Find in the text words which mean the same as:**

main, evident

attain, provide, occur, use, define, destroy, be about to do smth, comprise, send out in all directions

aim, mistake, trademark, major achievement

**Find in the text the right words to complete the sentences:**

- Interaction design is likely to become the key design... of this century.
- Interaction is the ... of persons or things on each other, encompassing action and communication.
- Information technology ... can take almost any form.
- The quality of experience is largely determined by the quality of the ... design.
- Poor design undermines people's ... of an organization.

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

- |               |                                                       |
|---------------|-------------------------------------------------------|
| 1. feedback   | a. make suitable for a new use, need, situation, etc. |
| 2. interface  | b. information (about a product) given by the user    |
| 3. manipulate | c. Smth done wrong, mistake                           |
| 4. cognition  | d. area common to two or more                         |

- |              |                                                                  |
|--------------|------------------------------------------------------------------|
|              | systems, processes, etc                                          |
| 5. error     | e. lack of success                                               |
| 6. failure   | f. operate, handle with skill                                    |
| 7. adapt     | g. knowing, awareness, including sensation but excluding emotion |
| 8. undermine | h. weaken gradually                                              |

C. Compose the sentences with each word in A.

**Answer the questions. Give your reasons:**

- 1) How do you understand the word "interaction"?
- 2) What does interaction design deal with?
- 3) What form can information technology products take?
- 4) Who enjoys using poorly designed things?
- 5) Why does poor design undermine people's perception of an organization?

**Read the text again and make up a list of key words.**

**Choose from each paragraph the sentence that best conveys its idea.**

**Formulate the main idea of each paragraph in your own words.**

Choose the most suitable word to complete each sentence:

1. More and more people are using interactive (products, trends, aspects) from games to personal video recorders.
2. The dominant technology for user interaction at present is the (TV set, web, video recorder)
3. Software interaction design was traditionally done by (workers, craftsmen, engineers)
4. Modes of interaction are (difficult, different, hard)

**Read the phrases below and describe the situations in which they are used in the text:**

the dominant technology for user interaction

various modes of interaction

design solutions based on a high level of abstraction

to minimize required maintenance

to support experts and novices

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

1. More and more people use interactive products.
2. Interaction designers support only professional users.
3. Interaction design moves to various platforms from mobile phones to television screens.
4. Interaction design won't need to create design solution to minimize maintenance.
5. Software interaction design is not separate from hardware design.
6. Interactive products become more simple.

**Тема 4.6. «Architectural Design.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Составление вопросов по профессиональной тематике.

**Find in the text words which mean the same as:**

trademark

rest relaxation

native inborn innate

discourage

matchless

sleek

ambitious

walk

lofty, towering  
insuperable, insurmountable

**Find in the text the right word to complete the sentence:**

1. The architectural manifestations of ... are ubiquitous.
2. Most ... buildings housing, schools, traditional markets, religious edifices, factories producing locally crafted goods - are minimally affected by globalization.
3. Originally an American ..., these architectural edifices have spread like mushrooms in recent decades through cities on every continent.
4. Architects spend much time looking at what other... are designing,
5. Many ... products and materials glass, aluminum, stainless steel, copper, titanium, countless varieties of natural stone used to clad and finish buildings are readily... throughout the world.

**A. Match each word on the left with the correct definition on the right:**

- |                  |                                                         |
|------------------|---------------------------------------------------------|
| 1. prohibit      | a. grow. reproduce by rapid multiplication of new parts |
| 2. fabulous      | b. genuine                                              |
| 3. proliferate   | c. forbid                                               |
| 4. authentic     | d. marvelous, incredible                                |
| 5. comfortable   | e. concerned with seeing                                |
| 6. manifestation | f. the art of representing objects                      |
| 7. visual        | g. having or providing a comfort                        |
| 8. drawing       | h. making clear                                         |

Compose the sentences with each word in A.

Read the above text once more. In pairs, discuss the statements below. Say what you think and ask your partners if they agree or disagree with you.

1. Increasingly familiar global architecture does not reflect the market needs and functional agendas of international business and industry.
2. Most urban buildings housing schools, traditional markets, religious edifices, factories producing locally crafted goods are affected by globalization because they are built by and primarily serve, citizens of local communities.
3. Originally, an American invention these architectural edifices have spread like mushrooms in recent decades through cities on every continent.
4. Architects spend much time looking at what other architects. Are designing, no matter where.
5. Thanks to fabulous photographs and drawings in slick magazines and professional journals published in virtually all developed countries, plus architectural monographs and other visually rich books appearing every month, architects can scan and span the globe.
6. Many stylish products and materials-glass, aluminum, stainless steel, copper, titanium, countless varieties of natural stone used to clad and finish buildings are readily available throughout the world. Find in the text words which mean the same as:

Meaningful; preeminent, chief; circumscribe; inhabited; majestic, grand, superior; characteristic; division, distribution; concerted, coordinated; risk; influence

**Find in the text the right word to complete the sentence:**

1. The objects of ... can range from a piece of furniture or humble bus shelter to the grandest of civic buildings.
2. ... both contains space and is contained by space.
3. Thus architecture, although usually financed and built by specific clients for specific ..., inevitably plays other roles in the... which may not be initially understood or anticipated by the ... designers, builders and owners.
4. Generally buildings are ... of foundations anchoring the structure to the earth; walls and ... holding up floors and roofs.
5. The designer's ... is to artfully assemble all these components in a coherent, three-dimensional
6. All buildings have describable sensory ... related to construction materials, surface textures and colors, and ... of light and sound.

7. It determines the overall size of a ... and may significantly limit ... options.

**Fill in the gaps with the words from the box:**

|          |           |            |               |              |
|----------|-----------|------------|---------------|--------------|
| Drafting | down-turn | to satisfy | architectural | homebuilders |
|----------|-----------|------------|---------------|--------------|

Many of the most successful builders are realizing the benefits of outsourcing their residential 1 \_\_\_\_\_ design and drafting. When homebuyers demand greater customnization, designers companies can give the flexibility

2 \_\_\_\_\_ their needs while reducing your costs and staffing overhead. As homebuilders experience the ups and downs associated with today's economy, it becomes difficult to predict manpower needs.

That unpredictability also carries over and puts internal pressures on the 3 \_\_\_\_\_ and design resources. Homebuyers today demand more customization than ever, and they want it now - but most 4 \_\_\_\_\_ cannot afford to keep a large, highly skilled drafting and design team on staff. In uncertain economic times, homebuilders are reluctant to add additional personnel. Should they risk hiring and training their own designers, and then see a market 5 \_\_\_\_\_ hat requires lay-offs? These ups and downs can be costly, and most builders recognize that they must stay lean in their technical staffing support to remain competitive in today's economy.

**Тема 4.7. «Modern Design And Architecture.»**

Изучение основных лексических единиц на иностранном языке по теме. Активизация навыка чтения, перевода и выделения информации в тексте. Активизация изученного материала в упражнениях. Составление вопросов по профессиональной тематике.

Find in the text words which mean the same as:

1. Firm, steadfast; 2. censure; blame; 3. many-storied; 4. ascetic; 5. front; 6. rectilineal; 7. grating, grate; 8. supporter; 9. goodness; justice, uprightness, rectitude; 10. transform, turn into rebuild, reconstruct; 11. repudiate, disclaim, forswear

**Find in the text the right word to complete the sentences:**

1. In the late 19th and early 20th century, many European and some American ... reacted to the persistent hegemony of academic classicism and neoclassicism.

2. Embraced by architects and architectural ... alike, it especially influenced the design of ... buildings.

3. The most recent movement potentially with a ... reach is New Urbanism, concerned less with... than with town planning and urban design. Find in the text words which mean the same as:

adherent; follower, student

sensitive, impressionable

variety, multiplicity

**Find in the text the right word to complete the sentences:**

1. An architectural ... or movement arises not just to do things differently, but rather with the express aim of proselytizing and... converts and disciples.

2. Even in the absence of a mandate from an emperor, the classical language and ... vocabulary of Roman... continues today to be replicated, reinterpreted, transformed all over the world.

3. When men began studying ... more formally they studied Vitruvius and his Renaissance alter ego, Leon Battista Alberti.

Give situations from the text in which the following statements are used:

1. ... many European and some American architects reacted to the persistent hegemony of academic classicism and neoclassicism...

2.... classicism retreated and the international style movement gained strength, indeed becoming truly international.

3. .... functionalist buildings, clad with panels of concrete, masonry, metal and glass, can be seen

Give a brief summary of the text concentrating on:

- the rapidly evolving modern movement condemned historicist design

philosophy;

- global aim of New Urbanism

**Find in the text the right word to complete the sentences:**

1. An architectural ... or movement arises not just to do things differently but rather with the express aim of proselytizing and... converts and disciples.
  2. Even in the absence of a mandate from an emperor, the classical language and ... vocabulary of Roman... continues today to be replicated, reinterpreted, transformed all over the world.
  3. When men began studying more formally they studied Vitruvius and his Renaissance alter ego, Leon Battista Alberti.
22. Work in pairs, think of some questions to review the contents of the text and ask each other.

**Write a short essay** about the aesthetic impact of ancient Roman

globalization policy all over the world using the following words and expressions:

creative architects

to establish architectural hegemony

architectural tastes

western civilization

to globalize architecture

architectural theory

ornamental vocabulary

antiquity

What is your understanding of “international style”, “architectural schools”, “architectural style” and “aesthetic philosophy”? Make a list of your ideas.

Work in pairs, discuss some points concerning strengths and weakness of modern regional design.

Discuss the following point: Classicism retreated and the international style movement gained strength, indeed becoming truly international.

Make nouns ending in -tion from the following verbs, making any necessary spelling changes:

### **Критерии оценки творческих письменных работ**

Творческие письменные работы оцениваются по пяти основным критериям:

1. Содержание (соблюдение объема работы, соответствие теме, отражены ли все указанные в задании аспекты, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости);
2. Организация работы (логичность высказывания, использование средств логической связи на соответствующем уровне, соблюдение формата высказывания и деление текста на абзацы);
3. Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);
4. Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);
5. Орфография и пунктуация (отсутствие орфографических ошибок, соблюдение главных правил пунктуации).

| Оценка | Критерии                                                                                                                                                                                                                                                                       |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | 1. Содержание: коммуникативная задача решена полностью.<br>2. Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.<br>3. Лексика: лексика соответствует поставленной задаче и требованиям |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>данного года обучения.</p> <p>4. Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: орфографические ошибки отсутствуют, соблюдены правила пунктуации.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4 | <p>1. Содержание: коммуникативная задача решена полностью.</p> <p>2. Организация работы: высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы.</p> <p>3. Лексика: лексика соответствует поставленной задаче и требованиям данного года обучения. Но имеются незначительные ошибки.</p> <p>4. Грамматика: использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p> |
| 3 | <p>1. Содержание: коммуникативная задача решена.</p> <p>2. Организация работы: высказывание нелогично, неадекватно использованы средства логической связи, текст неправильно поделен на абзацы, но формат высказывания соблюден.</p> <p>3. Лексика: местами неадекватное употребление лексики.</p> <p>4. Грамматика: имеются грубые грамматические ошибки.</p> <p>5. Орфография и пунктуация: незначительные орфографические ошибки, не всегда соблюдены правила пунктуации.</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2 | <p>1. Содержание: Коммуникативная задача не решена.</p> <p>2. Организация работы: высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.</p> <p>3. Лексика: большое количество лексических ошибок.</p> <p>4. Грамматика: большое количество грамматических ошибок.</p> <p>5. Орфография и пунктуация: значительные орфографические ошибки, не соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.</p>                                                                                                                                                                                                                                   |

### Критерии оценки устных развернутых ответов

Устные ответы оцениваются по пяти критериям:

1. Содержание (соблюдение объема высказывания, соответствие теме, отражение всех аспектов, указанных в задании, стилевое оформление речи, аргументация, соблюдение норм вежливости);
2. Взаимодействие с собеседником (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые



ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);

3. Лексика (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);

4. Грамматика (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);

5. Произношение (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

| Оценка | Содержани<br>е                                                                                                                                                                                                    | Взаимодейств<br>ие с<br>собеседником                                                                                                   | Лексика                                                                          | Грамматик<br>а                                                                                                                                                          | Произноше<br>ние                                                                                                                                                                           |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5      | Соблюден объем высказывания. Высказывание соответствует теме; отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены. | Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач. | Лексика адекватна поставленной задаче и требованиям данного года обучения языку. | Использованы разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации. | Речь звучит в естественном темпе, нет грубых фонетических ошибок.                                                                                                                          |
| 4      | Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация                              | Коммуникация немного затруднена.                                                                                                       | Лексически ошибки незначительно влияют на восприятие речи учащегося              | Грамматические незначительные ошибки влияют на восприятие речи учащегося.                                                                                               | Речь иногда неоправданно паузирована. В отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими). Общая интонация обусловлена влиянием родного языка. |

|   |                                                                                                                                                                                                                                                                                     |                                                                               |                                                               |                                                                  |                                                                                                                           |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|   | не всегда на соответствующем уровне, но нормы вежливости соблюдены.                                                                                                                                                                                                                 |                                                                               |                                                               |                                                                  |                                                                                                                           |
| 3 | Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены. | Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы | Учащийся делает большое количество грубых лексических ошибок. | Учащийся делает большое количество грубых грамматических ошибок  | Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка. |
| 2 | Незначительный объем высказывания, которое не соответствует теме; не отражены многие аспекты, указанные в задании, стилевое оформление не соответствует типу задания, отсутствует аргументация, нормы вежливости не соблюдены.                                                      | Коммуникация затруднена в значительной мере, отсутствует речевая инициатива.  | Учащийся делает большое количество грубых лексических ошибок. | Учащийся делает большое количество грубых грамматических ошибок. | Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка. |

### 3. КОМПЛЕКТ ОЦЕНОЧНЫХ МАТЕРИАЛОВ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

1. Промежуточная аттестация номер 1:  
Зачет с оценкой (дифференцированный зачет). Выставляется по итогу сдачи всех практических работ.
2. Промежуточная аттестация номер 2:  
Зачет с оценкой (дифференцированный зачет). Выставляется по итогу сдачи всех практических работ.
3. Промежуточная аттестация номер 3:  
Зачет с оценкой (дифференцированный зачет). Проводится в форме лексико-грамматического тестирования по пройденным темам.
4. Промежуточная аттестация номер 4:  
Зачет с оценкой (дифференцированный зачет). Проводится в форме лексико-грамматического тестирования по пройденным темам.
5. Промежуточная аттестация номер 5:  
Зачет с оценкой (дифференцированный зачет). Проводится в форме лексико-грамматического тестирования по пройденным темам.

Критерии выставления оценки ПА:

| Оценка (ПА) | Оценки текущего контроля                                                    | Оценка тестирования |
|-------------|-----------------------------------------------------------------------------|---------------------|
| 5           | Все работы сданы среднее арифметическое всех оценок не менее 4,6 балла      | «4» или «5»         |
| 4           | Все работы сданы среднее арифметическое всех оценок от 3,6                  | «3», «4» и «5»      |
| 3           | Не сданы 2 работы среднее арифметическое всех оценок от 2,6 до 3,6 балла    | «3»                 |
| 2           | Не сданы более 2-х работ среднее арифметическое всех оценок менее 2,6 балла | «2»                 |

#### Дифференцированный зачет:

Промежуточная аттестация в форме зачета с оценкой (дифференцированного зачета) проводится на последнем занятии за счет часов, отведенных на изучение предмета «Иностранный язык в профессиональной деятельности».

Лексико-грамматические тесты по пройденным темам представлены 3 вариантами заданий: открытые тесты, закрытые тесты и комбинированные.

В задании указывается действия, которые студенты должны выполнить для успешного его решения.

Максимальное количество вопросов в одном варианте теста - 20. Вопросы задаются последовательно в *случайном порядке* из банка вопросов.

#### Критерии оценивания тестирования

| Оценка | Количество правильных ответов на вопросы |
|--------|------------------------------------------|
| 5      | 17-20                                    |
| 4      | 13-16                                    |
| 3      | 10-12                                    |
| 2      | 0-9                                      |

## **Банк тестовых заданий для проведения ПА**

### **Тест 1 (Промежуточная аттестация номер 1)**

**1. With the start of the Industrial Revolution, the industrial design \_\_\_\_\_**

- a. was born
- b. birthed
- c. borned
- d. born

**2. Someone who makes one-of-a-kind furniture pieces using their own design is called:**

- a. a handyman
- b. a craftsman
- c. a laborer
- d. a manufacturer

**3. The Arts and Crafts movement advocated the need for \_\_\_\_\_  
-designed products.**

- a. good
- b. poorly
- c. well
- d. best
- f. nice

**4. The Art Nouveau style used a lot of curves and flower \_\_\_\_\_**

- a. ornaments
- b. colors
- c. designs
- d. decoration
- e. glazing

**5. Which of these words can be used to describe a good design?**

- a. over-ornamentation
- b. degrading
- c. influential
- d. alienating
- e. out of date

**6. Which of these words suggest a complicated design that uses a lot of elements and details (lines, curves, patterns, etc.)?**

- a. sinuous
- b. derivative
- c. exuberant
- d. subtle
- e. crucial
- f. facile

**7. The Bauhaus school of design aimed at \_\_\_\_\_ art and modern technology.**

- a. reconciling
- b. encouraging
- c. rejecting

d. excluding

**8. The Art Nouveau style \_\_\_\_\_ the elements from Celtic and Japanese art.**

- a. borrow
- b. borrowment
- c. borrowed
- d. borrowing

**9. One of the main principles of Functionalism is “Form follows function” which means that:**

- a. decoration is less important than practicality
- b. decoration is more important than practicality
- c. object’s design should be dictated by the practical purpose it serves
- d. the material used dictates the practical purpose that the object serves

**10. Choose the odd word out:**

- a. mass-produced
- b. standard
- c. diverse
- d. homogeneous
- e. universal

**11. Art Deco replaced the Functionalism. This means that Functionalism style was \_\_\_\_\_**

- a. on
- b. out
- c. of
- d. in

**12. Art Deco \_\_\_\_\_ modernity and luxury.**

- a. was embodied
- b. had been embodied
- c. embodied
- d. embodying

**13. Which one of these is not a material?**

- a. plywood
- b. wire greed
- c. fiberglass
- d. nylon

**14. Which colors would you use if you wanted your design to encapsulate the drabness of the industrial area?**

- a. brown
- b. bright orange
- c. bright pink
- d. lemon
- e. light blue

**15. A lot \_\_\_\_\_ about Modernism since the 1920s.**

- a. says
- b. has been said
- c. was said

d. said

**16. The Postmodernist style wanted to be the opposite of the austere aesthetic of Modernism, which is to say it aimed at creating the design that is:**

- a. playful
- b. well-ordered
- c. dull
- d. boring
- e. imaginative
- f. plain

**17. Postmodernist deconstruction suggests:**

- a. taking art pieces apart for analysis
- b. destroying your own works to preclude their mass production
- c. recontextualizing and reimagining the previous concepts, images, elements, etc.
- d. analyzing the merits of art in general
- e. destroying all the art pieces that came before Postmodernism

**18. By \_\_\_\_\_ Modernism desire to create forms that could be classified and standardized, Postmodernism embraced the concepts of uncertainty and ambiguity in the design.**

- a. rejected
- b. reject
- c. rejecting
- d. is rejecting
- e. rejection

**19. Use the correct word form. Postmodernism was scepticism of new age religion and the ideas of social unity.**

**20. Which of the following words can be both verbs and nouns?**

- a. product
- b. cost
- c. need
- d. function
- e. safe
- f. design

## **Тест 2 (Промежуточная аттестация номер 2)**

**1. Eco-design often uses the \_\_\_\_\_ energy.**

- a. Sun
- b. Sunlight
- c. Solar
- d. sunny

**2. One of the ways to add a self-sufficient technology in the eco-house is to \_\_\_\_\_ a windmill.**

- a. installed
- b. installation
- c. be installed

- d. install

**3. If you've reached equilibrium, this means that you:**

- a. have created a self-sufficient object
- b. have found a state of balance
- c. have eliminated problem factors
- d. have resolved the issue

**4. Which word is the odd one out?**

- a. moist
- b. humid
- c. purified
- d. wet

**5. The air in the city is often \_\_\_\_\_**

- a. pollution
- b. been polluted
- c. to pollute
- d. polluted
- e. polluting

**6. If you want to reduce the toxic air effluents coming from the green building, you should install an air \_\_\_\_\_ system.**

- a. cleaning
- b. ventilate
- c. clean
- d. ventilation

**7. If pathogens in the air are the causative factor in the increasing rate of respiratory diseases, this means that these pathogenes:**

- a. may or may not influence the number of respiratory diseases cases
- b. are the reason the number of respiratory diseases cases is increasing
- c. only occasionally and insignificantly influence the number of respiratory diseases cases
- d. are not the reason the number of respiratory diseases cases is increasing

**8. Milk-based paint \_\_\_\_\_ chemical preservatives.**

- a. isn't contained
- b. isn't contain
- c. contains not
- d. does not contain

**9. Which of these building components can be parts of the interior?**

- a. furnishing
- b. paint
- c. carpets
- d. facade

**10. If the walls are acoustically attenuated, this means that:**

- a. they have an acoustic system built into them
- b. they're generating a loud echo
- c. they're reducing the noise
- d. they're producing the noise

**11. Use the correct word form. If the waste can be converted into usable material, it is considered to recycle.**

**12. One of the main \_\_\_\_\_ of daylighting design is providing sufficient illumination without causing the glare.**

- a. optimization
- b. tenets
- c. reasons
- d. loads

**13. Fill in the blanks with prepositions. Total daylight factor consists \_\_\_\_\_ three components and is related \_\_\_\_\_ specific points indoors.**

**14. Use the correct word form. When artificial lighting isn't used in the apartment, this means that the rooms in this apartment are daylight**

**15. For which of these sentences the blank can't be filled with "reduced"?**

- a. Lack of daylighting can cause ... sleep quality
- b. Daylighting can ... cooling loads
- c. Daylighting can lead to ... greenhouse gas emissions
- d. Thanks to daylighting energy losses were ...

**16. Which of these words cannot be used to describe a "green" technology?**

- a. high-performance
- b. cutting-edge
- c. resource-conscious
- d. outfitting
- e. cost-efficient
- f. effective

**17. If the design is resource-conscious, that means that it:**

- a. optimizes the use of water, electricity, etc.
- b. only deals with resources used and nothing else
- c. requires much resources to implement
- d. specifies which materials should be used to implement it

**18. Eco design suggests the extensive usage of:**

- a. solar gain
- b. daylighting
- c. water
- d. plastic

**19. Which of these words is the odd one out?**

- a. straight
- b. curved
- c. zigzag
- d. glossy



**20. Choose the sentence where no preposition is missing (the blank should stay blank).**

- a. Landscape design rhythm is predetermined ... the objects arrangement.
- b. Even a simple design can still pose problems ... the designer.
- c. By eliminating ... the superfluous design elements, you can draw the attention to the most important ones.
- d. Symmetry is achieved ... placing the objects like they're the mirror reflections of each other.

### **Тест 3 (Промежуточная аттестация номер 3)**

**1. Use the correct word form. To use** the principles of physical ergonomics allows to design a product with user's physiological and biomechanical characteristics.

**2. If design is called inclusive, it means that this design:**

- a. is a part of some previous/bigger design project
- b. is optimized for diverse demographic, including people with special needs
- c. is made for one specific type of users
- d. includes some additional elements that are only available for additional price
- e. is made for a product that is commercially available

3. Ergonomics analysis should be done with user's abilities and limitations

**3. Выберите правильный ответ**

- a. due to a number of factors
- b. in focus
- c. through guesswork
- d. over their competitors
- e. out of focus

**4. In one of the sentences below the word in bold is used incorrectly. Which one?**

- a. Many designers are working with the ergonomics specialists.
- b. The first step to creating ergonomic design is understanding user's needs.
- c. When the designers ignore ergonomics, it can lead to creating designs not fitting physical needs of the users.
- d. Ergonomics should insuring a good fit between people and the objects they use.
- e. Putting commercial interests first often means compromising ergonomics principles.

**5. Which of this words isn't used to describe ergonomic design?**

- a. user-centred
- b. user-friendly
- c. accessible
- d. tacit
- e. safe

**6. Good interior design:**

- a. is accommodated to one's lifestyle
- b. isn't attractive
- c. isn't suiting the purpose of the room
- d. is lacking originality

7. When someone is saying that design choices are up to you, what they mean is that your personal preferences \_\_\_\_\_ the way your room looks.
- determines
  - determination
  - are determined by
  - are determined
  - determine
8. Use the correct word form. An interior designer can be hired as a to consult
9. In all of the phrases below but one the word missing is “of”. Choose the one where blank should be filled with another preposition.
- understanding the principles ... interior design
  - taking the space ... account
  - responsibilities differing from that ... some other specialist
  - for the purpose ... redecorating
  - is aware ... his surroundings
10. Use the correct word form. The main goal of creating new retail design for this store is to improve its **commerce** performance.
11. The product’s design was fine, but what this company \_\_\_\_\_ to understand was that services need to be carefully designed as well.
- didn’t
  - Considered
  - Unknown
  - Failed
  - Missed
  - lost
12. Which of these store design elements are supposed to be seen from inside the store?
- store displays
  - furnishing
  - fascia
  - frontage
13. If retail design meets customer’s expectations, this means that the customer:
- got what they expected
  - got more than they expected
  - had no expectations
  - got less than they expected
  - didn’t get what they expected
14. Use the correct word form. This building design is supposed to be a visual **to reference** to the medieval castles.
15. It is important to have sufficient \_\_\_\_\_ between the working desks.
- width
  - space
  - spatial
  - place
  - length

**16. Расставьте слова в правильном порядке, чтобы получить вопрос.**

innovative  
best  
employees  
can  
the  
bring out  
decisions

**17. Which of these words is used to describe a construction that can be changed easily?**

- a. fixed
- b. permanent
- c. flexible
- d. brick-and-mortar

**18. If a manager “is preoccupied with creating original office design”, this means that the manager:**

- a. opposes creating original office design
- b. is in charge of creating original office design
- c. is constantly thinking about and working on original office design while not paying attention to other tasks and problems
- d. favors creating original design over other alternatives

**19. Use the correct word form.** Designing a successful mobile game isn't easy because this is a highly **to compete** market.

**20. Fill in the blanks with prepositions.** Technical specifications listed in the briefing document are usually backed up \_\_\_\_\_ special research carried \_\_\_\_\_ by experts.

#### **Тест 4 (Промежуточная аттестация номер 4)**

**1. Choose the phrases in which no preposition is missing:**

- a. package designer should address ... the customer's mindset
- b. it's hard to get packaging design ... right at first attempt
- c. many consider the egg carton the packaging design ... it's finest
- d. it's important to consider ... the cost of making this package
- e. designer should focus ... pack's functionality

**2. Use the correct word form.** Packaging **to contribute** to the cost of the end product.

**3. A well-designed pack should not:**

- a. breach copyright
- b. attract customer's attention
- c. stand out
- d. protect the content
- e. be cheap

**4. By \_\_\_\_\_**

**your trademark you make sure no competitor has legal rights to use it.**

- a. passing

- b. creating
- c. breaching
- d. judging
- e. registering

**5. When you have text in your ad, it's important to make sure it's \_\_\_\_\_ or, in other words, can be read clearly and easily.**

- a. thoughtful
- b. unreadable
- c. legible
- d. wacky

**6. If you want your advertisement to look minimalistic and neat, what type of design do you want to avoid?**

- a. comprehensive
- b. outstanding
- c. cluttered
- d. vivid

**7. If the poster ad is comprehended by the people who see it exactly as the designer intended, this means that this poster has a good \_\_\_\_\_ communication design.**

- a. envisioned
- b. vision
- c. visionary
- d. visible
- e. visual

**8. Use the correct word form.** First and foremost, advertisement should be **to persuade**

**9. Which of these cannot be target demographic?**

- a. Housewives
- b. Gamers
- c. website traffic
- d. a mall
- e. teenagers
- f. unemployed

**10. Information design should be:**

- a. developed without text revisions
- b. unproductive
- c. making the information used accessible
- d. catered for people with disabilities
- e. adapted to websites only

**11. An early, preliminary version of some text is called:**

- a. a description
- b. a display
- c. a sketch
- d. a draft
- e. a revision

**12. Which of these words have a meaning different from the other ones?**

- a. manuals
- b. dictionaries
- c. guidelines
- d. instructions
- e. functional descriptions

**13. If you followed through with the project, this means that you:**

- a. decided to delay the project
- b. failed to complete the project
- c. had multiple projects in the works
- d. rejected the project
- e. completed the project

**14. Information designer use illustrations and diagrams \_\_\_\_\_**

- a. explanatory texts.
- b. to improve
- c. improved
- d. improve
- e. are improved
- f. improvement

**15. Use the correct word form.** When presenting scientific data, it's important to clarify every statement so that none of them would get **to misinterpret**.

**16. Which of these words doesn't have the same meaning as the other ones?**

- a. blank space
- b. empty space
- c. outer space
- d. white space

**17. Use the correct word form.** Would you **to define** graphic design as an art or as a craft?

**18. This line is:**

- a. center-aligned
- b. center-adjusted
- c. center-spaced
- d. center-blocked

**19. A piece of cloth framed as a surface for a painting and the area in raster graphics editors where the images are created and modified are both called:**

- a. household
- b. tenet
- c. booklet
- d. ephemera
- e. canvas
- f. layout

**20. If someone says that the company's brand is having an identity crisis, what they mean is that this brand:**

- a. is causing financial struggles for the company (to the point of bankruptcy)
- b. doesn't have a recognizable design

- c. holds inconsistent values and beliefs, sends conflicting messages
- d. is outdated

### **Тест 5 (Промежуточная аттестация номер 5)**

#### **1. Use the correct word form.**

The activity of checking how well the application deals with failures and whether it loses or corrupts data while restarting is called a **to recover** testing.

#### **2. Choose the phrase in which the blank should be filled with “with”.**

- a. website design must be adapted ... all types of users
- b. well-designed applications shape ... users' expectations of interactive technologies
- c. designers need to know how the user feels ... the product
- d. abstract design is based ... set of rules for the following adaptations
- e. during testing early adopters provide designers ... invaluable information

#### **3. Which of these words is synonymous with “reaction”?**

- a. cognition
- b. feedback
- c. utility
- d. bandwidth
- e. survey

#### **4. Which of these is a user input device?**

- a. a keyboard
- b. speakers
- c. a non-interactive screen
- d. a printer

#### **5. Social networks, as well as thousands of different applications, make online human \_\_\_\_\_ possible.**

- a. interactivity
- b. interactions
- c. interactous
- d. interactive
- e. interact

#### **6. Which of these materials is malleable?**

- a. concrete
- b. brick
- c. steel
- d. wood

#### **7. Use the correct word form. Any building should be designed with air **to circulate** in mind.**

#### **8. Office room space was \_\_\_\_\_ into four cabinets.**

- a. built
- b. sustained
- c. divided
- d. united
- e. comprised

**9. If the building is waterproofed, this means that**

- a. it was checked for water leakages
- b. there's a proof of walls and/or roof leakages
- c. it has tap water
- d. it is water-resistant

**10. A place from where the company is running its business is called:**

- a. company factory
- b. company facility
- c. branch office
- d. corporate headquarters

**11. Which of these buildings is a skyscraper?**

- a. St. Basil's Cathedral
- b. the Empire State Building
- c. the Guggenheim Museum Bilbao building
- d. Sydney Opera House

**12. A game designer asked his wife who wasn't participating in the game's development to play through the first level to see how she would interact with the game world. This is an example of:**

- a. smoke testing
- b. black box testing
- c. "client — server" communication testing
- d. Bodystorming

**13. Translating the website pages into different languages and using different images and services displayed on the site or different countries is a part of:**

- a. website interaction
- b. website abstracting
- c. website ubiquity
- d. website localization

**14. Depicted on this photo is:**

- a. a cityscape
- b. a landmark
- c. a landscape
- d. an urban sprawl

**15. Which of these materials is flexible?**

- a. stone
- b. concrete
- c. masonry
- d. fabric

**16. Which of these words isn't used for appraising the building's age?**

- a. venerable
- b. contemporary
- c. new
- d. rectilinear
- e. modern

f. ancient

**17. If city's architecture is called ersatz, this means that it is:**

- a. completely modern, without historical building
- b. inferior to the style it's imitating
- c. mixing different styles
- d. wacky and colourful, to the point of looking cluttered

**18. We need to \_\_\_\_\_ old buildings if we want to keep historical continuity and save out cultural heritage.**

- a. demolish
- b. resemble
- c. encompass
- d. deploy
- e. preserve

**19. Use the correct word form.**

We can build either a school or a business centre here, we can't have both, so these options are **mutual** exclusive.

**20. Which type of building is used for living?**

- a. industrial building
- b. civic building
- c. infrastructure building
- d. residential building
- e. commercial building