

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ЭКОНОМИКИ И СЕРВИСА

**РАБОЧАЯ ПРОГРАММА
УЧЕБНОЙ ДИСЦИПЛИНЫ**

ОГСЭ.04 Иностранный язык в профессиональной
деятельности
программы подготовки специалистов среднего звена
54.02.01 Дизайн (по отраслям)
Профессиональная подготовка

Форма обучения: очная


Владивосток 2022

Рабочая программа учебной дисциплины ОГСЭ.04 “Иностранный язык в профессиональной деятельности” разработана в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по специальности 54.02.01 Дизайн (по отраслям), утвержденного приказом Минобрнауки России от 23.11.2020. № 658, примерной образовательной программой.

Разработчик(и): Земницкая С. А, преподаватель

Рассмотрено и одобрено на заседании цикловой
методической комиссии

Протокол № 9 от «13» мая 2022 г.

Председатель ЦМК  _____ А.Д. Гусакова
подпись

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1 ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

1.1 Место дисциплины в структуре основной образовательной программы

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

1.2. Цель и планируемые результаты освоения дисциплины:

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

| Код компетенции | Знания | Умения |
|-----------------|--|--|
| ОК 01 - ОК 11 | правила построения простых и сложных предложений на профессиональные темы; основные общеупотребительные глаголы (бытовая и профессиональная лексика); лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности | понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы участвовать в диалогах на знакомые общие и профессиональные темы строить простые высказывания о себе и о своей профессиональной деятельности кратко обосновывать и объяснить свои действия (текущие и планируемые) писать простые связные сообщения на знакомые или интересующие профессиональные темы. правила построения простых и сложных предложений на профессиональные темы |

2 СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1 Объем учебной дисциплины и виды учебной работы

| Вид учебной работы | Объем часов |
|--|-------------|
| Объем образовательной программы учебной дисциплины | 176 |
| в том числе: | |
| – теоретическое обучение | |
| – практические занятия | 176 |
| – самостоятельная работа | |
| – промежуточная аттестация – <i>дифференцированный зачет</i> | |

СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.2. Тематический план и содержание учебной дисциплины «Иностранный язык в профессиональной деятельности»

| Наименование разделов и тем | Содержание учебного материала и формы организации деятельности обучающихся | Объем в часах | Коды компетенций, формированию которых способствует элемент программы |
|---|--|---------------|---|
| <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| Раздел 1. | | | |
| Тема 1. What is a design? | Содержание учебного материала 1. «Лексический материал по теме. 2. Грамматический материал: 3. - разряды существительных; 4. - число существительных; 5. - притяжательный падеж существительных 6. Проект «Мой колледж». | 12 | ОК 01 ОК 04 ОК 06 ОК 10 |
| | Самостоятельная работа обучающихся Выполнение грамматических и лексических упражнений на тему “Число существительных” | 2 | |
| Тема 2. Passive Voice Modals | Содержание учебного материала 1. Практическое занятие № 1 «Лексический материал по теме. 2. Грамматический материал: 3. - разряды прилагательных; 4. - степени сравнения прилагательных; 5. - сравнительные конструкции с союзами 6. Контрольная работа № 1 (1 час)». | 12 | ОК 01 ОК 04 ОК 06 ОК 10 |
| | Теоретическое обучение (лекция) | 2 | |

| | | | |
|---|---|----|----------------------------------|
| | Самостоятельная работа обучающихся Выполнение грамматических и лексических упражнений на тему “Степени сравнения прилагательных” | 2 | |
| Тема 3. To be a designer | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | 1. Практическое занятие № 2 «Лексический материал по теме. 2. Грамматический материал: 3. - разряды числительных; 4. - употребление числительных; 5. - обозначение времени, обозначение дат 6. Проект-презентация «Мой рабочий день»». | 12 | |
| Тема 4. Gerund | Содержание учебного материала | | |
| | 1. Практическое занятие № 3 «Грамматический материал: 2. - личные, притяжательные местоимения; 3. - указательные местоимения; 4. - возвратные местоимения; 5. - вопросительные местоимения; 6. - неопределенные местоимения 7. Сочинение «Как мы путешествуем?»». | 12 | |
| | Самостоятельная работа обучающихся Выполнение грамматических и лексических упражнений на тему “Указательные местоимения” | 2 | |
| Тема 5. The types of design | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | 1. Практическое занятие № 4 ««Лексический материал по теме. 2. Грамматический материал: 3. - видовременные формы глагола; 4. - оборот thereis/ thereare 5. Эссе «Хочу быть профессионалом» 6. Контрольная работа № 2 (1 час)»». | 12 | |
| Тема 6. Complex Object Complex Subject | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | 1. Практическое занятие № 5«Лексический материал по теме. 2. Грамматический материал: 3. - времена группы Continuous; 4. Работа с текстом «Работа дизайнера». | 12 | |

| | | | |
|--|---|-----|----------------------------------|
| | Самостоятельная работа обучающихся Выполнение грамматических и лексических упражнений на тему “Present Continuous” | 2 | |
| Раздел 2 | | | |
| Тема 7. Graphic design | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | 1. Практическое занятие № 6 2. «Лексический материал по теме 3. Грамматический материал: - сложное подлежащее; - сложное дополнение Работа с текстом «Подготовка к трудоустройству: составление и заполнение документации» | 34 | |
| Тема 8. Web design Present Perfect Continuous | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | Практическое занятие № 7 «Лексический материал по теме. 1. Грамматический материал: 2. - сложносочиненные предложения; 3. - сложноподчиненные предложения 4. Работа с текстом «Правила телефонных переговоров»». | 34 | |
| Тема 9. Job interview | Содержание учебного материала | | OK 01 OK 04 OK 06 OK 10 |
| | Практическое занятие № 8 «Лексический материал по теме. 1. Грамматический материал: 2. - типы придаточных предложений; 3. - наречия some, any, no, every и их производные 4. Работа с текстом «Официальная и неофициальная переписка»». | 32 | |
| Промежуточная аттестация дифференцированный зачет | | | |
| Всего: | | 176 | |

3 УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 Материально-техническое обеспечение

Для реализации программы учебного предмета предусмотрено наличие следующих специальных помещений:

Кабинет иностранного языка

количество посадочных мест – 30 шт., стол для преподавателя 1 шт., стул для преподавателя 1 шт., монитор облачный 23" LG, проектор Casio XJ 1 шт., звуковые колонки Microlab 2.0 1 шт., экран 1 шт., наглядные материалы и CD, доска маркерная меловая комбинированная 1 шт., дидактические пособия.

ПО:1. Microsoft WIN VDA PerDevice AllLng (ООО «Акцент», договор №32009496926 от 21.10.2020, лицензия №V8953642, действие от 01.11.2020 до 31.10.2021);

2. Microsoft Office ProPlus Educational AllLng (ООО «Акцент», договор №32009496926 от 21.10.2020, лицензия №V8953642, действие от 01.11.2020 до 31.10.2021);

3. Visual Studio 2017 (свободное);

4. Google Chrome (свободное);

5. Internet Explorer (свободное).

Рабочие места на базе вычислительной техники с установленным офисным пакетом с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду организации. а также комплектом оборудования для печати: персональные компьютеры; посадочных мест – 30 шт. Стол преподавателя - 1 шт; Стул преподавателя - 1 шт; Доска маркерная - 1 шт; Мультимедийный проектор с экраном

3.2. Информационное обеспечение реализации программы

Для реализации программы учебного предмета библиотечный фонд ВГУЭС укомплектован печатными и электронными изданиями.

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

Основные источники:

1. Английский язык. Практический курс для художников и искусствоведов: учебное пособие для среднего профессионального образования/ Е.Э. Кожарская, Т.А. Быля, И.А. Новикова.- 2-е изд., испр. и доп.- Москва: Издательство Юрайт, 2022.-190 с.- (Профессиональное образование).- Текст: непосредственный. ISBN 978-5-534-08779-6 <https://urait.ru/viewer/angliyskiy-yazyk-prakticheskiy-kurs-dlya-hudozhnikov-i-iskusstvovedov-492772>

2. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для среднего профессионального образования / В. А. Гуреев. — Москва : Издательство Юрайт, 2021. — 294 с. — (Профессиональное образование). — ISBN 978-5-534-10481-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474630> (дата обращения: 2.05.2022).

3. Минина, О. Г. Базовый профессиональный английский язык : учебное пособие : [12+] / О. Г. Минина. – Москва ; Берлин : Директ-Медиа, 2021. – 160 с. : ил., табл. – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=595465> (дата обращения: 13.05.2022). – ISBN 978-5-4499-1303-6. – DOI 10.23681/595465. – Текст : электронный.

4. Стогниева, О. Н. Английский язык для экономистов (B1–B2) : учебное пособие для среднего профессионального образования / О. Н. Стогниева. — Москва : Издательство Юрайт, 2021. — 197 с. — (Профессиональное образование). — ISBN 978-5-534-11825-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/475090> (дата обращения: 13.05.2022)

Дополнительные источники

1. Английский язык для архитекторов. Architecture in Russia: учебник и практикум для среднего и профессионального образования/А.Н. Гаврилов, Н.Н. Гончарова, Т.М. Румежак; под общей редакцией Н.Н. Гончаровой.- 2-е изд., испр. и доп.,- Москва.- Издательство Юрайт, 2022.- 271 с.- (Профессиональное образование).- Текст : непосредственный. ISBN 978-5-534-07807-7 <https://urait.ru/viewer/angliyskiy-yazyk-dlya-arhitektorov-architecture-in-russia-49449>
2. Английский язык для гуманитариев (В1). В двух частях. Ч.1: учебник и практикум для среднего и профессионального образования/Т.П. Архипович, В.А. Короткова.- Москва: Издательство Юрайт, 2022. – 445 с.- (Профессиональное образование).- Текст : непосредственный. ISBN 978-5-534-11030-2 (ч.1) <https://urait.ru/viewer/angliyskiy-yazyk-dlya-gumanitariyev-b1-v-2-ch-chast-1-494116>
3. Чикилева, Л. С. Английский язык в бизнес-информатике. English for Business Informatics (B1-B2) : учебник и практикум для среднего профессионального образования / Л. С. Чикилева, Е. Л. Авдеева, Л. С. Есина. — Москва : Издательство Юрайт, 2020. — 185 с. — (Профессиональное образование). — ISBN 978-5-534-14043-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/467535> (дата обращения: 2.05.2022).

Электронные ресурсы

1. Free Management Library, from <http://managementhelp.org/>
2. Investopedia, from <http://www.investopedia.com/terms/c/customer-service.asp>
3. MULTITRAN – интернет словарь (<http://www.multitran.ru>)
4. Online Business Dictionary, from <http://www.businessdictionary.com/>
5. Wikipedia, <http://en.wikipedia.org>
6. Wisegeek: clear answers for common questions, from <http://www.wisegeek.com/>
7. <http://school-collection.edu.ru> – аудио файлы
8. www.britishcouncil.org/learnenglish
9. <http://lessons.study.ru>

4 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

| Результаты обучения | Критерии оценки | Методы оценки |
|--|---|--|
| <p>уметь:</p> <p>понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые),</p> <p>понимать тексты на базовые профессиональные темы</p> <p>участвовать в диалогах на знакомые общие и профессиональные темы</p> <p>строить простые высказывания о себе и о своей профессиональной деятельности</p> <p>кратко обосновывать и объяснить свои действия (текущие и планируемые)</p> <p>писать простые связные сообщения на знакомые или интересующие профессиональные темы</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>знать:</p> <p>правила построения простых и сложных предложений на профессиональные темы</p> <p>основные общеупотребительные глаголы (бытовая и профессиональная лексика)</p> <p>лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности</p> <p>особенности произношения</p> <p>правила чтения текстов профессиональной направленности</p> | <p>Понимать смысл и содержание высказываний на английском языке на профессиональные темы.</p> <p>Понимать содержание технической документации и инструкций на английском языке.</p> <p>Строить высказывания на знакомые профессиональные темы и участвовать в диалогах по ходу профессиональной деятельности на английском языке.</p> <p>Писать краткие сообщения на профессиональную тему.</p> | <p>Экспертное наблюдение за выполнением практических работ.</p> <p>Результаты выполнения контрольных работ</p> <p>Оценка устных и письменных ответов</p> |

Для оценки достижения запланированных результатов обучения по предмету разработаны контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации, которые прилагаются к рабочей программе предмета.

МИНОБРНАУКИ РОССИИ
ВЛАДИВОСТОКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ЭКОНОМИКИ И СЕРВИСА

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА
для проведения текущего контроля и промежуточной аттестации
по учебной дисциплине
ОГСЭ 04 Иностранный язык в профессиональной деятельности
программы подготовки специалистов среднего звена

54.02.01 «Дизайн (по отраслям)»

Форма обучения: *очная*


Владивосток 2022

Контрольно-оценочные средства для проведения текущего контроля и промежуточной аттестации по учебной дисциплине ОГСЭ 04 «Иностранный язык в профессиональной деятельности» разработаны в соответствии с требованиями ФГОС СПО по специальности 54.02.01 Дизайн (по отраслям), утвержденного приказом Минобрнауки РФ от 23.11.2020, № 658, примерной образовательной программой, рабочей программой учебной дисциплины.

Разработчик(и): Земницкая С.А., преподаватель

Рассмотрено и одобрено на заседании цикловой методической комиссии

Протокол № 9 от «13» мая 2022 г.

Председатель ЦМК  _____ А.Д. Гусакова
подпись

1 Общие сведения

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

КОС включают в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме дифференцированного зачёта

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

| Код ОК, ПК | Код результата обучения | Наименование результата обучения |
|-----------------|-------------------------|--|
| ОК.01- ОК.11 | У1 | понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые) |
| | У2 | понимать тексты на базовые профессиональные темы |
| | У3 | участвовать в диалогах на знакомые общие и профессиональные темы |
| | У4 | строить простые высказывания о себе и о своей профессиональной деятельности |
| | У5 | кратко обосновывать и объяснить свои действия (текущие и планируемые) |
| | У6 | писать простые связные сообщения на знакомые или интересующие профессиональные темы |
| | 31 | правила построения простых и сложных предложений на профессиональные темы |
| | 32 | особенности произношения |
| | 33 | основные общеупотребительные глаголы (бытовая и профессиональная лексика) |
| | 34 | лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности |
| | 35 | правила чтения текстов профессиональной направленности |

3 Соответствие оценочных средств контролируемым результатам обучения

3.1 Средства, применяемые для оценки уровня теоретической подготовки

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|--|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Тема 1.1. What is a disign? | 31 | Способность строить монологическое высказывание на 12-15 предложений на заданную тему. | Устный опрос | |
| | 32 | Способность правильно воспроизводить интонационные синтагмы. | Собеседование (5.1 тема 1) | |
| | 34 | Способность использовать в | | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|---|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| | | активном вокабуляре лексический минимум по теме. | | |
| | У1 | Способность извлечь нужную информацию из прослушанного сообщения | Аудирование 1 | |
| | У3 | Составлять диалогическое высказывание на заданную тему. | Устный опрос | |
| | | | | |
| Тема 1.2. Passive Voice Modals. | 33 | Способность формулировать императивные предложения и предложения с неличными формами глагола. | Устный опрос (п.5.1, вопросы 13-17) Письменное монологическое высказывание | Test 1 |
| | У2 | Способность вести беседу о роли информационных технологий в изучении иностранного языка | | |
| | У6 | Способность составлять неофициальное письменное сообщение. | | |
| Тема 1.3. To be a designer | 35 | Способность читать иноязычные тексты на заданную тему | Устный опрос (п.5.1, вопросы 18-23) | |
| | 31 | Способность сравнивать системы образования разных стран | Доклад | |
| | У2 | Способность читать иноязычные тексты и извлекать необходимую информацию | Текст | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| Тема 1.4. My future profession | 34 | Способность различать лексические единицы со значением названий профессий | Лексический диктант | Test2 |
| | У2 | Способность работать с текстом | Устный опрос (п.5.1, вопросы 12-17) | |
| Тема 1.5. Job interview | 31 | Способность составить резюме и сопроводительное письмо | Написание резюме и сопроводительного письма | |
| | У4 | Способность описать свои профессиональные и личные качества | | |
| | У6 | Способность писать резюме и | | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| | | сопроводительное письмо | | |
| Тема 1.6. Formal and informal styles | 33 | Способность употреблять клише для ведения устной и письменной деловой коммуникации | Доклад | |
| | 34 | Способность вести деловые переговоры | Мини-диалоги | |
| | У5 | Способность составлять и вести диалог с бизнес-партнером | Устный опрос (5.1 1-2) | Контрольная работа 1 |
| Раздел 2 | | | | |
| Тема 2. 1 A career in design | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Лексический диктант | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | Аудирование A career in design | |
| | У2 | Способность работать с текстом | Текст2 | |
| Тема 2.1.2 Who needs designers? | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Аудирование Who needs designers? | |
| | У1 | Понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | Аудирование Who needs designers? | |
| | У2 | Способность работать с текстом | Текст | |
| Тема 2.1.3 What do designers do? | 35 | Способность читать иноязычные тексты на заданную тему | Текст3 | |
| | У3 | Способность строить диалогическое высказывание на тему. | Диалог «Быть дизайнером» | |
| | У4 | Способность строить монологическое высказывание на тему | Сообщение | |
| Тема 2.1.4 Jobs in design | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст3 | |
| | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Задание1 | |
| | У3 | Способность строить диалогическое высказывание на | Диалог «Собеседован | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| | | тему. | ие» | |
| | У4 | Способность строить монологическое высказывание на тему | | |
| Тема 2.1.5 What makes a good designer? | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст8 Аудирование 3 | |
| | 35 | Способность читать иноязычные тексты на заданную тему | | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| Тема 2.2 Colours | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст9 | |
| | У1 | Способность понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | Аудирование | |
| | У2 | Способность работать с текстом | Текст | Контрольная работа 2 |
| Раздел 3 | | | | |
| Тема 3.1 The changing world | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст10 | |
| | 35 | Способность читать иноязычные тексты на заданную тему | Текст «The changing world» | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| Тема 3.2 Interior design | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Лексический диктант | |
| | У3 | Способность строить диалогическое высказывание на тему. | Диалог | |
| | У4 | Способность строить монологическое высказывание на тему | Доклад презентация (Тема 3-4) | Контрольная работа3 |
| Раздел 4 | | | | |
| Тема 4.1 | 33 | Способность находить | Текст 12 | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Formal style | | профессиональную лексику в тексте и правильно ее употреблять | | |
| | У1 | Способность понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | | Тест 4 |
| | У2 | Способность работать с текстом | | |
| Тема 4.2 Writing memos, e-mails and notes | 31 | Способность составить письменное монологическое высказывание | Сообщение | |
| | У4 | Способность описать свои профессиональные действия и письменно их изложить | Письмо | |
| | У6 | Способность писать письма, вести переписку на иностранном языке официальную и неофициальную. | | |
| Тема 4.3 Describing graphs and charts | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст | |
| | У1 | Способность понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | | Контрольная работа 4 |
| | У2 | Способность работать с текстом | Текст | |

3.2 Средства, применяемые для оценки уровня практической подготовки

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|--|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Раздел 1 | | | | |
| Тема 1.1. What is a disign? | 31 | Способность строить монологическое высказывание на 12-15 предложений на заданную тему. | Устный опрос | |
| | 32 | Способность правильно воспроизводить интонационные синтагмы. | Устный опрос (п. 5.1, вопросы 1-12) | |
| | 34 | Способность использовать в | | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|---|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| | | активном вокабуляре лексический минимум по теме. | | |
| | У1 | Способность извлечь нужную информацию из прослушанного сообщения | Аудирование 1 | |
| | У3 | Составлять диалогическое высказывание на заданную тему. | Устный опрос | |
| | | | | |
| Тема 1.2. Passive Voice Modals | З3 | Способность формулировать императивные предложения и предложения с неличными формами глагола. | Устный опрос (п.5.1, вопросы 13-17) Письменное монологическое высказывание | |
| | У2 | Способность вести беседу о роли информационных технологий в изучении иностранного языка | | |
| | У6 | Способность составлять неофициальное письменное сообщение. | | |
| Тема 3. To be a designer | З5 | Способность читать иноязычные тексты на заданную тему | Устный опрос (п.5.1, вопросы 18-23) | |
| | З1 | Способность сравнивать системы образования разных стран | Доклад (Тема 3) | |
| | У2 | Способность читать иноязычные тексты и извлекать необходимую информацию | Текст | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| Тема 1.4. Моя будущая профессия | З4 | Способность различать лексические единицы со значением названий профессий | Лексический диктант | Test1 |
| | У2 | Способность работать с текстом | Устный опрос (п.5.1, вопросы 12-17) | |
| Тема 1.5. Устройство на работу | З1 | Способность составить резюме и сопроводительное письмо | Написание резюме и сопроводительного письма | |
| | У4 | Способность описать свои профессиональные и личные качества | | |
| | У6 | Способность писать резюме и сопроводительное письмо | | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Тема 1.6. Деловое общение | 33 | Способность употреблять клише для ведения устной и письменной деловой коммуникации | Доклад | |
| | 34 | Способность вести деловые переговоры | Мини-диалоги | |
| | У5 | Способность составлять и вести диалог с бизнес-партнером | Устный опрос | |
| Раздел 2 | | | | |
| Тема 2.1 A career in design | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Лексический диктант | Exit test |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| | У2 | Способность работать с текстом | Текст | |
| Тема 2.2 Who needs designers? | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст | |
| | У1 | Понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | Аудирование «Поиск работы» | |
| | У2 | Способность работать с текстом | Текст 2 | |
| Тема 2.3 What do designers do? | 35 | Способность читать иноязычные тексты на заданную тему | Текст 2.1 | |
| | У3 У4 | Способность строить диалогическое высказывание на тему. Способность строить монологическое высказывание на тему | Диалоги | |
| Тема 2.4 Jobs in design | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст | |
| | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Лексический диктант | |
| | У3 | Способность строить диалогическое высказывание на тему. | Диалог | |
| | У4 | Способность строить монологическое высказывание на тему | | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|---|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Тема 2.5 What makes a good designer? | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст 1 | Test 2 |
| | 35 | Способность читать иноязычные тексты на заданную тему | Аудирование 1 | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | | |
| Тема 2.7 Colours | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст2 | |
| | У1 | Способность понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | Аудирование 2 | |
| | У2 | Способность работать с текстом | | |
| Раздел 3 | | | | |
| Тема 3.1 The changing world | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | | |
| | 35 | Способность читать иноязычные тексты на заданную тему | Текст3 | |
| | У1 | Способность извлекать нужную информацию из устного сообщения | Текст 3 | Test 3 |
| Тема 3.2 Interior design | 34 | Способность дать определение профессиональным терминам посредством общеупотребительной лексики | Лексический диктант | |
| | У3 | Способность строить диалогическое высказывание на тему. | Диалог1 | |
| | У4 | Способность строить монологическое высказывание на тему | Доклад / презентация | |
| Раздел 4 | | | | |
| Тема 4.1 Formal style | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Текст | |
| | У1 | Способность понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), | Аудирование «Собеседование» | |
| | У2 | Способность работать с текстом | Текст | |

| Краткое наименование раздела (модуля) / темы дисциплины | Код результата обучения | Показатель овладения результатами обучения | Наименование оценочного средства и представление его в КОС | |
|---|-------------------------|--|--|--------------------------|
| | | | Текущий контроль | Промежуточная аттестация |
| Тема 4.2 Writing memos, e-mails and notes | 31 | Способность составить письменное монологическое высказывание | Письмо | |
| | У4 | Способность описать свои профессиональные действия и письменно их изложить | Письмо | |
| | У6 | Способность писать письма, вести переписку на иностранном языке официальную и неофициальную. | Письмо | |
| Тема 4.3 Describing graphs and charts | 33 | Способность находить профессиональную лексику в тексте и правильно ее употреблять | Письмо | |
| | У2 | Способность работать с текстом | Текст 4 | |
| | | | | Тест (6.2) |

4 Описание процедуры оценивания

Результаты обучения по дисциплине, уровень сформированности компетенций оцениваются по четырёх бальной шкале оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно» (*по бальной системе. Максимальная сумма баллов по дисциплине равна 100 баллам.*).

Текущая аттестация по дисциплине проводится с целью систематической проверки достижений обучающихся. Объектами оценивания являются: степень усвоения теоретических знаний, уровень овладения практическими умениями и навыками по всем видам учебной работы, качество выполнения самостоятельной работы, учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине).

При проведении промежуточной аттестации оценивается достижение студентом запланированных по дисциплине результатов обучения, обеспечивающих результаты освоения образовательной программы в целом.

Критерии оценивания устного ответа

(оценочные средства: *собеседование, устное сообщение,*

5 баллов - ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области.

4 балла - ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе.

3 балла – ответ, свидетельствующий в основном о знании процессов изучаемой предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы;

знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области.

2 балла – ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области.

Критерии оценивания письменной работы

(оценочные средства: *реферат, эссе, контрольная работа, доклад (сообщение)*, в том числе *выполненный в форме презентации*).

5 баллов - студент выразил своё мнение по сформулированной проблеме, аргументировал его, точно определив ее содержание и составляющие. Проблема раскрыта полностью, выводы обоснованы. Приведены данные отечественной и зарубежной литературы, статистические сведения, информация нормативно-правового характера. Студент владеет навыком самостоятельной работы по заданной теме; методами и приемами анализа теоретических и/или практических аспектов изучаемой области. Фактических ошибок, связанных с пониманием проблемы, нет; графически работа оформлена правильно.

4 балла - работа характеризуется смысловой цельностью, связностью и последовательностью изложения; допущено не более 1 ошибки при объяснении смысла или содержания проблемы. Проблема раскрыта. Не все выводы сделаны и/или обоснованы. Для аргументации приводятся данные отечественных и зарубежных авторов. Продемонстрированы исследовательские умения и навыки. Фактических ошибок, связанных с пониманием проблемы, нет. Допущены одна-две ошибки в оформлении работы.

3 балла – студент проводит достаточно самостоятельный анализ основных этапов и смысловых составляющих проблемы; понимает базовые основы и теоретическое обоснование выбранной темы. Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы. Проведен анализ проблемы без привлечения дополнительной литературы. Допущено не более 2 ошибок в смысле или содержании проблемы, оформлении работы.

2 балла - работа представляет собой пересказанный или полностью переписанный исходный текст без каких бы то ни было комментариев, анализа. Не раскрыта структура и теоретическая составляющая темы. Проблема не раскрыта. Выводы отсутствуют. Допущено три или более трех ошибок в смысловом содержании раскрываемой проблемы, в оформлении работы.

Критерии оценивания тестового задания

| Оценка | <i>Отлично</i> | <i>Хорошо</i> | <i>Удовлетворительно</i> | <i>Неудовлетворительно</i> |
|-------------------------------|----------------|------------------|--------------------------|----------------------------|
| Количество правильных ответов | 91 % и ≥ | от 81% до 90,9 % | не менее 61% | менее 61% |

Критерии выставления оценки студенту на зачете/ экзамене

оценочные средства: *устный опрос в форме ответов на вопросы билетов, устный опрос в форме собеседования, творческое задание, кейс-задача, портфолио*.

| | |
|-------------------------|--|
| Оценка по промежуточной | Характеристика качества сформированности компетенций |
|-------------------------|--|

| | |
|---|--|
| аттестации | |
| «зачтено» / «отлично» | Студент демонстрирует сформированность дисциплинарных компетенций на продвинутом уровне: обнаруживает всестороннее, систематическое и глубокое знание учебного материала, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач. |
| «зачтено» / «хорошо» | Студент демонстрирует сформированность дисциплинарных компетенций на базовом уровне: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации. |
| «зачтено» / «удовлетворительно» | Студент демонстрирует сформированность дисциплинарных компетенций на пороговом уровне: имеет знания только основного материала, но не усвоил его деталей, в ходе контрольных мероприятий допускаются значительные ошибки, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, при оперировании знаниями и умениями при их переносе на новые ситуации. |
| «не зачтено» / «неудовлетворительно» | Студент демонстрирует сформированность дисциплинарных компетенций на уровне ниже порогового: выявляется полное или практически полное отсутствие знаний значительной части программного материала, студент допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы, умения и навыки не сформированы. |

5. Примеры оценочных средств для проведения текущей аттестации

5.1 Темы и вопросы для собеседования (устного опроса):

Тема 1. «Interior Design»

1. What is an interior designer responsible for?
2. What education is necessary for entry-level positions?
3. What are the main concerns of interior designers?
4. What can good design boost?

Тема 2. «Interior Designers»

- 1) How can a future designer acquire style and taste?
- 2) Does an interior decorator need proper education nowadays?
- 3) Why is it considered best for a beginner to choose first clients among friends and family?
- 4) What does a portfolio look like?
- 5) How can a designer start his or her own business?
- 6) How can you attract new clients?

Тема 3. «How to Become an Interior Decorator?»

1. Do you think that modern interiors are cold and minimalistic?
2. How can you characterize today's contemporary interiors?
3. What is necessary to achieve the look of a contemporary home?
4. What are the main colours in contemporary style interiors?
5. What is black colour used for?
7. What shapes are essential for contemporary style furniture pieces?

Тема 4. «Elements and Principles of Interior Design»

1. Do you think that modern interiors are cold and minimalistic?
2. How can you characterize today's contemporary interiors?
3. What is necessary to achieve the look of a contemporary home?
4. What are the main colours in contemporary style interiors?
5. What is black colour used for?
7. What shapes are essential for contemporary style furniture pieces?

Тема 5. «Colour in Design»

1. What is black colour used for?
2. What are the main colours in contemporary style interiors?
3. What colours are essential for contemporary style furniture pieces?

Тема 6. «The Furnishing of the Buildings»

- 1) How can a future designer acquire style and taste?
- 2) Does an interior decorator need proper education nowadays?
- 3) Why is it considered best for a beginner to choose first clients among friends and family?
- 4) What does a portfolio look like?
- 5) How can a designer start his or her own business?
- 6) How can you attract new clients?

Тема 7. «Contemporary Style of Decoration»

1. What is an interior designer responsible for?
2. What education is necessary for entry-level positions?
3. What are the main concerns of interior designers?
4. What can good design boost?

5.2 Лексические единицы для диктантов

Interior, designer, draw, disciplines, to enhance, function, safety, aesthetics, interior spaces, r main concerns, colours, textures, furniture, lighting, space, work together, to meet the needs of a building's occupants, plan interior spaces, building, including offices, airport terminals, theatres, shopping malls, restaurants, hotels, schools, hospitals, and private residences, boost office productivity,

increase sales, attract, affluent clientele, provide a more relaxing hospital stay, increase a building's market value.

Design, in response, coordinated with code,d regulatory requirements, creative and technical solutions, a structure to achieve, a built interior environment, interior designers, project, interior design process, a systematic and coordinated methodology, research, analysis and integration, creative process, ergonomic design, designing work spaces, furniture, emphasize posture, minimize, muscle strain, interior decorators, graphic designers, computer graphics consultants.

5.3 Примеры тестовых заданий

TEST I - INTERIOR DESIGN

1. Translate the text: Today, interior designers must be attuned to architectural detailing including floor plans, home renovations, and construction codes. Some interior designers are architects as well. The specialty areas that involve interior designers are limited only by the imagination and are continually growing and changing. With the increase in the aging population, an increased focus has been placed on developing solutions to improve the living environment of the elderly population, which takes into account health and accessibility issues that can affect the design...

2. Make the following sentences negative:

1. Advertising attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service.
2. Advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products.
3. The billboards are often lighted.
4. Social network advertising is growing rapidly.
5. The mobile phone became a new mass media in 1998.
6. Unsolicited bulk E-mail advertising is known as "spam".
7. Virtual advertisements may be inserted into regular television programming through computer graphics
8. John Anderton owns a phone with the Nokia logo clearly written in the top corner.
9. Advertising has been more than a marginal influence on patterns of sales and production.
10. Many advertisements are designed to generate increased consumption of those products and services through the creation and reinvention of the "brand image".

Advertising -реклама

3. Give the forms of irregular verbs: build, draw, grow, take, become, made.

4. Identify the following verb forms: to achieve, enhance, are created, encourage, follows, including, are satisfied, to produce, fulfils, draws, plan, must be attuned, are, involve, are limited, are growing, has been placed, takes, can affect, is increasing, is becoming, emphasize, are made.

5. Make up the tag-questions:

1. Design involves selecting furniture and carpets ...?
2. Interior designers deal with technical engineering issues and aesthetic design issues ...?
3. Today, interior designers must be attuned to architectural detailing ...? 82
4. The most common specialties of this kind are lighting, kitchen and bath, and closet designs ...?
5. Designs are created in response to and coordinated with code and regulatory requirements ...?
6. An increased focus has been placed on developing solutions to improve the living environment of the elderly population ...?
7. The interior design process follows a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process ...?

6. Do a grammar test using Active or Passive Voice:

1. Designs (create) in response to and coordinated with code and regulatory requirements.
2. Creative and technical solutions (apply) within a structure to achieve a built interior environment
3. Most interior designers (do) many kinds of projects.

4. The interior design process (follow) a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process.
5. Ergonomic design (involve) designing work spaces and furniture that emphasize good posture and minimize muscle strain on the body.
6. Many designers (become) interior decorators, graphic designers, and computer graphics consultants.

TEST II - INTERIOR DESIGNERS

1. Translate the text:

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

Answer the following question:

What are the main concerns of interior designers?

2. Answer the questions using the text:

1. What is an interior designer responsible for?
2. What education is necessary for entry-level positions?
3. What are the main concerns of interior designers?
4. What can good design boost?

2. Give the forms of irregular verbs: know, have, oversee, do, begin, mean, find, draw, meet, choose, become, build, read, understand, make, take, pay, run.

3. Translate the following word combinations:

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

1. Identify the following verb forms: work, suits, have to, must know, distinguishes, must be done, are hired, are asked, to begin, means, must be, do, find, license, draw upon, to enhance, work, plan, including, can boost, increase, provide, focused on, are becoming, must be able, collaborate, are working, meets, will visit, formulates.

2. Make the following sentences negative:

1. Interior designers work closely with architects and clients to determine the structure of a space.
2. Designers plan interior spaces of almost every type of building, including offices, airport terminals, theatres etc.
3. Designers can specialize in almost any area of design.
4. Interior designers are often asked to begin their planning before construction of a space is finished.
5. Interior designers must be able to read blueprints, understand building and fire codes.
6. The designer also might submit drawings for approval by a construction inspector to ensure that the design meets building codes.

3. Do a grammar test.

1. The designer (develop) a timeline for the project, (coordinate) contractor work schedules, and (make) sure work (to be completed) on time.
2. Today, designs often are created with the use of computeraided design (CAD) software.
3. Designers frequently (collaborate) with architects, electricians, and building contractors.
4. Some States (license) interior designers.
5. Upon completing the design plan, the designer (present) it to the client.
6. The designer also (visit) the space to take inventory of existing furniture and equipment.

7. Interior designers sometimes (supervise) assistants who carry out their plans and perform administrative tasks.
8. Designers plan interior spaces of almost every type of building.

TEST III – HOW TO BECOME AN INTERIOR DECORATOR

1. Translate the text:

Prepare a Portfolio

Every artist needs a portfolio to showcase their work, and an interior decorator is no different. The purpose of a portfolio is to convince a client or a firm to hire you, so, along with your designs, you should include any other documents (such as letters of recommendation and ‘design boards’, which are poster boards containing pictures and samples of materials that you use, like fabrics, flooring, wallpaper, etc.) that will convince your future employer (client or firm) of your talents. However, the majority of your portfolio should consist of pictures of work that you have completed. On every job you should be sure to take ‘before’ and ‘after’ photos of the rooms that you design. Then, from this group, you should choose 15-20 pictures to present in your portfolio.

Answer the following question:

What does a portfolio look like?

2. Answer the questions using the text:

- 1) How can a future designer acquire style and taste?
- 2) Does an interior decorator need proper education nowadays?
- 3) Why is it considered best for a beginner to choose first clients among friends and family?
- 4) What does a portfolio look like?
- 5) How can a designer start his or her own business?
- 6) How can you attract new clients?

3. True or false:

- 1) A designer doesn’t need a formal education.
- 2) You don’t need to work with your home because it’s a waste time.
- 3) Only artists and models really need a portfolio to promote themselves.
- 4) You’d better have a job experience in design area even if you’re planning to start your own business.
- 5) You’ve got to grow professionally if you want to be a well-to-do designer.

4. Make up expressions with the given new words: to supply, to decorate, to market, to deal with, to purchase, to hire, to employ, to gain, to be able, to ensure.

5. Make up WH-questions:

- 1) You can learn all this through books and websites.
- 2) You may also begin your solo career by working from home. 100
- 3) You should choose 15-20 pictures to present in your portfolio.
- 4) Suppliers provide the products and services that you need to decorate.
- 5) They are expected to know the specifics of the business.
- 6) You will get up to a 50% discount on the materials you use when you purchase them directly from suppliers.
- 7) In order to get new clients you need to market yourself and your designs.
- 8) The majority of your portfolio should consist of pictures of work that you have completed.

TEST IV. ELEMENTS AND PRINCIPLES OF INTERIOR DESIGN

1. Translate the text:

Principle 5: Harmony and Unity

A well-designed room is a unified whole that encompasses all the other elements and principles of design. Unity assures a sense of order. There is a consistency of sizes and shapes, a harmony of colour and pattern. The ultimate goal of decorating is to create a room with unity and harmony and a sense of rhythm. Repeating the elements, balancing them throughout the room, and then adding a little variety so that the room has its own sense of personality accomplishes this. Too much unity can be boring; too much variety can cause a restless feeling. The elements and principles of design are

general, universal ideas that apply to every aspect of design. Once you know them, and understand their potential, you can combine and use them to create beautiful interiors, regardless of style and taste.

2. Make the following sentences negative:

1. Rhythm supplies the discipline that controls the eye as it moves around a room.
2. Curvilinear shapes, like curved lines, express softness and fluidity.
3. An excessive use of curves can create an ornate, fussy appearance.
4. Diagonal lines imply movement and are visually active and dynamic.
5. Line can convey various feeling and emotions.
6. Visual equilibrium in a room is called balance.

3. Give three forms of irregular verbs: choose, make, find, become, stand, have, give, be, understand.

4. Read the text and give the main idea.

The text is about ..., the text covers the problems of ..., the text discusses the issues of ...

5. True or false:

1. The ultimate goal of decorating is to create a room with unity and harmony and a sense of rhythm.
2. The elements and principles of design are unique ideas that apply to every aspect of design.
3. Rhythm is created through repetition of line, form, colour or texture.
4. Curvilinear shapes, like curved lines, express rigidity and weight.
5. When shapes extend into the third dimension they create volume.

6. Fill in the gaps with the words: *suggest, define, represent, extend, imply, tend to, represent, give, assure, refer to*

1. Proportion ... to how the elements within an object relate to the object as a whole.
2. Horizontal lines ... rest and stability; they have a relaxing, informal effect, and are ideal to create calm interiors.
3. The triangle ... stability, but it's also a dynamic shape.
4. When shapes ... into the third dimension they create volume.
5. Diagonal lines ... movement and are visually active and dynamic.

TEST V. COLOUR IN DESIGN

1. Translate the text:

Colour theory

Colour theory encompasses a multitude of definitions, concepts and design applications. As an introduction, here are a few basic concepts. A colour circle, based on red, yellow and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colours in 1666. Primary colours – red, yellow and blue. In traditional colour theory, these are the 3 pigment colours that can not be mixed or formed by any combination of other colours. All other colours are derived from these 3 hues. Secondary colours – green, orange and purple. These are the colours formed by mixing the primary colours. Tertiary colours – yellow-orange, red-orange, red-purple, blue-purple, blue-green and yellow-green. These are the colours formed by mixing one primary and one secondary colour.

Answer the questions:

1. What groups of colours are there according to the colour theory?
2. What is your favourite colour? Why?

2. True or false:

- 1) There are 5 primary colours.
- 2) Red and green can be considered complementary colours.
- 3) If you're not confident enough you should choose white.
- 4) Cream suits bright personalities.
- 5) Orange fits easygoing people.
- 6) Yellow is perfect to cheer you up.
- 7) Green is a good choice for sluggish people.

8) Sociable people shouldn't wear violet.

9) Black can enhance anxiety.

3. Fill in the gaps:

The colour of summer is ...

The colour of royalty is ...

The colour of cleanliness is ...

The colour of passion is ...

The colour of inexperience is ...

The colour of romance is ...

The colour of purity is ...

The colour of coolness is ...

The colour of revolution is ...

4. Make up expressions with the given words: colour, hue, tone, shade, deep, dark, light, pale, bright.

7. Identify the following verb forms: based, developed, you're choosing, can have, choose it, could make you feel, you'd like, provides, avoid it, is often chosen, don't want to blunt, tend to be, expresses, fits.

8. Make the following sentences negative:

1) There are many theories for harmony.

2) Choose it, if you're feeling depressed or mentally sluggish.

3) Pink blends caring and passion.

4) All other colours are derived from these 3 hues.

5) Research shows that colours can have a powerful effect on your state of mind.

6) Usually one of the three colours predominates.

TEST VI. THE FURNISINGS OF THE BUILDINGS

1. Translate the text:

The beauty of any room depends upon the interrelationship of all the components. The furnishings must look as though they belong to the room in the company of one another. The size of the room and the available wall space will determine the types of furniture and the amount of it can be used. Furniture should be in scale with the room. A small room will usually appear to best advantage if it has a small-scaled pieces and a minimum number of them; a large room can take more massive ones. Pictures or other accessories that are hung on the wall should accord with both the furniture and the wall area. A large room may have more than one dominant centre, but in a small room one or perhaps two centres will usually be sufficient. Often colour can be employed to bring areas into balance...

2. Translate into Russian:

a well designed house, exterior and interior features, furnishings, overall design, contemporary building, modular form, a wide variety of choices, styles and types available, to create any atmosphere, dominant idea, new furnishing concept, light container, available wall space, determine, to appear to best advantage, pictures or other accessories, dominant centre, to bring areas into balance, continuity of line, repetition, to fulfil the practical function, hi-tech and high- touch fabrics.

3. Match the word and its definition:

| | | | |
|---|-------------|---|---|
| 1 | container | A | permitting light to pass, so that what is on one side can be seen from the other side |
| 2 | transparent | B | the stem of certain kinds of plants, such as bamboo and sugar cane |
| 3 | recycle | C | a slender pliant twig |
| 4 | cane | D | smth used for holding things, such as a box, bottle etc. |
| 5 | wicker | F | to treat a used substance so that |

| | | | |
|--|--|--|---------------------|
| | | | further is possible |
|--|--|--|---------------------|

4. Identify the following verb forms: integrates, includes, see, have, is faced, make, to create, desires, are being transformed, cut off, prefer, want, can be fitted, will depend on, are applied, contributes, has, must look, belong to, will determine, can be used, should be, will appear, can take, are hung, will be, can be employed, will cause, helps, must be employed, become, appear, must comply, are discovered, has developed.

5. Give the forms of irregular verbs: see, have, make, cut, be, take, hang, become.

6. Insert prepositions:

- The geometry, the simplicity and the modular forms have a distinct relationship ... contemporary design in furniture.
- The consumer today is faced ... a wide variety of choices in the area of furnishings.
- Nowadays there is a great desire ... relaxation and calm.
- The dominant idea is to create a room completely cut ... from busy everyday life.
- Those who prefer a more moveable way of life want to have single items of furniture and light containers that can be fitted ... any flat or room.
- Each object and each element contributes ... the whole.
- The beauty of any room depends ... the interrelationship of all the components.
- The furnishings must look as though they belong ... the room in the company of one another.
- Pictures or other accessories that are hung on the wall should accord ... both the furniture and the wall area.
- They must comply ... the taste of the average individual and obviously fulfil the practical function.

TEST VII. CONTEMPORARY STYLE OF DECORATION

1. Translate the text:

Contemporary Style Furniture

Smooth, clean, geometric shapes are essential for contemporary style furniture pieces. Upholstered furniture often wears black, white, or other neutral tones in textured natural fibres. Cover it in a neutral, black, or bold fabric. Fabrics often have a natural look found in wool, cotton, linen, silk, jute, and add textural appeal. Furniture pieces should be simple and uncluttered, without curves or decoration. Sofas, chairs, and ottomans have exposed legs. Beds and chairs usually have no skirt, trim, fringe, or tassels.

Answer the following question:

What shapes are essential for contemporary style furniture pieces?

2. Match the word and its definition:

| | | | |
|---|---------------|---|--|
| 1 | palette | A | a sofa without arms or back, a cushioned footstool or a low seat |
| 2 | ottoman | B | heavy, woven material for covering floors, made of woollen, cotton, or synthetic fibres |
| 3 | jute | C | a thin board with a hole for the thumb at one end, used by an artist for mixing his paints |
| 4 | carpet | D | having refined tastes |
| 5 | sophisticated | E | a strong fibre used for making coarse sacks, burlap, rope |

3. Identify the following verb forms: enjoy, has been thought, can be, help, is punched up, is accented, is used, are painted, should be used, is found, becomes, stands out, may hang, have exposed, add.

4. Make the following sentences negative:

- Upholstered furniture often wears black, white, or other neutral tones in textured natural fibres.

2. The palette is often punched up and accented with bright and bold colour.
3. A contemporary style home can be a quiet and comfortable retreat.
4. Pillows add a shot of colour and texture in clean geometric shapes.
5. Today's contemporary interiors are comfortable and welcoming without being cluttered and dark.
6. Fundamentally, simplicity, subtle sophistication, texture and clean lines help to define contemporary style decorating.
7. By focusing on colour, space, and shape, contemporary interiors are sleek and fresh.

5. Insert necessary prepositions:

1. You might like a contemporary style of decorating if you like to keep current ... styles.
2. Today's contemporary interiors are comfortable and welcoming ... being cluttered and dark.
3. The bare space becomes as important as the areas filled ... objects.
4. Each piece stands ... as individual and unique.
5. Take advantage ... structural elements.

6. Use a basic background and shout ... with your favourite colour on a piece that will stand out

6. Give the forms of irregular verbs: keep, think, stick, find, become, stand, hang, break, draw, wear, have, make, go.

7. Answer the questions using the text:

1. Do you think that modern interiors are cold and minimalistic?
2. How can you characterize today's contemporary interiors?
3. What is necessary to achieve the look of a contemporary home?
4. What are the main colours in contemporary style interiors?
5. What is black colour used for?
7. What shapes are essential for contemporary style furniture pieces?

Время выполнения – __60__ минут

5.4 Примеры заданий для контрольной работы

Вариант 1

КОНТРОЛЬНАЯ РАБОТА

1. Translate the text and make up 5 different types of questions:

Although most interior designers do many kinds of projects, some specialize in one area of interior design. Some specialize in the type of building space - usually residential or commercial - while others specialize in a certain design element or type of client, such as healthcare facilities. The most common specialties of this kind are lighting, kitchen and bath, and closet designs. However, designers can specialize in almost any area of design, including acoustics and noise abatement, security, electronics and home theatres, home spas, and indoor gardens. Interior designers deal with technical engineering issues and aesthetic design issues. Those who leave this field usually choose another area involving aesthetic design. Many become interior decorators, graphic designers, and computer graphics consultants. A notable few become architects. Few leave the arena of aesthetic decision-making altogether.

Answer the following question:

What areas can designers specialize in?

2. Identify the following verb forms:

attempts, has been, necessitated, required, are designed, is used, is placed, spend, sells, include, may rely, can include, pays, is embedded, owns, are featured, is considered, is reflected, feature, relate, may be inserted, is trying, wants, is repeated, are shown, shows, are known, sees, buys, demonstrate, advertise, are involved, became, appeared, launched, is growing, has provided, can be dedicated, are lighted, are used.

3. Give the forms of irregular verbs: build, draw, grow, take, become, made, know, have, oversee, do, begin, mean, find, draw, meet, choose, become, build, read, understand, make, take, pay, run.

4. Complete the sentences using the text INTERIOR DESIGNERS:

1. An interior designer is responsible for
2. Interior designers work closely with

3. Interior designers focus on
4. Designers devote considerable time to
5. Designers frequently collaborate with
6. Interior designers sometimes supervise
7. They also have to know about

5. Translate the following expressions:

current events, ebb and flow, to learn the essentials, restaurant chain, retail and wholesale, solo career, the right people, real estate agent.

6. Do a grammar test using Active or Passive Voice:

1. Designs (create) in response to and coordinated with code and regulatory requirements.
2. Creative and technical solutions (apply) within a structure to achieve a built interior environment
3. Most interior designers (do) many kinds of projects.
4. The interior design process (follow) a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process.
5. Ergonomic design (involve) designing work spaces and furniture that emphasize good posture and minimize muscle strain on the body.
6. Many designers (become) interior decorators, graphic designers, and computer graphics consultants.

7. Fill in the gaps using modal verbs (should, may, to be to, must, need, shall):

- 1) Professional designers ... be aware of the latest trends.
- 2) Designers ... argue with customers, and definitely they ... be rude with them.
- 3) Mary ... to meet with her client at 6, but unfortunately she was late.
- 4) ... the walls be painted? – This would be great!
- 5) He ... be a good designer, but I'm not sure.
- 6) The ceiling ... to be whitewashed, and the walls ... be wallpapered.
- 7) You ... repair my door. That's an order! 8) ... you ... any tips on interior decoration? – Thanks, but I ... do without your advice.

Вариант 2

КОНТРОЛЬНАЯ РАБОТА

1. Translate the text and make up 5 different types of questions:

Although most interior designers do many kinds of projects, some specialize in one area of interior design. Some specialize in the type of building space - usually residential or commercial - while others specialize in a certain design element or type of client, such as healthcare facilities. The most common specialties of this kind are lighting, kitchen and bath, and closet designs. However, designers can specialize in almost any area of design, including acoustics and noise abatement, security, electronics and home theatres, home spas, and indoor gardens. Interior designers deal with technical engineering issues and aesthetic design issues. Those who leave this field usually choose another area involving aesthetic design. Many become interior decorators, graphic designers, and computer graphics consultants. A notable few become architects. Few leave the arena of aesthetic decision-making altogether.

Answer the following question:

What areas can designers specialize in?

2. Identify the following verb forms:

attempts, has been, necessitated, required, are designed, is used, is placed, spend, sells, include, may rely, can include, pays, is embedded, owns, are featured, is considered, is reflected, feature, relate, may be inserted, is trying, wants, is repeated, are shown, shows, are known, sees, buys, demonstrate, advertise, are involved, became, appeared, launched, is growing, has provided, can be dedicated, are lighted, are used.

3. Give the forms of irregular verbs: build, draw, grow, take, become, made, know, have, oversee, do, begin, mean, find, draw, meet, choose, become, build, read, understand, make, take, pay, run.

4. Complete the sentences using the text INTERIOR DESIGNERS:

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

5. Translate the following expressions:

current events, ebb and flow, to learn the essentials, restaurant chain, retail and wholesale, solo career, the right people, real estate agent.

6. Do a grammar test using Active or Passive Voice:

1. Designs (create) in response to and coordinated with code and regulatory requirements.
2. Creative and technical solutions (apply) within a structure to achieve a built interior environment
3. Most interior designers (do) many kinds of projects.
4. The interior design process (follow) a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process.
5. Ergonomic design (involve) designing work spaces and furniture that emphasize good posture and minimize muscle strain on the body.
6. Many designers (become) interior decorators, graphic designers, and computer graphics consultants.

7. Fill in the gaps using modal verbs (should, may, to be to, must, need, shall):

- 1) Professional designers ... be aware of the latest trends.
- 2) Designers ... argue with customers, and definitely they ... be rude with them.
- 3) Mary ... to meet with her client at 6, but unfortunately she was late.
- 4) ... the walls be painted? – This would be great!
- 5) He ... be a good designer, but I'm not sure.
- 6) The ceiling ... to be whitewashed, and the walls ... be wallpapered.
- 7) You ... repair my door. That's an order! 8) ... you ... any tips on interior decoration? – Thanks, but I ... do without your advice.

5.5 Темы докладов, сообщений

- Тема 1. «Interior Design»
- Тема 2. «Interior Designers»
- Тема 3. «How to Become an Interior Decorator?»
- Тема 4. «Elements and Principles of Interior Design»
- Тема 5. «Colour in Design»
- Тема 6. «The Furnishing of the Buildings»
- Тема 7. «Contemporary Style of Decoration»

Тексты

The room of my dream

I live with my parents. They do their best to provide me with comfortable and convenient conditions. As we live in 3rooms flat I have my own room. I like to have my personal space very much as thus I have a possibility to be alone for some time. Everyone from time to time needs some quiet place to think about life and certain things that excite person. I'm happy to have such an opportunity. Nevertheless, my room is far from the image of my ideal room. I imagine it quite light with modern design and full of modern gadgets. Unfortunately, some pieces of my ideal room are impossible to realize. For example, my room isn't too light and airy as the windows are facing north. Regarding airiness the scheme of house building consists of flats of small area so all the rooms are not so big with low ceiling.

Concerning the design of my ideal room I consider it to be modern and extraordinary. It should underline my personality and express my inner world. I'm keen on graphics so I have the posters on the walls.

I do not like a lot of furniture in the room. I think that big number of its pieces make the space dusty and rather limited. So in order to bring my room to the ideal I only left cozy brown sofa, a wardrobe and computer table with a plenty of shelves where I keep all necessary books and magazines. Besides this I have stylish chandelier and two additional lamps for night readings.

I'm sure that we are able to realize all our dreams. But I'm also a realistic person so I try to make my room as closer to the ideal as possible using all available means. In spite that there are a lot of things to do yet I can say that I'm a happy owner of the room of my dreams due to the understanding and help of my parents.

My college

Last summer I finished school number __ in Sochi and entered the University economic - technological college. Now I am a full-time first-year student. There are three departments at the college: the technical department, the department of tourism and service and the department of economics and law. I am in the department/ the department of

The college was established as a polytechnic school in 1961 in Sochi. It is not far from the town centre and we can get here by buses, by local train. Our college occupies two buildings. In the third building there is a student's hostel with a canteen for students on the ground floor.

The academic year began in September and will end in July. Our studies begin at 8 o'clock as usual but last in two shifts till 6 p.m. for some groups. We have lectures, practical studies and seminars. At the end of winter and summer term we take exams. Some students get state grants at the college.

The college trains lawyers, bankers, accountants, managers in tourism and hotel service, programmers, technologists and technicians. There are enough classrooms and computer laboratories with modern equipment, a gym, an assembly hall, a library and a reading-hall. The library contains a lot of textbooks and fiction.

I want to be a I understand it is not easy to get a diploma without my efforts in studies.

THE TOWER OF LONDON

Text

The Tower of London is a very old building in London. It is nine hundred years old. The Tower of London stands on the Thames.

In the early days of the history of England the English kings lived in the Tower. Then it was a prison where many people died, black ravens had much food near the Tower in those years.

The black ravens live in the gardens of the Tower now. The English people like them very much. A man looks after the ravens and gives them meat in the morning and in the evening.

Now the tower of London is a museum and many people from other countries come to see it. They see the dark stone halls with small windows and thick doors. The walls of the Tower are five metres thick. In the museum they see many old guns.

At ten o'clock every evening the guards lock the big doors of the Tower for the night.

BIG BEN

Text

The Houses of Parliament is a very large building which stands near the Thames. There are two tall towers at the corners of the building and one of them is the Clock Tower.

The English people built the tower and the clock in 1858. The clock has four faces and a very big loud bell. The bell weighs 13 tons. The man in charge of the building was Sir Benjamin Hall. This man was very tall, and the workers and friends called him Big Ben. So they called the bell Big Ben too. Sometimes people call the clock and the Clock Tower Big Ben.

The people of London who live near the Houses of Parliament can hear the sound of the bell every hour. Other people hear it on the radio. On New Year's night people come to the Clock Tower to see the New Year in.

LONDON BRIDGE

Text

London Bridge is two thousand years old. The first bridge was of wood. Then people built the bridge of stone and called it London Bridge. There were houses and shops on it and people paid money when they crossed the bridge.

In 1831 a new bridge rose on the place of the first bridge. But the city grew very quickly and in 1960 the people of London wanted to build a large new bridge at that place.

A very rich American bought the old London Bridge as people buy old things. He wanted to show the old bridge in America to people for money. The people of London liked their old London Bridge. But the city needed money for the new bridge.

The American brought the parts of the bridge on a ship to Arisona in the USA. Workers built the old bridge but there was no river under it now, only a street. No ships pass under it now, only people walk along the street and look at the old bridge. In 1973 the new London Bridge was opened on the place of the old bridge over the Thames.

Meet ROBERTA TOMLINSON

I'm from Glasgow, in Scotland, and I'm forty-three years old. I'm married, and my husband's name is Andrew. He's a teacher in a school for blind children. We have three children – two boys and a girl. I have two brothers. They still live in Scotland. I'm a member of Parliament, so I work in London for part of the week and in Scotland for the rest. I enjoy my work very much. I like it because I meet a lot of people and it is my job to help them. I work about fifty or sixty hours a week. We have a flat in London, but my home is Glasgow, and we have a large house there. There are about twelve rooms, and the house is like a hotel. We have a garden where we grow fruit and vegetables. Well, I have very little free time, but when I can, I like having friends for dinner. We sit, eat, drink and talk for hours! I also enjoy the theatre, and I love the Edinburgh Festival, which takes place in August. I like all kinds of music but especially folk music.

Work environmentText

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

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

What are design Ethics?

Text

Design ethics help raise the standard for visual work by establishing behaviors and actions that are acceptable in the professional community and for clients.

While the resources section includes plenty of examples of different ethical standards for designers, the four-point [ethical standards from the Academy of Design Professionals](#) is one that is worth striving for.

Design professionals should strive to improve their professional and technical knowledge and skill.

Design professionals should continually seek to raise the standards of aesthetic and functional excellence, design education, research, training, practice and professional excellence.

Design professionals should uphold human rights in all their professional endeavors.

Design professionals should promote the profession and contribute to the knowledge and capability of the design professions as a whole.

No matter your skill level or job title, these standards exemplify the essence of design ethics. It should be quite obvious why they are important. These types of ideals are easy to stand behind; it is the practice that can be a little trickier.

Industrial Design

Text

Industrial Design is an applied art whereby the aesthetics it improves usability of products. Design aspects specified by the industrial designer may include the overall shape of the object, the location of details with respect to one another, colour, texture, sounds, and aspects concerning the use of the product ergonomics. Additionally, the industrial designer may specify aspects concerning the production process, choice of materials and the presentation of a product to the consumer at the point of sale. Industrial designers make exclusive the visual design of objects. An industrial design consists of the creation of a shape, configuration or composition of pattern or colour, or combination of pattern and colour in three-dimensional form containing aesthetic value.

The use of industrial designers in a product development process improves usability, lowers production costs and leads to the appearance of more appealing products. It is important that in order to be an Industrial Design the product has to be produced in an industrial way, for example, an artisan cannot be considered an industrial designer, although he may challenge the same aspects of a product.

Industrial design in pre-industrial societies

Text

Many of the standard principles of industrial design were known to pre-industrial societies. If one looks first at the most primitive societies one sees that their tools are typified both by fitness for use, and by the way a particular problem could be solved. Paleontologists measure man's evolution partly through the changes in flint implements, the earliest of all found in the Olduvai Valley Gorge in Tanzania. These tools are roughly made, but they show a clear understanding of the nature of the substance from which they are formed, and of the way in which it can be shaped by flaking. There is a narrow range of types - hand-axes, scrapers and pounders - but each type is already adapted to do a different job. In fact, the whole of industrial design is already there in embryo.

More sophisticated flint tools show unsurpassed elegance and control of form. Standardization and even a kind of industrial production were understood by the civilizations of the Ancient World, and particularly by the Romans. A more complex example of standardization is Roman weaponry. Rome relied on the power of her armies, and her soldiers were outfitted to a series of standard patterns.

Contemporary style of decoration

Text

You might like a contemporary style of decorating if you like to keep current with styles, enjoy things that are modern, of today, right now. While it's been thought that modern interiors are cold and minimalistic, today's contemporary interiors are comfortable and welcoming without being cluttered and dark.

It's a style that is equally appropriate for offices and stores, lofts and homes. A contemporary style home can be a quiet and comfortable retreat. To achieve the look of a contemporary home, it's important to stick to some basic rules. Fundamentally, simplicity, subtle sophistication, texture and clean lines help to define contemporary style decorating. Interiors showcase space rather than things. By focusing on colour, space, and shape, contemporary interiors are sleek and fresh.

Keep in Mind

- Use furniture and accessories to make a bold statement in contemporary style interior. Use a basic background and shout out with your favourite colour on a piece that will stand out.
- Less is more! In a contemporary style interior, don't use ruffles, excessive carved details, fringe, or floral prints. Abolish cute and small. Go basic, bare, bold, and structural.
- Floors in a contemporary style home should be bare and smooth in wood, tile, or vinyl. If you must use carpet for sound control or warmth, choose commercial grades. Add colour and texture with plain or geometric-patterned area rugs.

Decorating in tropical style

Text

Tropical chic is one of the most popular looks today. It includes comfort, warmth, and a touch of the exotic, using jungle themes, restful colours, and natural textural elements. It's a style that has fresh appeal with touches of traditional. This is not the multi-coloured jungle look you might choose for a child's room. Instead, it might be defined as "lush minimalism" since it mixes lots of texture and intricate pattern with simple details and a few large accessories. Common motifs include stylized palm trees, large leafed banana plants, monkeys, animal prints, rattan, leather, and grass cloth. This look is most often used in living rooms and family rooms, but can be adapted for master suites and bathrooms as well.

Here are some of the underlying elements and themes of a tropical look room.

- Comfortable upholstered furniture is a must in a tropical room.
- Long horizontal lines underscore a casual look and add to a restful mood, while taller elements such as plants, screens, or artwork add a grand scale.
- Neutral tones including ivory, beige, camel, tan, deep brown, soft gold, and pale yellows are the foundation of a tropical themed room. Greens are also a major element in shades that range from light sage to avocado and from yellow-greens to a green that is nearly black. Accents might be in dark brown, black, or even muted reds.

Variant I

Colour theory encompasses a multitude of definitions, concepts and design applications. As an introduction, here are a few basic concepts. A colour circle, based on red, yellow and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colours in 1666. Primary colours – red, yellow and blue. In traditional colour theory, these are the 3 pigment colours that can not be mixed or formed by any combination of other colours. All other colours are derived from these 3 hues. Secondary colours –green, orange and purple. These are the colours formed by mixing the primary colours. Tertiary colours – yellow-orange, red-orange, red-purple, blue-purple, blue-green and yellow-green. These are the colours formed by mixing one primary and one secondary colour.

Research shows that colours can have a powerful effect on your state of mind: choose the wrong colour for a room and it could make you feel depressed, sluggish, irritable or anxious every time you

walk into it. To make your home work for you, it's a good idea to decide which particular feelings and activities you'd like each room to encourage, and then choose your colour schemes accordingly.

Variant II

If you're interested in becoming an interior decorator, you probably already have an idea about what good design looks like, or at least what fits your style and taste. However, you can continue to develop this by staying abreast of the trends popular in the industry and watching them change.

Every artist needs a portfolio to showcase their work, and an interior decorator is no different. The purpose of a portfolio is to convince a client or a firm to hire you, so, along with your designs, you should include any other documents (such as letters of recommendation and 'design boards', which are poster boards containing pictures and samples of materials that you use, like fabrics, flooring, wallpaper, etc.) that will convince your future employer (client or firm) of your talents. However, the majority of your portfolio should consist of pictures of work that you have completed. On every job you should be sure to take 'before' and 'after' photos of the rooms that you design. Then, from this group, you should choose 15-20 pictures to present in your portfolio.

Variant III

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

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

Graphic designers must be familiar with computer graphics and design software. A bachelor's degree in graphic design is usually required. Creativity, communication, and problem-solving skills are important, as are a familiarity with computer graphics and design software.

6. Примеры оценочных средств для проведения промежуточной аттестации

6.1 Варианты заданий для проведения промежуточной аттестации:

Test 1

Exercise 1. Match the translation

- | | |
|-----------------|--------------------------|
| 1) to design | a) рисовать (карандашом) |
| 2) to delineate | b) проектировать |
| 3) to sketch | c) создавать |
| 4) to draw | d) украшать |
| 5) to create | e) чертить, набрасывать |
| 6) to decorate | f) рисовать эскиз |

Exercise 2. Fill in the gaps with the verbs in the appropriate form. Some of the verbs can be used twice: to design, to delineate, to sketch, to draw, to create, to decorate

- 1) Some people believe that God ... the world.
- 2) Who ... the Sydney Opera House?
- 3) It took him a few days to ... the design drawing of the shopping centre.
- 4) This building ... by a famous architect.
- 5) At Christmas we ... the living rooms with coloured paper and lights.
- 6) The assignment at the lesson was to ... a horse in motion.

- 7) He decided not to draw the picture but to ... that landscape.
- 8) That outstanding artist managed to ... a real masterpiece of art.
- 9) We made up our mind to ... the bedroom with blue paint and a gold paper.

Exercise 3. Match the adjectives with their synonyms

- | | |
|------------------|---------------------------|
| 1) architectonic | a) ornamental |
| 2) creative | b) fashionable, smart |
| 3) stylish | c) constructive |
| 4) decorative | d) tasteful, aesthetic |
| 5) artistic | e) imaginative, ingenious |
| 6) decorated | f) embellished |

Exercise 4. Fill in the gaps with the following adjectives: *creative, inventive, constructive, decorated, decorative, ornamental, stylish.* **In some of the sentences two variants are possible**

- 1) This ... interior designer realizes interesting ideas in his design projects.
- 2) The ... streets looked wonderfully and everybody felt New Years' Day was coming.
- 3) They were not able to accept his ... criticism towards their architectural plans.
- 4) The last collection of that ... fashion designer left an unforgettable impression with the public.
- 5) The young man is considered to be a very ... musician.
- 6) My mother is fond of ... art very much.
- 7) His ... designs for the new college building impressed the customers greatly.
- 8) The photograph of her grandparents in a(n) ... frame stood on the dressing table.

Test 2

A- Make questions

Example: How old are you? - I am 16.

1. _____? My name is Luda.
2. _____? He's from Russia.
3. _____? I am a travel agent.
4. _____? She's 29.
5. _____? They're teachers.
7. _____? His name's Sasha.
8. _____? My bag's blue.
9. _____? She's a student.
10. _____? Fine, thanks and you?

B-Give short answers

Example: Are you from Spain? No, I'm not.

1. Are you from Russia? _____
2. Are you a pupil? _____
3. Are you married? _____
4. Do you like tennis? _____
5. Do you work in France? _____

C-Write sentences

Example: there/chair/a/is - There is a chair.

1. doesn't/ he/ chocolate/ like _____
2. like/ music/ why/ do/ you? _____
3. on/ what/ she/ does/ do/ Sundays? _____

D-Write the opposites

Examples: good - bad; early - late

1. question - _____
2. hot - _____
3. small - _____
4. always - _____

5. cheap - _____
6. get up - _____
7. easy - _____
8. he - _____
9. old - _____
10. holiday - _____

Test 3

A. What time is it?

Example: 3.00 – It's three o'clock

1. 1.00
2. 1.10
3. 1.15
4. 1.20
5. 1.305.
6. 1.35
7. 1.40
8. 1.45

B. Underline the correct verb

Example: He live/lives in Russia

1. I like/likes playing football.
2. We work/works in a hospital.
3. Sveta live/lives in Hungary.
6. They like/likes pizza.
5. They don't/doesn't play/plays tennis at the week-end.
6. Do/does she like/likes her new job.
7. He doesn't/don't like watching television.
8. I doesn't/don't live in Magadan.

C. Prepositions

Write – at, in, for, on, to, by, from

1. I live _____ Russia.
2. I work _____ an office.
3. There's a table _____ the office.
4. _____ weekends, I don't work.
5. I don't work _____ home.
6. I go _____ work _____ bus.
7. There are photographs _____ the table.
8. I usually go _____ holiday _____ winter.

Test 4

A. Form sentences by putting the words in the correct order. Begin the sentences with the words in bold.

1. **How** / been / you / long / living / here? / have
2. raining / **It** / just / has / stopped
3. played / **The** / is / game / balls / black / wooden / with / small
4. than / much / is / **This** / more / sport / it / difficult / looks
5. yet? / they / recycling / bottles / **Have** / your / in / area / started
6. you / time / tennis? / for / **Have** / enough / got / of / a / game

B. Chose the correct form of verb in each sentence.

1. Where have you gone / been all day?
2. Those unique photographs showed / were shown on television last night.

3. We have spent / spent ten wonderful days in Spain last year.
4. Nick has been using / used that old camera for years. Why doesn't he buy a new one?
5. Our plane took off / was taken off just before midnight.
6. The telephone was rung / rang just as she was leaving the office.

C. Match the questions and answers.

Questions

1. Have you ever planted a tree?
2. Have you ever been hurt while climbing?
3. Were you seriously injured during the football match?
4. Have you been sending letters to the new members?
5. Have you been sent an invitation to the dinner?
6. Did you throw those old newspapers away yesterday?

Answers

- a. No, I was lucky.
- b. No, because the recycling bin was full.
- c. No, but I'm expecting one.
- d. No, but I like to.
- e. No, I've been quite lucky so far.
- f. No, that's the secretary's job.

Variant I

Exercise 1. Translate from English into Russian

coin, campaign, way, art, logo, culture, production, colour.

Exercise 2. Name in one word

- a) an act of moving or being moved =
- b) an identifying symbol used as a trademark =
- c) any stimulus to creative thought or acting =
- d) the art of decorative handwriting =
- e) the act of taking pictures by means of a camera and film sensitive to light =

Exercise 3. Make the following sentences negative

1. Henry Cole explained the importance of graphic design to his government (in Great Britain).
2. Graphic designs of the past can help enhance your own work in original ways today.
3. New styles and technologies emerged rapidly.
4. Post-modernism brought new materials, bright colours, and humour to design.
5. Frank Mason Robinson created the classic Coca Cola logotype.
6. The Bauhaus movement embraced mass production and the new machine culture.

Exercise 4. Make up questions

1. graphic today design of the past help enhance can your own work in original ways?
2. created the classic Coca who Cola logotype?
3. times advertising exist in did ancient?
4. inspiration can the history of graphic serve as an excellent design an source of?
5. Egyptians where did write sales messages?
6. Henry where to his explain did Cole the importance of graphic design to his government?

Exercise 5. Do a grammar test

1. Art and technological developments (to influence) certain designers.
2. Politicians in Pompeii and ancient Arabia (to create) campaign displays.
3. The entire history of graphic design (to be) way too long.
4. Photography (to begin) replacing illustrations in most graphic design.
5. Cole (to go on) to become influential in the growth of design education.
6. The actual term "graphic design" (not to appear) until 1922.
7. And of course with computers (to come) the digital revolution.
8. Art Nouveau (can be used not) in a digital format.
9. Art and technological developments (to influence) certain designers.
10. Computer fonts certainly (to recreate) ancient calligraphy.

Variant II

Exercise 1. Translate from English into Russian

size, equipment, business, error, arrangement, sound, artwork, target, strategy, way, layout, approval, research

Exercise 2. Name in one word

- a) the act of agreeing that smth is good =
- b) a piece of information, spoken or written, passed from one person to another =
- c) an identifying symbol used as a trademark =
- d) a large business organization =
- e) one who buys and uses goods and services =
- f) the exclusive right to reproduce, publish, and sell an original work, or any part of it, for a certain number of years =
- g) a person using the services of a lawyer, architect, or other professional person =
- h) relating to the arts of representation, decorating, and printing on a flat surfaces =

Exercise 3. Make the following sentences negative

1. Graphic designers use specialized computer software packages.
2. They find the most effective way to get messages.
3. The first step in developing a new design is to determine the needs of the client.
4. They may create graphs and charts from data for use in publications.
5. Identifying the needs of consumers is becoming increasingly important for graphic designers.
6. Graphic designers also may produce the credits that appear before and after television programs and movies.

Exercise 4. Make up questions

1. Do develop and what graphic produce designers?
2. Gather do relevant how information designers?
3. Designers a what to time do devote considerable?
4. Graphic why use computer designers do packages software?
5. The design who designers do the present completed?
6. Sketches do how graphic or prepare designers layouts?

Exercise 5. Do a grammar test

1. A graphic designer (create) visual solutions to communications problems.
2. Sorry, but a designer (review) catalogues and (order) samples now.
3. An increasing number of graphic designers also (to be) involved in developing material for Internet Web pages, interactive media, and multimedia projects.
4. Graphic designers (take) into consideration cognitive, cultural, physical, and social factors in planning and executing designs for the target audience.
5. Identifying the needs of clients (become) increasingly important for graphic designers at present.
6. Graphic designers (use) a computer to illustrate their vision for the design.
7. Designers also may (devote) a considerable time to developing new business contacts, choosing equipment, and performing administrative tasks.
8. The need for up-to-date computer and communications equipment (to be) necessary for graphic designers.
9. They may (create) graphs and charts from data for use in publications.
10. Designers also (select) the size and arrangement of the different elements on the page or screen.

Exercise 1. Name in one word

(balance, rhythm, emphasis, harmony, form, line, shape)

- a) a thin mark with length but not width =
- b) appearance =
- c) shape; outward appearance =
- d) an even distribution of a weight; steadiness; not falling =
- e) special importance given to something =

f) a repeated pattern of events, sounds in speech or music =

g) a state of agreement, peacefulness =

Exercise 2. Make the following sentences negative

1. Rhythm supplies the discipline that controls the eye as it moves around a room.
2. Curvilinear shapes, like curved lines, express softness and fluidity.
3. An excessive use of curves can create an ornate, fussy appearance.
4. Diagonal lines imply movement and are visually active and dynamic.
5. Line can convey various feeling and emotions.
6. Visual equilibrium in a room is called balance.
7. There are many theories for harmony.
8. Choose it, if you're feeling depressed or mentally sluggish.
9. Pink blends caring and passion.
10. All other colours are derived from these 3 hues.
11. Research shows that colours can have a powerful effect on your state of mind.
12. Usually one of the three colours predominates.

Exercise 3. Make up questions

- 1) colour / what / colours / groups / theory / there / are / in / of / the / ?
- 2) circular / developed / of / when / was / diagram / the / colours / first / ?
- 3) hues / do / know / what / of / you / red / ?
- 4) colours / which / chosen / be / extroverts / by / should / ?
- 5) which / aren't / colours / introverts / for / recommended / ?

6.2 Примеры тестовых заданий

Вариант 1

1. Identify the following verb forms:

are working, should use, include, relate, can convey, seems, suggest, imply, can make, represents, can be considered, is called, gives, appears, refers, is attracted, is featured, must be emphasized, can add, is created, can be created, are defined.

2. Do a grammar test on Participle I and II.

1. Whether you are working with (exist) furnishings and fabrics or “starting from scratch” with an empty room, you should always use the elements and principles of design as a guide in choosing everything.
2. Lines (join) together define the form or shape of objects.
3. The most common shapes (find) in our homes are squares, rectangles and triangle.
4. They add height and dignity, (create) a more formal atmosphere.
5. A well- (design) room is a unified whole that encompasses all the other elements and principles of design.
6. The triangle represents stability, but it's also a dynamic shape because of the different angles (form) by its sides. Reading comprehension

3. Make up questions:

- 1) colour / what / colours / groups / theory / there / are / in / of / the / ?
- 2) circular / developed / of / when / was / diagram / the / colours / first / ?
- 3) hues / do / know / what / of / you / red / ?
- 4) colours / which / chosen / be / extroverts / by / should / ?
- 5) which / aren't / colours / introverts / for / recommended / ?

4. Fill in the gaps (-ing or -ed):

- 1) John is an extremely ... (to interest) person.
- 2) She is ... (to interest) in painting.
- 3) Go for a walk if you feel ... (to depress).

- 4) This book is rather sad. I think it's too ... (to depress).
- 5) I love this club. The atmosphere here is very ... (to relax).
- 6) Mary is so calm. She looks ... (to relax) all the time.
- 7) I find strong personalities really ... (to inspire).
- 8) I've always been ... (to inspire) by his works.
- 9) Ann is a good wife. She is so ... (to care).
- 10) Why are you so ... (to reserve)? You've got to be more cheerful

5. Make up the tag-questions:

1. Designers create new types of furniture and new furnishing concepts, ...?
2. The beauty of a home will depend on how well the principles of design are applied ...?
3. The beauty of any room depends upon the interrelationship of all the components ...?
4. Often colour can be employed to bring areas into balance ...?
5. Nowadays there is a great desire for relaxation and calm ...?
6. The dominant idea is to create a room completely cut off from busy everyday life ...?
7. The textile industry has developed marvellous new hi-tech fabrics that are also high- touch ...?
8. Each object and each element contributes to the whole ...?

6. Do a grammar test on Conditional sentences:

1. If you like to keep current with styles, you should
2. If you want to achieve the look of a contemporary home, you should
3. If you desire to paint the walls in pastels, you should
4. If a wall is a bright, bold colour, neutrals should
5. If you want to make a bold statement in contemporary style interior you should... .

7. Write the plural form of the words:

Geometry, simplicity, variety, beauty, personality, company, continuity, versatility, key, possibility, industry.

Вариант 2

1. Identify the following verb forms:

are working, should use, include, relate, can convey, seems, suggest, imply, can make, represents, can be considered, is called, gives, appears, refers, is attracted, is featured, must be emphasized, can add, is created, can be created, are defined.

2. Do a grammar test on Participle I and II.

1. Whether you are working with (exist) furnishings and fabrics or "starting from scratch" with an empty room, you should always use the elements and principles of design as a guide in choosing everything.
2. Lines (join) together define the form or shape of objects.
3. The most common shapes (find) in our homes are squares, rectangles and triangle.
4. They add height and dignity, (create) a more formal atmosphere.
5. A well- (design) room is a unified whole that encompasses all the other elements and principles of design.
6. The triangle represents stability, but it's also a dynamic shape because of the different angles (form) by its sides. Reading comprehension

3. Make up questions:

- 1) colour / what / colours / groups / theory / there / are / in / of / the / ?
- 2) circular / developed / of / when / was / diagram / the / colours / first / ?
- 3) hues / do / know / what / of / you / red / ?
- 4) colours / which / chosen / be / extroverts / by / should / ?
- 5) which / aren't / colours / introverts / for / recommended / ?

4. Fill in the gaps (-ing or -ed):

- 1) John is an extremely ... (to interest) person.
- 2) She is ... (to interest) in painting.

- 3) Go for a walk if you feel ... (to depress).
- 4) This book is rather sad. I think it's too ... (to depress).
- 5) I love this club. The atmosphere here is very ... (to relax).
- 6) Mary is so calm. She looks ... (to relax) all the time.
- 7) I find strong personalities really ... (to inspire).
- 8) I've always been ... (to inspire) by his works.
- 9) Ann is a good wife. She is so ... (to care).
- 10) Why are you so ... (to reserve)? You've got to be more cheerful

5. Make up the tag-questions:

1. Designers create new types of furniture and new furnishing concepts, ...?
2. The beauty of a home will depend on how well the principles of design are applied ...?
3. The beauty of any room depends upon the interrelationship of all the components ...?
4. Often colour can be employed to bring areas into balance ...?
5. Nowadays there is a great desire for relaxation and calm ...?
6. The dominant idea is to create a room completely cut off from busy everyday life ...?
7. The textile industry has developed marvellous new hi-tech fabrics that are also high- touch ...?
8. Each object and each element contributes to the whole ...?

6. Do a grammar test on Conditional sentences:

1. If you like to keep current with styles, you should
2. If you want to achieve the look of a contemporary home, you should
3. If you desire to paint the walls in pastels, you should
4. If a wall is a bright, bold colour, neutrals should
5. If you want to make a bold statement in contemporary style interior you should... .

7. Write the plural form of the words:

Geometry, simplicity, variety, beauty, personality, company, continuity, versatility, key, possibility, industry.

Вариант 3

1. Identify the following verb forms:

are working, should use, include, relate, can convey, seems, suggest, imply, can make, represents, can be considered, is called, gives, appears, refers, is attracted, is featured, must be emphasized, can add, is created, can be created, are defined.

2. Do a grammar test on Participle I and II.

1. Whether you are working with (exist) furnishings and fabrics or "starting from scratch" with an empty room, you should always use the elements and principles of design as a guide in choosing everything.
2. Lines (join) together define the form or shape of objects.
3. The most common shapes (find) in our homes are squares, rectangles and triangle.
4. They add height and dignity, (create) a more formal atmosphere.
5. A well- (design) room is a unified whole that encompasses all the other elements and principles of design.
6. The triangle represents stability, but it's also a dynamic shape because of the different angles (form) by its sides. Reading comprehension

3. Make up questions:

- 1) colour / what / colours / groups / theory / there / are / in / of / the / ?
- 2) circular / developed / of / when / was / diagram / the / colours / first / ?
- 3) hues / do / know / what / of / you / red / ?
- 4) colours / which / chosen / be / extroverts / by / should / ?
- 5) which / aren't / colours / introverts / for / recommended / ?

4. Fill in the gaps (-ing or -ed):

- 1) John is an extremely ... (to interest) person.

- 2) She is ... (to interest) in painting.
- 3) Go for a walk if you feel ... (to depress).
- 4) This book is rather sad. I think it's too ... (to depress).
- 5) I love this club. The atmosphere here is very ... (to relax).
- 6) Mary is so calm. She looks ... (to relax) all the time.
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- 8) I've always been ... (to inspire) by his works.
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- 10) Why are you so ... (to reserve)? You've got to be more cheerful

5. Make up the tag-questions:

1. Designers create new types of furniture and new furnishing concepts, ...?
2. The beauty of a home will depend on how well the principles of design are applied ...?
3. The beauty of any room depends upon the interrelationship of all the components ...?
4. Often colour can be employed to bring areas into balance ...?
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4. If a wall is a bright, bold colour, neutrals should
5. If you want to make a bold statement in contemporary style interior you should... .

7. Write the plural form of the words:

Geometry, simplicity, variety, beauty, personality, company, continuity, versatility, key, possibility, industry.

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