

Министерство науки и высшего образования Российской Федерации
ФГБОУ ВО «Удмуртский государственный университет»
Институт языка и литературы
Кафедра профессионального иностранного языка
для естественнонаучных специальностей

A World of Art

Учебно-методическое пособие



Ижевск

2025

УДК 811.111(075.8)

ББК 81.432.1я73

А96

Рекомендовано к изданию Учебно-методическим советом УдГУ

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А96 А World of Art : учеб.-метод. пособие / сост. Ф.К. Мингазова, Т.Ю. Касаткина. – Ижевск : Удмуртский университет, 2025. – 85 с. – Текст : электронный.

Учебно-методическое пособие содержит аутентичные тексты специальной направленности, упражнения на закрепление лексико-грамматического материала, грамматический справочник и методические указания по подготовке публичного выступления на профессиональную тему.

Данное пособие адресовано обучающимся по программам бакалавриата и специалитета Института искусств и дизайна и может быть использовано в качестве дополнения к основным учебникам как для аудиторных занятий, так и для самостоятельной работы.

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Предисловие

Учебно-методическое пособие предназначено для студентов бакалавриата и специалитета Института искусств и дизайна.

Целью освоения дисциплины «иностранный язык» является овладение иностранным языком в его функциональных формах и стилях и умение практически использовать полученные навыки, умения и знания для решения как общих, так и профессиональных коммуникативных задач.

Основной целью данного пособия является формирование коммуникативной компетенции через развитие навыков чтения и перевода специальных текстов и базовых умений устного и письменного делового общения.

Задачи: усвоение необходимого лексического материала в пределах профильных тем; систематизация грамматических явлений; развитие речевых навыков; овладение техникой чтения и перевода профессионально-ориентированных текстов; приобретение навыков публичного выступления на английском языке на профессиональную тему.

Каждая тема начинается с введения и первичного закрепления активного словаря. Далее следует чтение и перевод текста, отработка лексики, разбор грамматических явлений. Послетекстовая работа предполагает дальнейшую активизацию лексико-грамматического материала и развитие речевых навыков.

Помимо практических занятий, усвоение материала осуществляется в ходе самостоятельной деятельности обучающихся, предполагающей чтение дополнительной литературы, работу с Интернет-ресурсами, создание презентаций, написание сочинений на темы, предложенные в пособии, а также по выбору обучающегося.

С целью развития умения получать, перерабатывать и передавать информацию профессионального характера, в пособии представлены аутентичные тексты для самостоятельного чтения, а также методические указания по подготовке публичного выступления.

В пособие также включен грамматический раздел, который содержит краткие пояснения к грамматическим явлениям и упражнения для их закрепления.

Unit 1

Describing art

Active vocabulary

Art - искусство, изобразительное искусство, умение, искусство, мастерство, хитрость, коварство; художественный; некоммерческий, экспериментальный (*театр, кино*); профессиональный (*противоп. народному*); классический

Arts – гуманитарные науки (*т.ж. Liberal arts*); ремёсла; виды искусства

Artwork – произведение(я) искусства; иллюстративный материал

Fine art(s) – изящное (высокое) искусство

Applied art(s)– прикладное искусство

Performing arts– исполнительские виды искусства

Visual arts – drawing, graphics, painting, sculpture, photography, video and the decorative arts

Artful – хитрый, ловкий

Artless - бесхитростный, простодушный, безыскусственный, неискусный

Artist – художник, артист, мастер своего дела, эстрадный артист

Fabric – ткань, материя, материал, текстура

Contemporary – современный

Distinctive – отличительный, особенный, характерный, уникальный

Flexible – гибкий

Subtle – тонкий, нежный, утонченный, неуловимый

Unique – уникальный

Impress – производить впечатление

Express – выражать

1. Read and translate.

The arts

Under the heading of ‘the arts’ come: literature (novels, short stories, drama, poetry, biographies); fine art(s) (sculpture, painting, architecture, ceramics); performing arts (theatre, dance, cinema, ballet, opera, concerts). In European academic traditions, fine art is art developed primarily for aesthetics or beauty, while applied art also has to serve some practical function, such as pottery or most metalwork.

Historically, the five main fine arts were painting, sculpture, architecture, music, and poetry. Today, the fine arts commonly include additional forms, such as film, photography, video production/editing, design, sequential art, conceptual art, and print-making.

2. Read the examples:

1. Dance is an art. *Танец – это вид искусства.*
2. He gained his ends by arts. *Он достиг своей цели хитростью.*
3. He studied art in college. *Он изучал искусство в колледже.*
4. I was never any good at art. *Я никогда не умел хорошо рисовать.*
5. It's a remarkable picture, but is it art? *Это замечательная картина, но является ли она предметом искусства?*
6. Television is ruining the art of conversation. *Телевидение разрушает искусство общения.*
7. He's very good at art. *Он очень преуспел в искусстве. / Он очень хорошо рисует.*
8. The museum has a large collection of folk art. *Музей располагает большой коллекцией народного искусства.*
9. The exhibition features 175 works of art. *На выставке представлено сто семьдесят пять произведений искусства.*
10. Art does not need to be innovative to be good. *Искусство не обязано быть авангардным, чтобы быть хорошим.*
11. I've got the early morning routine down to a fine art. *Я превратил скучные утренние процедуры в целое искусство.*
12. The publisher was responsible for all the artwork in the book. *Издатель отвечал за все иллюстрации в книге.*
13. Writing advertisements is quite an art (=it is difficult to do). *Написание рекламных объявлений – это целое искусство (т.е. это сложно сделать).*
14. He said that architecture is the art of wasting space beautifully. *Он сказал, что архитектура – это умение красиво тратить пространство.*
15. The National Academy for the Performing Arts, a **state-of-the-art** theatre facility equipped with classrooms for the delivery of training workshops, was completed in the capital city in 2009. *В 2009 году в столице была возведена Национальная академия исполнительских искусств – современное театральное учреждение, оборудованное классами для проведения семинаров-практикумов.*

3. Translate the sentences.

1. Art usually means fine art, but can also refer to technique and creativity.
2. She's a great art lover.
3. Shakespeare was skilled in the art of poetry.
4. If you want to see the paintings of a famous artist, you need to go to an art gallery or museum.
5. The government doesn't give enough money to the arts.

6. She's got a diploma in dance from the Performing Arts Academy.
7. The art of writing a short story is to interest the reader from the very first line.
8. I was no good at art at school.
9. Art is long and life is short.

4. Match these words to the definitions.

Commercial contemporary distinctive emotional flexible

1. different from other things _____
2. modern _____
3. related to business or making money _____
4. able to make changes _____
5. expressing strong feelings _____

Active grammar

Past Simple/Past Continuous (see Grammar Section p.64, p.68)

5. Check the meaning of these verbs. What are the past forms? Which two are regular?

fill	throw	take
steal	spend	cut
hide	destroy	think

6. Read the newspaper story. Complete 1-9 in the story with the past forms of the verbs in ex.5.

The thief, his mother, and \$2 billion

Stephane Breitweiser, 33, from Alsace, in France, is the greatest art thief in Europe. For over six years, (...), he (1)____239 paintings from museums in France, Austria, and Denmark. He went into museums (...) and (2)_____ the paintings under his coat. Nobody looked at him (...).

Back in his apartment, (...), he (3)_____ his bedroom with priceless works of art. His mother, Mireille, 53, (4) _____ all the paintings were copies. One day (...), the police arrived, and they (5)_____ Stephane to the police station. Mireille was so angry with her son that she went to his room, took some paintings from the walls, and (6)_____ them into small pieces. Others she took and (7)_____ into the canal. Altogether, she (8)_____ art worth two billion dollars! Both mother and son (9) _____ many years in prison.

7. Answer the questions.

1. What did Stephane Breitweiser steal?
2. Was his mother also a thief?
3. Why did she go to prison?

8. Put these lines into the story (...).

- a where he **was living** with his mother
- b while he **was working** as a lorry driver
- c just as they **were closing**
- d while they **were having** supper
- e because he **was wearing** a security guard's uniform

9. Choose the correct verb form.

1. I *saw* / *was seeing* a good programme on TV last night.
2. Last week the police *stopped* / *were stopping* Alan because he *drove* / *was driving* at over 80 miles an hour.
3. When I *arrived* / *was arriving* at the party, everyone *had* / *was having* a good time.
4. 'How *did you break* / *were you breaking* your leg?' - 'I *skied* / *was skiing* and I *hit* / *was hitting* a tree.'
5. *Did you have* / *Were you having* a good time last night?

10. Complete the sentences with the verbs in the Past Simple or Past Continuous.

1. While I ____ (go) to work this morning, I ____ (meet) an old friend.
2. I ____ (not want) to get up this morning. It ____ (rain) and it was cold, and my bed was so warm.
3. The phone ____ (ring) just as I ____ (leave) the office.
4. When I ____ (pick) up the phone, there was no-one there.
5. I ____ (say) hello to the children, but they didn't say anything because they ____ (watch) television.

Reading

11. Read the interview with Basher, paying attention to the words in bold.

Interviewer: Simon, could I ask you about how you started as an artist? You trained as a graphic designer. When you left university, did you work immediately as a graphic designer?

Basher: I started work as an illustrator first of all. I did about a year or so but then I went into the music industry.

I: And what did you do? Were you a musician?

B: Yes. At first I was in a band. We had a small **record deal** and we toured. Then I became a **session musician**, and later on I went into management, basically looking after a collection of pop bands and record producers.

I: Has that influenced your work as an artist or in the way you sell your art?

B: When I worked in the music industry I wasn't sure how to **network with** other people or how **to conduct myself**. Through the mistakes I made, I learnt how **to push myself forward** and be more **adaptable** when meeting new people.

I: So how did you become an **independent** artist?

B: Well, I was still working as a manager, not really enjoying it very much, when a friend told me about a place called Spitalfields Market, where artists selling contemporary **stuff** can rent a cheap **stall**. I drew the first thing that came into my head, some Japanese characters, photocopied and **enlarged** them, stuck them on some wood and put them on the wall at the market. And that was it. In the first week I had some really excellent sales and so I decided **to carry on**.

I: OK. Now the images you produce are very distinctive. Tell us about them.

B: Stylistically they're graphic images, with influences from graffiti and comics. I'm really interested in drawing people's characters, **particularly** their expressions. With lots of emotional content.

I: I suppose your prints could be used for virtually anything?

B: Yes, all the images are basically created on a computer, so that they can be transferred to any **medium**; for example, clothing such as t-shirts. Or you can use them for computer games – for anything really.

I: Why do you think you're successful?

B: I think it's being flexible. A lot of artists **are a bit set in their ways**, not very open to other people's ideas or usages for their work because they're worried about being too **commercial**. I don't mind selling my work in different mediums, not just paintings, and I don't feel this is **devaluing** it. It's important to get the balance right. I'm an artist, but I'm also a businessman.

I: What advice would you give somebody who wants to become an artist?

B: I think you have to be honest with yourself and do what you enjoy, because it's difficult **to make living** from art. If you hit on something which is working then follow it up and stay focused on that.

I: Finally, your real name is Simon. Where does the name Basher come from?

B: Basher is an old fashioned name for a school bully, and I thought these characters were so unlike that. So it was a bit of a joke really and it just stuck.

12. Put the events in the correct order.

- a. He played in a band.
- b. He became an independent artist.
- c. He worked as an illustrator.
- d. He went to university.
- e. He managed some pop bands and record producers.

13. Choose the correct alternative.

1. He worked as an illustrator for *several years* / *one year*.
2. He *didn't enjoy* / *enjoyed* managing pop bands and record producers.
3. The first time he tried to sell his art at Spitalfields Market he *was* / *wasn't* very successful.
4. He *produces* / *has been influenced by* graffiti and comics.
5. He *uses* / *doesn't use* computer programs to create images.
6. Basher *is* / *isn't* flexible about how his work is used.

14. Tell about Basher in the third person in 10-12 sentences.

15. Work with a partner and discuss these questions.

1. Do you think it's possible to be a real artist and also a businessman?
2. Do you think Basher is right to think of his art as a way of making money?
3. Which Basher's words could serve as a good piece of advice for every young person?

16. Read and translate the text, paying attention to the words in bold.

Modern British art

In the last century, British art came of age. It became less **concerned with** painting what the artist saw in the world and more about their personal point of view and understanding of the world around them. Influenced by more progressive European art, British artists began to create paintings, sculptures and **installations** – each with unique interpretation of the artist who **devised** it.

Few sculptors have left their mark on British art, or in British cities, as Henry Moore. Almost **single-handedly** he introduced modernist art to Britain. Unusually, he gained the support of the **art establishment**, and in later life his work made him extremely wealthy. He did not care for wealth though, and most of his money went to *The Henry Moore Foundation*, which supports education in the arts. His early work in London was fairly **conventional** – natural forms and figures – but he increasingly became more unhappy with this style. He began to develop a more modern style of sculpture,

leaving **imperfections** and marks from the tools he used in the finished works – much to the dislike of his teachers.

For a look into the work of modern British artists, visit the Tate Gallery in London – Britain's national gallery of Modern Art. On its walls you will find works by Francis Bacon, whose **dream-like** portraits are both funny and horrifying. The gallery also has paintings by Lucian Freud, the grandson of the psycho-analyst, Sigmund Freud. These portraits show details that would **imperfections** What interested Freud was the imperfections in people. He was trying to find beauty in what is normally considered ugly.

There are also sculptures and installations by Tony Cragg. In his work you will see not **solid**, real objects, but a network of **inter-connected** links, representing the object the artist has worked on. Cragg likes to show the **complexity** of the relationships between things and, therefore, among the people who use the objects.

Like all public galleries in Britain, the Tate is funded by the government, but not controlled by it. What art is bought for the nation is decided by the people who run the gallery. Some years ago the gallery bought and displayed a new sculpture. They spent a large sum of money on it. Critics and other visitors to the gallery were not greatly impressed. The newspapers, however, were **outraged**. Many published front page stories attacking the 'mad' art world and demanding that they explain why taxpayers' money was spent on such a piece.

And why all the fuss? The sculpture was a **three-dimensional rectangle**, made of bricks. Nothing else.

17. Answer the questions.

1. What influenced British art?
2. Why is Henry Moore important in British art?
3. What was Freud trying to show in his paintings?
4. Why are Cragg's sculptures not solid?
5. How did some newspapers react to the brick sculpture?
6. What did the brick sculpture look like?

18. Complete these sentences with words from the text.

outraged imperfections complexity conventional horrifying

1. A ... artist, she never painted anything too unusual or upsetting.
2. His paintings show the ... side of the subject.
3. Freud tried to highlight the ... of people.
4. The sculpture represents the ... of life.
5. Many people are ... by modern art.

19. Summarize the difference between the conventional and modern art. Use the following: while, in contrast to, unlike, concerned, interested, trying to find, to show, etc.

20. Read and translate the text, paying attention to the words in bold. Add them to your active vocabulary.

Pop Art

Pop Art, though **originating** in Britain in the 1950s, is seen as an American art movement **associated with** the consumerism of the 1960s. The name ‘pop’ comes from ‘popular’ – which **reflected** the choice of the **subject matter** – everyday items taken from the popular culture of the time.

If there is one artist the world associates with Pop Art, it is Andy Warhol. His **approach** has been **to remove** the difference between fine art and commercial art. He worked with paint, photography, prints, film and music. The subjects of his work have been dramatic in their **simplicity**, ranging from a six-hour film of a man asleep to paintings of soup cans and prints of celebrities. He became well known for his ink drawings and by the early 1950s was exhibiting his work at **prestigious** galleries in New York City. By the 1960s he was painting famous American commercial products as he wanted to turn art into a **mass-produced commodity**. As subject matter he chose everyday items from America: money, dollar signs, food, and newspaper stories. Because American culture had great influence throughout the world, Warhol’s influence on the art world grew.

Others, like Roy Lichtenstein, used the simplicity of comic books to create dramatic and **thought-provoking** images. Jasper Johns used images that were **familiar** to everyone in America, but changed them so people would think about the **values** they represented. His works include paintings based on the US flag, or a map of the USA – but you have to look at the painting carefully to see what it shows. As Pop Art developed, artists began to find new, more exciting places **to display** their work. Warhol opened his New York studio – he called it ‘The Factory’ and employed art workers to make prints of people and things **in the public eye**. Others designed record covers for the pop music industry – the bigger the stars, the better the art. The Beatles, Mao T’sé Tung and Marilyn Monroe all featured in Pop Art in one way or another.

Even more artists, such as Red Grooms, moved away from producing an **actual** image and staged ‘Happenings’. These were situations, partly planned by the artist, but involving many people so that no one could **predict** what would actually happen. They could involve music, poetry, photography or even a stage-managed representation of an actual event. Whatever happened during these situations was considered to be art.

If Pop Art can be called an American art movement, it is because of the **creativity** of American artists as well as the use of American symbols as its subject matter.

21. Match the words with the definitions.

1. prints	a. principles, standards
2. exhibit	b. concerned with making money
3. subject matter	c. to put smth interesting in a museum
4. images	d. having high status; respected
5. display	e. photographs or pictures
6. commercial	f. anything that can be bought or sold
7. creativity	g. to show smth in place where people can see it easily
8. values	h. the use of imagination; inventiveness
9. prestigious	i. copies of pictures
10. commodity	j. what a picture is about

22. Make up sentences from the jumbled words.

- USA US on or of the the a include map paintings his based flag works.
- known drawings well he his for became ink.
- for industry designed they covers pop record music the.
- exciting began more places find display their to to new work artists.

23. Correct the mistake in each sentence.

- The name 'pop' reflect the choice of the subject matter.
- The subject of his work have been dramatic in their simplicity.
- He worked for paint, photography, prints, film and music.
- He opened his studio and employed art worker to make prints of people and things in the public eye.

24. Summarize the principles of Pop Art.

25. Read and discuss.

For many people modern art is a mystery and difficult to understand: abstract paintings; sharks in glass boxes and enormous steel angels. What do these works mean? Are they really art?

One modern artist is different. Most people understand and enjoy his work. He is the American artist Christo. He wraps buildings and geographical features in fabric. One of his most famous works is the Reichstag in Berlin. He wrapped it in white fabric for fourteen days in 1995.

We see everyday things in a new way in his work. And perhaps that is the greatest aim of modern art.

- 1) Why is modern art a mystery? 2) What is the main aim of modern art?

26. Read the text and make up 5 questions.

Modern artists

Modern art describes visual art produced from the 1860s right up to the 1970s. Modernism was in part a response to the radically shifting conditions of life surrounding the rise of industrialisation. In the visual arts, artists made work using fundamentally new subject matter, working techniques and materials to better encapsulate this change as well as the hopes and dreams of the modern world. Realism is often recognized as the first truly modern movement in visual art. The realists aimed to portray – with uncompromising and unidealised accuracy – the world around them. This stood in heavy contrast to the mainly religious and grandiose history paintings that populated the salons in Paris. Realism was followed by other Paris-based movements such as Impressionism and Post-Impressionism. Abstraction then became central to modern artists through the innovations of individuals such as Hilma af Klint. Later in the 20th Century, America became the centre of the large-scale abstract painting.

Andy Warhol's name has become synonymous with the movement he was so fundamental to, and which he embodied in his personal life and public persona: pop art. Often describing himself as a machine, Warhol investigated the role of images and specifically mass-media in contemporary, consumerist American society in the 1960's.

Speaking

27. Read and translate the dialogue. Reproduce it.

Jenny: Let's have a look in the shop.

Serge: There's a good selection of things here. Do you want to look at some posters of the paintings?

J: I don't know. I like posters but they are quite expensive. I prefer buying postcards because they are cheaper.

S: Yes. You are right. There are some over there.

J: What about this print of the Wrapped Reichstag by Christo?

S: It's OK, but I don't really like modern art very much. I prefer sculpture.

J: There's a picture of that huge metal sculpture by Antony Gormley – The Angel of the North.

S: Oh, yes, I like that, it's really nice. Oh, look at this lovely painting of a woman with an umbrella by Claude Monet. I really like it. I love Impressionist paintings – do you?

J: Well, I like modern art more than traditional paintings really.

S: What about this abstract painting by Kazimir Malevich?

J: Yes, I prefer Malevich to Monet. I really love abstract art. Those colours are beautiful. Oh, what on earth is this?

S: The shark?

J: Yes.

S: That's by Damien Hirst. I love it. It's a tiger shark in a glass box.

J: it's amazing! But I'm not sure if it's art!

28. Work with a partner. You are going to prepare a short presentation about a piece of artwork for the class. Think about:

- Which piece of artwork you are going to describe. Examples: an object in the classroom, something you have drawn, a famous painting you both know, etc.
- How you are going to describe it: the type of art it is, the colours and shades.
- The language you are going to use to express your opinions about the artwork.

Writing

29. You have just been to a Modern Art exhibition. Write a letter to a friend telling them about it. Write about:

- Artists
- What you have seen
- What you think about it
- Whether you recommend seeing it or not

30. Describe the art project you are currently working on.

31. Write an essay on the role of art in our life. Remember that an essay has:

Introduction – general statement about the topic;
– a little information about the topic ;
– thesis statement of intent or opinion

Body paragraphs – begin with a topic sentence;
– explain, define, clarify the controlling ideas of the topic sentence
– with facts, examples, physical description, and/or personal
– experience;
– end with a concluding sentence that draws the paragraph together

Conclusion – may contain a brief summary;
– will also contain a prediction / a recommendation / a solution

Unit 2

Painting

Active vocabulary

sensation	exultant
restrict (v)	two-dimensional
underline (v)	passion
admire (v)	volume
peasant	still life
significance	grace
nobility	transparent
vault	landscape
tranquil	liquid
tempera	surface
watercolour	scroll
mural	easel

1. Read the international words and mind the stress.

'Element, 'tone, 'texture, tech'nique, 'fresco, 'pigment, e'mulsion, 'genre, ro'manticism, 'pantheism, in'tensity, in'terior, 'instinct, deco'ration, 'category.

2. Read and translate.

1. Painting is an expression of ideas and emotions in a two-dimensional visual language.
2. The elements of this language are its shape, lines, colours, tones, and textures.
3. It is also used to produce the sensation of volume.
4. The elements of the language are used to produce sensations of space, movement, and light on a flat surface.
5. An artist uses a particular medium, such as tempera, fresco, oil, watercolour, etc.
6. A tempera medium is dry pigment tempered with an emulsion and thinned with water.
7. The medium of painting has taken on extraordinary range of forms.
8. Artists have the choice of painting forms, such as mural, easel, scroll, panorama, etc.
9. Mural painting has its roots in the instincts of people to decorate their surroundings.
10. Murals cover walls, ceilings, and the interior of vaults.
11. They represent views of rivers, mountains and urban landscapes.
12. Claude Monet described the tranquil, classically idealized world.

13. Paintings of Rubens described exultant pantheism.
14. Genre painting presents scenes of feasting, dancing, and music.
15. Genre painting presents hunting expeditions, domestic and agricultural occupations.
16. Rembrandt used domestic scenes to underline the emotional intensity.
17. Thomas Gainsborough showed peasant life.
18. Van Gogh and Edgar Degas described the harsh realities of working life.
19. Still life is particularly associated with northern European painting.
20. The choice of objects very often has a religious or literary significance.
21. Bread symbolized the passion.
22. The portraits of Raphael and Rubens express nobility, grace, and authority of the people.
23. Rembrandt often painted the ordinary people.
24. He was an icon painter.
25. I always admire the paintings of this artist.

3. Translate the following word combinations, paying attention to the prepositions.

In a visual language, in different ways, on a surface, in the wider meaning, thinned with water, in constant use, during the Renaissance, by oil paints, directly onto the wall, in the West, at arm's length, from right to left, in the 19th century, among the highest achievements, were made through the landscapes.

4. Translate the following definitions of the words.

1. To frame means to surround with a solid protecting edge, put a border around.
2. To simulate means to imitate.
3. To feast means to eat and drink very well.
4. A still life is a picture of an arrangement of objects, especially of flowers and fruit.
5. An hourglass is a glass container for measuring time, which is narrow in the middle.

5. Match each word with its definition.

Texture, tempera, volume, fresco, sensation

1. the degree of roughness or smoothness of a surface, substance, or material, especially as felt by touch;
2. direct feeling, such as heat or pain, coming from one of the five natural senses;
3. the size of a solid thing or of space;
4. a method of painting in which the colouring material is mixed with a thick liquid, such as egg;
5. a picture made by painting in water colour on a surface, usually on wall.

Active grammar

Word-building

6. Divide the words into two groups: nouns and adjectives.

Expression, emotion, two-dimensional, visual, language, texture, different, sensation, movement, workable, various, painter, pigment, emulsion, ancient, culture, traditional, transparent, movable, continuous, panoramic, domestic, establishment, individual, artist, extensive, useful, furniture, important, structural, poetic, exultant, expedition, agricultural, occupation, historical, emotional, religious, significance, passion, transience, spiritual, portraiture, achievement, psychological.

7. Make up as many words as you can.

- | | | |
|------|-------------|--------|
| - un | - express | - ment |
| - in | - work | - ist |
| | - art | - ful |
| | - differ | - al |
| | - use | - er |
| | - move | - ic |
| | - poet | - ure |
| | - paint | - ion |
| | - emotion | - able |
| | - tradition | - ent |
| | - portrait | |
| | - establish | |
| | - achieve | |

8. Fill in the gaps with the correct form of PAINT.

1. Oil became the most widely used technique in Italy .
2. Mediums are various ..., tools, supports, surfaces, and techniques used by
3. Easel ... are usually framed.
4. Tempera was replaced during the Renaissance by oil
5. Raphael ... mostly religious subjects.

9. Fill in the gaps with the correct form of the words in capital.

1. I admire the paintings of this ... ART.
2. He is rather ... to painting DIFFER.
3. He used domestic scenes to underline the ... intensity EMOTION.
4. He is a talented ... PAINT.
5. Painting is the ... of ideas and emotions EXPRESS.

Reading

10. Read and translate. Choose the most suitable heading for each paragraph.

1) Mediums 2) Forms of Painting 3) The Painting Language and its Elements

Painting

Painting is an expression of ideas and emotions in a two-dimensional visual language. The elements of this language are its shape, lines, colours, tones, and textures. They are used in different ways to produce sensations of volume, space, movement, and light on a flat surface.

Mediums are liquids added to paints to mix them and make them workable. In the wider meaning, mediums are various paints, tools, supports, surfaces, and techniques used by painters. An artist uses a particular medium, such as tempera, fresco, oil, water colour, etc. A tempera medium is dry pigment tempered with an emulsion and thinned with water. It is a very ancient medium. Having been in constant use in most world cultures, it was replaced during the Renaissance by oil paints. Fresco (Italian “fresh”) is the traditional medium for painting directly onto the wall or ceiling. Oil painting became the most widely used technique in Italy. It has remained so in Western countries ever since. Watercolour or aquarelle has remained popular especially for its immediate, sketchy, transparent qualities.

Although we often think of paintings as framed images that are hung on the wall, the medium of painting has taken on an extraordinary range of forms. Artists have the choice of particular forms, such as mural, easel, scroll, panorama, or any of a variety of modern forms. Mural painting has its roots in the instincts of people to decorate their surroundings and to use wall surfaces as a form for expressing ideas, emotions, and beliefs. Murals cover wall areas, ceilings, and the interior of vaults. Smaller, movable paintings may be scrolls in the Orient or easel paintings in the West. Hand scrolls are ink paintings on the long pieces of paper or silk and viewed from right to left. They represent panoramic views of rivers, mountains and urban landscapes, and domestic interiors. The easel, or studio painting was a form developed during the Renaissance with the establishment of the painter as an individual artist. Easel paintings are usually framed. Panoramas were intended to simulate the sensation of scanning an extensive urban or country view or seascape. Quite small paintings are often decorations for useful objects, such as vases, plates, and all sorts of furniture.

11. Make a summary of the text, using the following phrases:

- 1) The title of the text is...
- 2) The text is about .../ deals with... / covers such points as

12. Read and translate.

Some subjects and styles of painting

In painting the subject matter is very important. The subjects of painting include a set of categories, or genres, of painting.

Landscape painting comprises country scenes, seascapes, and cityscapes. Idealized landscapes were common subjects for fresco decoration. Landscapes appeared on most Renaissance paintings. The most important developments in the 19th century painting were made through the landscapes of Impressionists. Styles in landscape painting range from the tranquil, classically idealized world of Claude Monet and structural analyses of Paul Cezanne to the poetic romanticism of John Constable and Turner and exultant pantheism of Paul Peter Rubens and Van Gogh.

The category called genre painting consists of scenes from everyday life, such as hunting expeditions, domestic and agricultural occupations with scenes of feasting, dancing, and music. In Renaissance painting genre subjects were generally restricted by background features of portraits and historical narratives. Rembrandt used domestic scenes to underline the emotional intensity, Thomas Gainsborough – to show peasant life, Van Gogh and Edgar Degas – to describe the harsh realities of working life.

Still life is particularly associated with northern European painting. The choice of objects very often has a religious or literary significance; wine, water, and bread symbolizing the passion; skulls, hourglasses, and candles – the transience of life; the flowers, fruits – the seasons. Flower painting especially held a spiritual and emotional meaning for Japanese artists and for 19th century European painters, such as Paul Gauguin, and Van Gogh.

Portraiture is among the highest achievements in painting. The portraits of Raphael, Rubens express nobility, grace, and authority of the people. The psychological insight, emotional empathy, and aesthetic values are in the self-portraits and portraits of ordinary people by Rembrandt and Van Gogh.

13. Answer the questions.

1. What does landscape painting include?
2. What are the styles in landscape painting?
3. What does genre painting consist of?
4. What is still life associated with?
5. What genre is among the highest achievements in painting?

14. Make a summary of the text, using questions as a plan.

15. Find in the texts English equivalents for these words and word combinations.

Выражение эмоций, имеющий два измерения, различными способами, ощущение объема, на плоской поверхности, сделать пригодным для работы, в более широком значении, используемые художниками, разжижаемый водой, будучи в постоянном использовании, оно было заменено, во время эпохи Ренессанса, масляными красками, непосредственно на стене, широко используемая техника, с тех пор, чрезвычайно большой диапазон форм, выбор особенных форм, мольберт, орнамент в виде завитков, разнообразие современных форм, украшать свое окружение, внутренняя сторона сводов, на расстоянии вытянутой руки, городские пейзажи, станковая живопись, морской пейзаж, спокойный мир, структурный анализ, поэтический романтизм, ликующий пантеизм, повседневная жизнь, исторические повествования, крестьянская жизнь, суровая действительность, литературное значение, символизирующий страсть, мимолетность жизни, духовное значение, самые высокие достижения, психологическая проницательность, эмоциональное проникновение, эстетические ценности, портреты обыкновенных людей.

16. a) Find in the texts the words, which have the similar meanings to the following words:

unit	to apply	old	calm
various	to see	fresco	importance

b) Find in the texts the words, which have the opposite meanings to the following words:

narrow	modern	short
wet	bigger	the lowest

17. Fill in the gaps with the missing words; the first letter has been given to help you.

1. Thomas Gainsborough is a British artist best known for his portraits and l...
2. This emulsion should be t... with water.
3. He has been a famous painter ever s...
4. You can see a fresco on the interior of the v...
5. I admire the t... landscape in this picture.
6. Easel paintings are usually f...
7. He used that scene to u... the emotional intensity.
8. The choice of objects has a literary s...
9. That panorama s... the sensation of an extensive country view.

10. His estate soon became a centre of a... and literary activity.
11. His first work after graduation gained him immediate r... .
12. Then began the most fruitful and c... period of his life.
13. He showed great p... as an artist.
14. During this period he created his finest and most f ... paintings.
15. He received the support of one of the great p... of the arts and artists.

18. Complete the following sentences in a logical way.

1. Painting is ...
2. The elements of the visual language are...
3. Mediums are ...
4. Artists have the choice of particular forms, such as ...
5. The subjects of painting include ...
6. Styles in landscape painting range from ...
7. Genre painting consists of ...
8. Still life is associated with ...
9. The choice of objects very often has ...
10. Portraiture is among the highest ...

19. Fill in the blanks with the proper words.

1. This picture produces the sensation of ... and space.
A. liquid B. surface C. volume D. tempera
2. This artist uses both oils and
A. volume B. vault C. watercolors D. surface
3. Studio painting is also called ... painting.
A. mural B. tempera C. easel D. oil
4. He wanted ... some more information to his report.
A. to add B. to frame C. to simulate D. to feast
5. His paintings express ... pantheism.
A. root B. exultant C. urban D. mural
6. Watercolour has a ... quality.
A. scroll B. tranquil C. transparent D. exultant
7. The artist shows the life of ...
A. peasants B. painters C. still life D. candles
8. He is known to be an ... painter.
A. passion B. icon C. skulls D. peasant

9. The paintings of this artist are of great

A. *establishment* B. *authority* C. *significance* D. *restrict*

10. The painting produces sensations of volume, space, movement, and light on the ... surface.

A. *two-dimensional* B. *flat* C. *immediate* D. *exultant*

20. Read and translate the text, paying attention to the words in bold.

Ilya Efimovich Repin

Repin came to St Petersburg Academy of arts in 1864. He was a peasant's son who showed great potential as an artist, having learned to paint religious icons in his youth. His arrival in St Petersburg **occurred** at the same time as "The Riot of Fourteen", a protest by fourteen artists who complained about the subject matter the Academy demanded students had to use for their diploma. These young artists believed that art should be as close to real life as possible, unlike the Academy who wanted mythological subjects. They therefore formed the Society of Peredvizhniki, and Repin would later become closely associated with some of the members of this society.

For his own diploma in 1871, Repin painted *Raising of Jairus' Daughter*, a work so outstanding that he was awarded a Gold Medal, as well as his diploma. His first work after graduation, *Barge Haulers on the Volga* **gained him immediate recognition as an artist of great quality**. Soon after, he left Russia to travel in Italy and eventually to settle and work in Paris. Here, he saw **at first hand** the new, Impressionist school of art. Although it appeared to have little effect on his own paintings, he was not mistrustful of Impressionism as most Realists were and did not **share the view** that Impressionism was **a departure from** the truth of life. Nevertheless, Repin found little to keep him in Paris and he returned to Russia in 1876.

Then began the most fruitful and creative period of his life. He received the support of Savva Mamontov, one of the great **patrons** of the arts and artists, and with his support, Repin entered a ten-year period in which he created his finest and most famous paintings. In *Krestny Khod in Kursk Gubernia*, painted between 1880 and 1883, the viewer marvels at the vast array of people of all social classes portrayed. The painting *Unexpected Return* (1884), **typifies** Repin's interest in social, psychological and spiritual problems. His work came to be seen as art fighting for social justice.

Repin lived well into the twentieth century – he died in 1930, but by then his great works were behind him. After the 1917 Revolution, he continued to live and work in Kuokkala, in Finland, where he had taken up residence in 1900. His estate soon became a centre of artistic and literary activity, and continued to be so even after the revolution.

21. Choose the best ending for each sentence.

1. The fourteen believed that art should...
 - A. be about protest.
 - B. show life as it really is.
 - C. not have examinations.
 - D. hold a point of view.
2. Repin was awarded a gold medal ...
 - A. instead of his diploma.
 - B. after he graduated.
 - C. for all his painting.
 - D. for the high quality of his painting.
3. Although he was not an Impressionist ...
 - A. he did not mistrust the movement.
 - B. he did not trust the movement.
 - C. it had an effect on his paintings.
 - D. he settled in Paris.
4. His best works deal with ...
 - A. people of all types.
 - B. social justice.
 - C. revolution.
 - D. the abundance of people.
5. The artistic activity around his home in Finland ...
 - A. developed after the revolution.
 - B. developed before and after the revolution.
 - C. stopped after the revolution.
 - D. stopped before the revolution.

22. Are these statements true or false? Correct the false ones.

1. Repin learned to paint portraits in his youth.
2. The Academy wanted art to be close to real life.
3. Repin became closely associated with some of the members of the society of Peredvizhniky.
4. For his diploma in 1871, Repin painted *Barge Haulers on the Volga*.
5. Impressionist school of art had little effect on his paintings.
6. Repin shared the view that Impressionism was a departure from the truth of life.
7. After returning to Russia in 1876, the most fruitful and creative period of his life began.

23. Put questions to these sentences. Then ask and answer them in pairs.

1. Repin came to St Petersburg Academy of arts in 1864. (Where?)
2. His arrival in St Petersburg occurred at the same time as “The Riot of Fourteen”. (When?)
3. The young artists formed the Society of Peredvizhniki. (Who?)
4. Repin was awarded a Gold Medal in 1871. (Why?)
5. He left Russia to travel in Italy and eventually to settle and work in Paris. (When?)
6. In Paris he saw at first hand the new, Impressionist school of art. (What?)
7. He returned to Russia in 1876. (Why?)
8. He received the support of Savva Mamontov. (Whose?)
9. The painting *Unexpected Return* (1884), typifies Repin’s interest in social, psychological and spiritual problems. (What?)
10. After the 1917 Revolution, he continued to live and work in Kuokkala, in Finland. (Where?)

24. Complete the questions.

1. He was a peasant’s son, ...?
2. These young artists believed that art should be close to real life, ...?
3. Repin was not mistrustful of Impressionism as most Realists were, ...?
4. Repin did not share the view that Impressionism was a departure from the truth of life, ...?
5. The painting *Unexpected Return* (1884), typifies Repin’s interest in social, psychological and spiritual problems, ...?
6. By then his great works were behind him, ...?

25. Based on the text, tell about Ilya Repin. Add more information about his life and work.

26. Read the following. Then add more information and prepare a short talk on the topic.

Peredvizhniki, (Russian: “The Wanderers”) group of Russian painters who in the second half of the 19th century formed a new realist and nationalist art that would serve the common man. They believed that art should be useful and express humanitarian and social ideals. Forming a Society of Wandering Exhibitions in 1870, they organized mobile exhibitions of their works in an effort to bring serious art to the people.

The most prominent Russian artists of the 1870s and 1880s, including Ivan Kramskoy, Ilya Repin, Vasily Surikov, Vasily Perov, and Vasily Vereshchagin, be-

longed to this group, as did the lesser known Arkhip Kuindzhi. The movement dominated Russian art for nearly 30 years and was the model for the Socialist Realism of the Soviet Union.

(From <https://www.britannica.com/art>)

27. Read and answer the questions below.

The Boyhood of Pablo Picasso

Pablo Picasso was the favourite of his family. He was the only boy among a great many girl cousins. That was enough to make him important, but his father loved him especially, because it was clear he was going to be an artist. Pablo knew the word for pencil before he could say Mamma and Papa. When he was small, he spent hours by himself making delightful little drawings of animals and people. If his mother sent him out to play in the square, he went on drawing in the dust under the trees. One of his favourite models was his younger sister, Lola.

Don Jose Ruiz, Pablo's father, was director of the museum at Malaga, in Southern Spain. He earned only a small salary, but there was not much work to do and he was able to practice his hobby, which was painting pigeons. Don Jose loved pigeons very much. He painted them dead or alive, in ones and twos, in dozens. Sometimes he painted them on paper, cut them out and stuck them on to canvas; sometimes he stuck real feathers on to his pictures. He knew a great deal about the technique of painting and he taught it to Pablo.

Life in Malaga was very pleasant. In the hot Mediterranean sunshine father and son would walk down to look at the boats on the shore or wander round the open markets. They made a strange pair. Don Jose was tall and thin, with red hair and beard, sad grey eyes and a fine set of whiskers. He was so shy and correct that he was nicknamed 'the Englishman'. Pablo was quite the opposite. He had his mother's small, strong build; he had straight black hair and bright eyes that noticed everything that was going on around him.

1. Did Pablo's family like him especially? Why? 2. Why did his father love him especially? 3. Why did he learn the word for pencil very early? 4. Where did he sometimes draw? 5. Who did he sometimes draw? 6. What was his father's job? 7. Did his father earn a lot of money? 8. Did he have to work hard? 9. How did he spend a lot of his time? 10. How did Don Jose paint pigeons? 11. How much did he know about painting? 12. Where did Pablo and his father walk? 13. Why were they a strange pair? 14. Why was his father called 'the Englishman'?

28. Read and discuss, using the questions below.

Life is too brief to spend our time looking for something few of us are ever likely to win or achieve.

My own tastes are modest and simple, give me the best of everything that is available. I cannot wait for the perfect.

At home I get much pleasure from pictures that I know are not great art. But they are more than enough for me. The important thing is that they hang on my walls, walls which no Mona Lisa or Night Watch is ever likely to decorate or ever should.

In addition to the visual pleasure, I like to think that when I buy them - or accept those that were gifts - I am encouraging artists to go on painting, and who knows, there is just the very little chance that some day they will paint the perfect picture. (*After Bob Wynn*)

1. Do you collect art books? 2. Have you got books on painting at home? 3. What is the purpose of these books? 4. Are there any pictures in your flat? 5. Are they originals or reproductions? 6. Do you think you will buy pictures when you start working? 7. What pictures do you prefer seeing every day and why?

29. Read and translate the text. Be ready to retell it.

"Wivenhoe Park, Essex" by John Constable

The realistic quality of Constable's art can be clearly sensed in this painting. In fact, Constable catches the essential character of the English landscape so convincingly that we almost see and hear drops of rain bending the leaves of grass on the green lands.

A generation earlier it had been suggested to Gainsborough, whom Constable admired, that he should paint the exact view of a country house. Gainsborough politely refused the commission, while Constable considered such a commission to be a challenge. Constable's patron wanted his beautiful land to be recorded faithfully on canvas; he wanted all the peculiar features of his countryside to be fixed in paint.

For Constable the challenge consisted in meeting the patron's demands on the one hand and on the other hand in developing his own language in accordance with his inclination to be truthful and poetic. And he successfully managed to cope with all the tasks he set before himself.

30. Read the text.

The Hudson River School

From about 1801 American artists, poets and composers were beginning to shape truly American culture. Along the Hudson River, artists were deliberately ignoring European influences on painting and formed the first school of American art, the Hudson River School.

Beginning with artists like Cole and Durand, Americans began painting the landscapes that European painters had not seen. They painted scenes that were breathtaking in their beauty and which they celebrated for their sense of natural majesty and greatness. They showed a new world full of optimism and potential. Man, where he featured in these huge landscapes, was tiny when shown against the vastness of the New World wilderness.

These early practitioners were followed by others who became known as Luminists. Painters such as Kensett and Heade experimented with the effects of light on water and the sky. Some, like Church, took their canvases out further into the west and painted the immense horizons of the American plains. Traveling further and further into the flat lands, he laid the foundations for the post-Civil War landscape artists. Not only were the themes of the American painters different from their European counterparts, but their methods were as well. Cole would go out into the mountains, sketch from nature and then return to his studio to paint frantically capturing every glint of light, every movement on a grand scale. His paintings seemed to be alive.

One painting that sums up The Hudson River School hangs in the public library in New York City. It is Durand's *Kindred Spirits*. In it, Durand and Cole can be seen looking at the scene that lies before them. In the foreground is one of the symbols of the school – a broken tree stump. It is a reminder that life is fragile and temporary. Though the people in the painting are tiny, they are not insignificant. The beauty and size of the scenes represent what the artists saw as the grandeur of the landscape. As Cole believed, if the American landscape were a new Garden of Eden, then they were the key-keepers.

31. Choose the best ending for each sentence.

1. The first American school of art ...
 - A. developed from European styles.
 - B. involved poets and composers.
 - C. was concerned with rivers.
 - D. ignored European styles.
2. Painters known as Luminists ...
 - A. were early practitioners.

- B. followed the water and the sky.
- C. were interested in painting.
- D. painted the effects of light.

3. They were different from Europeans ...

- A. only in their style.
- B. only in their subjects.
- C. in their subjects and methods.
- D. in their sketches and styles.

4. The symbol of the broken tree stump ...

- A. says life is temporary
- B. is in every painting.
- C. is in New York.
- D. comes from the Garden of Eden.

32. Read and discuss, using the questions below.

The Six-minute Louvre

Any sportsman will tell you that the only three things to see in the Louvre are "The Winged Victory of Samothrace", the "Venus de Milo" [vi:nəs də 'mailou] and the "Mona Lisa" ['mounə li:zə]. The rest of the sculpture and paintings are just window dressing for the Big Three, and one hates to waste time in the Louvre when there is so much else to see in Paris.

Ever since the Louvre got these works of art, amateurs from all over the world have been trying to cut down the time it takes to see them. The latest record was held by an Australian, who had managed to make the course in six minutes twelve seconds. By this time everyone was talking about a six-minute Louvre. Scientists said that under perfect conditions, with a smooth floor, excellent lighting, and no wind, it could be done. But for four years no one was able to beat the Australian.

Then one Sunday I was informed that an American tourist was going to try for the record. His name was Peter Stone and he had made several previous attempts that had failed. Many newspapers and magazines cited Mr Stone's famous remark he made after studying the "Winged Victory" for an hour - "It will never fly".

On a Sunday he got into the taxi at the door of the Louvre. A gun went off and he jumped out of the taxi and rushed into the museum. The rule of the course is you must walk; you cannot run. With his eyes straight ahead he whizzed past the Salle Denou [sal de 'nu:].

At the foot of the Daru staircase with just a glance at "Winged Victory" he turned left and rushed down two small flights of stairs straight to the "Venus de Milo". He circled the statue completely and headed back to the "Winged Victory". His time was a fantastic one minute and fifty-eight seconds to the "Venus".

Stone took the stairs two at a time, stopped for two seconds in front of the "Winged Victory". Then he rushed to the Grande Galerie, where "Mona Lisa" was waiting. In thirty seconds he was at the painting. The rules state that a contestant make some remark at the painting.

Stone said, "I don't see what's so great about it," and then pushed down the stairs, not even bothering this time to look at the "Winged Victory" and was out in the street and in a taxi before you could say Leonardo da Vinci. As the taxi drove away a gun was set off and Stone's time was recorded at five minutes fifty-six seconds, a new world tourist record.

"The next record I'm going after is St. Peter's in Rome," Peter Stone said in an interview. "And then, who knows - perhaps I'll try the Tower of London. They say you can't do it in less than four minutes. Well, let's just see."

The champ threw his arms around his mother and the photographers started taking pictures. (*After Art Buchwald*)

1. What is the message of the story? 2. Do you know anybody like Peter Stone? 3. Do you often go to museums? 4. When do you prefer going there, on weekdays or weekends? Why? 5. What is the admission charge there? 6. What are the most famous picture galleries in the world?/in this country?

Speaking

33. Agree or disagree with the following statements. Give reasons for your opinion.

1. All people enjoy painting.
2. Painting is easy to understand.

34. Read and translate the following dialogue.

A: You are interested in painting, aren't you? Can you name a few great painters of the 16th – 19th centuries?

B: Certainly. The Italian painters Raphael Sanzio and Michelangelo, Spanish painters El Greco and Francisco de Goya, the great Dutch painter Rembrandt and many others.

A: By the way, El Greco is considered to be a Spanish artist, but he was born in Crete, studied and worked in Italy, and only then settled in Spain.

B: Yes, you are right. And his paintings are exhibited in various museums of Paris, London, New York, Madrid and Budapest.

A: And all tourists coming to Vatican try to see Raphael's Stanze. do you know what it is?

B: Naturally. The four rooms decorated with Raphael's frescoes which form part of the palace of Nicholas V. Raphael was one of the greatest artists of the Renaissance. He painted mostly on religious subjects.

A: Rembrandt also painted many pictures on religious themes.

B: He created many portraits too. He is known especially for his use of light and shade.

A: Michelangelo also created a forceful style, using contrasts of light and shade.

B: Absolutely. And Michelangelo is especially known for painting the ceiling of the Sistine Chapel in Vatican with scenes from the Old Testament of the Bible, including the creation of Adam.

A: Let's continue our talk on this subject some other day.

B: With pleasure.

35. Either dramatize the dialogue above or act out your own.

36. You have just seen one of Repin's paintings (at a gallery, on the internet, on TV). Describe it to someone who hasn't seen it or Repin's work before. You should:

- Say a few words about what picture and where you have seen
- Describe the picture clearly
- Say what you think of it

Use these notes to help you:

- ✓ In the foreground / background
- ✓ On the left / right
- ✓ The people are ...
- ✓ Next to / Behind / In front of them is ...
- ✓ I like / don't like it because...
- ✓ It shows...
- ✓ Repin is trying to say that ...

Note: You can choose some other painter.

37. Answer the questions about painting.

1. What are the elements of the painting language?
2. What are mediums?
3. What is tempera medium?
4. What is the origin of the word 'fresco'?
5. Why has watercolor remained popular?

6. What roots has mural painting?
7. What do murals cover?
8. When was easel painting developed?
9. What can panoramas simulate?
10. What are the main subjects in painting?
11. What artists painted landscape?
12. What does landscape painting comprise?
13. What does genre painting consist of?
14. What is still life?
15. What do the portraits of the famous artists express?
16. Have you ever visited a picture gallery?
17. What famous picture galleries in your country do you know?
18. What world famous picture galleries do you know?
19. Do you enjoy painting?
20. How good are you at painting?

38. Read the text 'Famous painters' from Additional reading section and prepare a presentation about one of them.

39. Other topics for presentation:

1. British museums and art galleries.
2. Russian art galleries.
3. Moscow art galleries.
4. The Tretyakov Gallery.
5. At your choice.

Writing

40. Write an essay on one of the topics.

1. Painting is a visual language.
2. Different painting mediums.
3. Styles of painting.
4. Abstract art.
5. At your choice

Unit 3

Art careers

Active vocabulary

CV / resume'	to look for a career in
career prospects	to enable smb to do smth
diverse career options	to gain skills
general graduate roles	to customize
specialized art career	to work in a team
job description	to pursue a job
job opportunities	to require a bachelor's degree
unique career opportunities	to be in charge of

Reading

1. Read and translate, paying attention to the words in bold. Add them to your active vocabulary.

What Can You Do With an Art Degree?

If you're **creative** and **imaginative**, a degree in art could be just what you're looking for **to express yourself**. Art may not be a vocational subject – that is, one that leads to a specific career – but this doesn't mean it won't be a good preparation for the world of work.

Whether you choose **to specialize in** fine art or the history of art, the skills you gain during your degree are likely to be **highly valued** and **transferable to** many sectors, including specialized art careers as well as many general graduate roles. Alongside a range of practical arts skills, art graduates should also have good **observational**, **analytical** and **research skills**, including the ability **to solve problems** creatively and work well both **independently** and in groups.

In the majority of the art careers detailed below, you will find it **essential** or **highly advantageous** to have a varied portfolio of work to show **prospective employers**, including some of your own original ideas as well as coursework.

Be sure **to network** at every opportunity throughout your studies, and find ways to present your work in public spaces by **entering** as many **competitions** and **exhibitions** as you can.

<https://www.topuniversities.com>

What Can I Do with a Bachelor's Degree in Design?

Design is everywhere around us, from the shoes we wear, the computers we use, to the office buildings we walk by each day. Because of that, our brain was trained **to make decisions** based more on looks, than on efficiency or safety issues.

Think about how many times you bought something simply because it looked nice, although you didn't really need it.

The world of design is vast, enticing, and full of colour! Whether it's in the Humanities or Sciences, Bachelor's degrees in Design give you the ability **to make the most of your talents** and creative vision.

Careers for Design Degrees Graduates

After graduating a Bachelor's in Design studies, you will have gained some of the most important skills and knowledge, like the **flexibility** of working in different environments, as well as some **technical skills** that can develop your **creativity**.

Still, depending on your specialization, the careers and job opportunities for you can vary.

1. Industrial designer

As an industrial designer, your **responsibilities** will be to create products and systems that will **improve** the function, value, and appearance in factories or of household objects, in order **to meet customer satisfaction**.

Based on clients' ideas and suggestions, industrial designers first **make a sketch** or drawing of how that product will look. After they receive **approval** and drink a lot of coffee, they move on **to create the design** of a product that would **benefit** both the client and the manufacturer.

An industrial designer will have to also **take into account** aspects of ergonomics, **usability**, marketing and **economic viability** of the final product, so a cute drawing won't be enough.

Industrial designers can **get employed** by any manufacturing company, and they can design furniture, clothing, writing materials, etc.

2. Graphic designer

Often considered a form of art, Graphic Design is visual communication through the use of images, words, and, sometimes, graphic forms. The most common example of graphic design is logos and product packages for food and drinks.

A graphic designer creates **a visual concept** of a product, the main goal being **to communicate a message** and inform or **capture the attention** of the audience or potential customers.

Through graphic design, companies and organizations try **to stand out from the crowd**, in order to **become easily recognizable**.

3. Interior designer

If you choose a Bachelor's degree in Interior Design, you could be **responsible for** designing various interiors for buildings like houses, offices, hospitals, hotels, and shops.

A Bachelor's degree in this field would **qualify you to custom** design walls, furniture, flooring, lighting, colour schemes, and more.

Your job would also involve organizing the **purchases** made regarding the interiors and furnishings of the building, as well as walking around a building and commenting on each piece that doesn't **match the scheme**.

4. Fashion designer

As a fashion designer, you will have to be an expert in textiles and clothing materials, while knowing how to combine clothing pieces along accessories, like shoes, bags, and jewellery.

You will also suggest a fashion trend and, at the same time, send a message through your clothing line and collection.

5. User experience designer

This is a recent specialization within Design, so the term may be unknown.

Still, user experience designers study and evaluate the overall impression users have when they **handle a system**, such as a website, software, or application.

User experience designers have to evaluate aspects like how easy it is to use, the **general perception** of the product, its **utility**, and **efficiency**. Mainly, user experience designers have **to improve customer satisfaction** and **increase their loyalty to the product**.

<https://www.bachelorsportal.com>

2. Give English equivalents to the following.

Карьерные перспективы, карьерные возможности (2), описание вакансии (должностные обязанности), отрасли, вакансии общего характера с высшим образованием (специалист широкого профиля), приобрести навыки, искать работу (поступить на работу), отвечать за (2), выполнять по индивидуальному заказу, работать в команде, дать возможность кому-либо сделать что-либо, привести к, специализированная карьера (специалист узкого профиля), максимально использовать, выразить себя, одаренный воображением, высоко ценящийся, требовать степень бакалавра, решать проблемы, выигрышный (перспективный), навыки широкого применения, потенциальный работодатель, участвовать в конкурсах и выставках, совершенствоваться, удовлетворить требования заказчика, выделиться, стать узнаваемым, функциональность, эффективность, дизайнер пользовательского интерфейса, управлять системой, общее восприятие, выполнять заказ на...,

позволить (дать право), завладеть вниманием, повысить лояльность, закупки, отвечать интересам (приносить пользу), передать идею, главная цель, соответствовать плану, практичность, рентабельность.

Active grammar

Present perfect (see Grammar Section p70)

Future forms (see Grammar Section p73)

3. Read and translate.

Nora: I've just done a degree in Drama and education, so I'll probably end up teaching drama in a secondary school, I suppose, but I'm not going to apply for anything this year. Right now, I want to get away from education and do some travelling, probably to the West Indies. I've got family in Trinidad, so I'm hoping to go there for a few months, and may be find some kind of job there.

Oliver: I've just finished a degree in Ancient History and I'm about to join the army for five years! I've applied and been accepted, and I'm starting my training in September, assuming I pass my medical.

Dino: I'm just finishing my final exams in fashion, and it's been incredibly hard work. So first I'm having a holiday with my family back home in California. I'm leaving in five days, I'm so excited! After that I'm planning to do a master's degree in Fashion design. I've applied for a course, and I've been accepted if I get good grades in my exams, so I'm hoping!

Caroline: I'm about to graduate in modern languages, Spanish and Russian and I've already been accepted for a job as a trainee manager with an international clothing company. I'm due to start work at the beginning of September, so I'm having a couple of month's break over the summer. I'm going to find a beach somewhere nice and hot for a couple of weeks in August, hopefully, and then after that I'll start work. I'm really looking forward to it.

Zak: My degree is in Business studies, but I'm thinking of applying for a course in journalism, but I'm not sure yet. It's a bit of a change, but I think that's what I want to do.

Alice: I've just finished a law degree, but I'm definitely not going to be a lawyer. I've realized I hate the law! I've basically got no idea at all what I want to do. I suppose I'll do some kind of temporary job for the next few months, work in a shop, or do telephone sales or something, and then see what happens. Hope that I get some ideas!

4. Read exercise 3 again and complete these sentences.

1. _____ end up teaching drama in a secondary school.
2. _____ for anything this year...
3. I've got family in Trinidad, so _____ there for a few months.
4. _____ the army.
5. _____ my training in September.
6. First _____ a holiday with my family.
7. _____ in five days!
8. After that, _____ a master's degree.
9. _____ work at the beginning of September.
10. _____ a couple of months break over the summer.
11. _____ a beach somewhere nice and hot.
12. _____ for a course in journalism.
13. _____ a lawyer.
14. I suppose _____ of temporary job for the next few months.

5. Use the prompts to make future sentences.

1. I / plan / study engineering.
2. My brother / think / join the army.
3. I / due / take my driving test next week.
4. Alex says he / not going / apply for university.
5. My boss / about / retire.
6. My son / start / a new job on Monday.
7. We / hope / buy a flat later this year.
8. She / want / finish this by tonight.
9. They / play / football this evening.

6. Write five future sentences about yourself or someone you know.

1. (apply for) a job as a ... / course in ...
2. (take) ... exams / driving test ...
3. (get) married
4. (train) to be a ...
5. (change) job
6. (start / leave) university

7. Read and translate the following sentences. Pay attention to the future clauses with if, when, unless, as soon as, until, etc

1. **If I don't** enjoy it, I'll try something else.
2. I'll be fully qualified in about three years, **unless I fail** my exams.

3. **As soon as** my husband **finds** a job again, I'm going to change to working part-time.
4. They can't both work full-time **until** their youngest child **starts** school.
5. **Once** we **finish** the decorating, we'll invite you round for dinner.
6. Remember to turn off the lights **before** you **leave**.
7. **When** I **leave** school, **I'm going to** concentrate on my music career.

8. Look at the sentences and make one complete sentence, using the words in bold.

You'll be in Madrid again. Phone me then. **when**

Phone me *when you're in Madrid again*.

1. It's going to get dark soon. Let's stop now. **before**
2. That film will come out soon. I'd like to see it then. **as soon as**
3. Mario'll finish university soon. He hopes to get a job then. **once**
4. The taxi'll come in a few minutes. I'll wait with you. **until**

9. Use the verbs in brackets and complete the sentences about the future.

1. If I ____ (fail) my exams, my parents ____ (kill) me.
2. I ____ (never read) another poem once I ____ (take) my literature exam.
3. You ____ (like) the new teacher once you ____ (get used) to her.
4. He ____ (not come out) until he ____ (do) his homework.
5. When I ____ (finish) my business course I ____ (set up) my own business.
6. She ____ (move) to London just as soon as she ____ (leave) school.
7. What ____ (do) after you ____ (leave) school?
8. I ____ (not do) anything unless you ____ (phone).
9. Ben ____ (stay) here until he ____ (find) somewhere to live.

10. Read and translate.

My dreams for the future

Hello everyone. My name's Susannah, Suzie for short. I'm 20 years old. At the moment I'm in my second year at art school and I often dream about my future. I have big plans and I'd like to tell you a bit about them.

My most immediate plans are holiday plans. I'm going to visit my brother, who's working in Australia. My mother and I are going to spend Christmas with him in the summer sun. I'm very excited about them.

When I return, I have to make a final decision about which course I'm going to study next year. I'm still not sure – I might do fashion design or I might do landscape design. It's difficult because I'm interested in both clothes and gardens. If I choose landscape, I'd like to work with my friend Jasper. He's brilliant with gardens and we've already worked on two together. It was great fun and we get on very well.

In five or ten years' time I would like to have my own business and work for myself, like my father. He has his own building business. I might even do a business course after I finish art school.

Of course, one day I hope to marry and have children – ideally, before I'm 30, but I can't plan when I'll meet the right person and I haven't got a boyfriend at the moment.

In my dreams I see myself at 40 running a successful gardening company with about 20 employees. I'll design beautiful gardens for beautiful people. I'll have a beautiful house, two beautiful children and, of course, a husband who's as successful as I am. Who knows, it might even be Jasper!

11. Answer the questions.

1. What are Susannah's definite plans?
2. What is she not sure about?
3. What are her hopes, ambitions and dreams?

12. Read about Susannah again carefully. From each paragraph pick out any words or expressions that would be useful when you talk about your future.

13. Read and translate, paying attention to the words in bold and be ready to speak on career prospects in applied arts.

About Applied Arts

Definition

Applied art **refers to** the **application** of artistic design to practical and functional things in everyday use. Applied arts is a specialisation of fine arts which basically **deals in** graphic design, interior design, fashion design, advertising and visual communication. It **gives exposure to** print media, electronic media and advertising.

Applied arts can include architecture, pottery, basket weaving, costumes, interior design, jewellery, tools, weapons, and bookbinding as well.

Applied Arts Career Prospects

Art teacher; artist / applied artist / craft artist / freelance artist; illustrator; graphic designer; animator; editor; visualizer; compositor; modeler; layout designer; exhibition designer; furniture designer; photographer; production artist; professor / lecturer.

Jobs in Applied Arts

Advertising companies; publishing houses; printmaking; animation industry; digital media; art studios; media and public relations; IT companies; manufacturers / product design; fashion houses; photography; government sector; schools / colleges / universities / academic institutes.

14. Read and translate, paying attention to the words in bold. Answer the questions below.

Careers in Fine Arts

Fine artists enjoy careers as painters, sculptors, or illustrators, and display their work in galleries, museums, corporate collections, homes, and in the case of illustrators, books and textbooks.

A Fine Arts degree opens doors for many unique career opportunities. Whether you are an artist, musician, or writer, there are dozens of job opportunities for each **specialization**.

Artist

Artists are those who can **create and shape sculptures, paintings, designs**, and words. When one thinks of jobs in fine arts, one tends to think of art galleries, art teachers, or maybe hobby painters. However, the reality is there are many other **options available**. Artists can include graphic artists who work in a team to create art in newspapers, magazines, and pamphlets, illustrators who create caricatures or cartoons, and website designers who create diagrams or **customize** the appearance of a website.

International students may want **to pursue jobs** in fine arts that don't primarily focus on art, but will allow you **to utilize your creative side**. These jobs include a photographer, landscape designer, window display builder, furniture designer, architect, engineer, cake decorator, editor, and a forensic artist.

Art Director:

This job **requires you to create** design concepts and presentations for a client. As a director you are **in charge of** workers who you **collaborate with on** art creation, layout, and copy writing. This career requires a bachelor's degree and has a salary of \$91,500 USD in the United States.

Architects:

These individuals **are in charge of** designing the structures you see every day. These include private homes, offices, and public buildings. You will need a bachelor's degree and a PhD for this career and can **expect to make** \$78,400 in the US.

College Professor of the Arts:

This career requires someone who is passionate enough to direct students in courses of drama, music, or art at the university level. To teach at a community college you need a master's degree, to teach at a university you need a PhD. Expect to make around \$68,200 in the United States.

1. What career options are available for artists? 2. What jobs allow you to utilize your creative side? 3. What does an art director do? 4. What are architects in charge of? 5. Who can work as a college professor of the Arts?

15. Match the word and its definition.

1. Art	a) a description of what a person does
2. Artwork	b) a plan or drawing produced to show the look and function of a building, garment, or other object before it is made
3. Artifact	c) arts that are put to practical use
4. Diverse	d) willingness to change or compromise
5. Design	e) an object made by an artist
6. Creative	f) an object made by a human being, one of cultural or historical interest.
7. Job role	g) creative activity resulting in the production of paintings, drawings, or sculpture
8. Applied arts	h) skill and experience, especially in relation to making objects
9. Flexibility	i) including many different types of people or things
10. Craft	j) producing or using original and unusual ideas

16. Match words and phrases with a similar meaning.

1. Strong and healthy	a. good people skills
2. To pass a lot of examinations	b. badly -paid
3. To start very early and finish late	c. stressful
4. Doesn't pay much	d. challenging
5. Good at producing new or interesting ideas	e. responsibility
6. A job which I'm not likely to lose	f. physically fit
7. Going to different places	g. secure
8. Difficult in an interesting or enjoyable way	h. opportunity to travel
9. Ability to deal with people	i. to work long hours
10. Makes you worry a lot	j. creative
11. The duty to be in charge and make decisions	k. to have special training and qualifications

17. Make up sentences about yourself.

I want to .../don't want to ...	spend 8 hours at work every day.
I hope to ...	choose my working hours.
I'd love to ...	do the same thing every day.
I'd like to .../wouldn't like to ...	work 60 hours a week.
I'd hate to ...	solve different problems at work.
I must be able to ...	start work at 8 a.m.
I want to be able to...	earn a good salary.
	have time for a social life.
	use imagination in my job.

Speaking

18. Think about your future life. How do you see your life... ?

- next year
- in five years' time
- in ten years' time

19. Answer the questions. Add the phrases in bold to your active vocabulary.

1. Would you like **to work at home**? Or would you miss your colleagues and **the social side of work**?
2. If you were offered two jobs, one which was interesting but **badly paid**, and one which was boring but **well paid**, which one would you accept?
3. If you have to make a choice, which of the following jobs will you choose? Why?
 - a) A job that offers **personal satisfaction** and **opportunity for growth** but doesn't pay much;
 - b) A job that isn't **enjoyable** or **satisfying** but pays **an excellent salary**.
4. The characteristics of a good job in the opinion of 450 employees:
 - a) My bosses **treat me with respect** and have confidence in my abilities.
 - b) There is **variety in my daily work**.
 - c) I find **challenge in my work**.
 - d) There is **an opportunity for advancement (a chance for promotion)**.
 - e) The work I do **contributes to society (is socially important)**.

Notice that *income* is not on the list. Workers **want their work to give them an adequate income**, but they also **value respect, variety, challenge, and advancement**. Which of these characteristics are important to you?

20. What would be an ideal job for you? Include some more useful phrases into your answer.

1. I want to have an opportunity to interact with others.
2. My opinion must be asked for and valued.(I want my opinion to be asked for ...)
3. The tasks must be challenging. (I want the tasks to be challenging)
4. I must be paid well. (I want to be paid well)
5. My work should be (must be) useful to society. (I want my work to be useful ...)
6. I want to be treated with respect.
7. I must have the potential for advancement.(I would like to have ...)
8. My work tasks should be interesting and varied.
9. I would like to have an opportunity to be creative.
10. The work hours should be flexible (I would like to work flexible hours) to make it easier to combine work and family life.
11. My working hours (day) should be no longer than 8 hours.
12. I wouldn't like to work overtime unless it is absolutely necessary (for the company).
13. My job must give me some satisfaction or even enjoyment.
14. My job and working conditions must keep me happy.
15. My job should not rule my life.

Writing

21. Read the information about Jane. Complete her agency note.

- **Jane Danby** is thirty-two years old.
- She has a degree in Art from Edinburgh University.
- She can speak Spanish and German.
- She can paint and draw.
- She likes the Internet.
- She takes digital photos and she changes them on her computer.
- She can't drive.

PERFECT EMPLOYMENT agency
<p align="center">Applicant note</p> <p>NAME: Jane Danby</p> <p>AGE:</p> <p>QUALIFICATIONS:</p> <p>EXPERIENCE:</p> <p>SKILLS:</p> <p>INTERESTS:</p>

Which of the following jobs would be the best for her?

Tourist guide artist photographer musician computer technician

22. Study the following resume.

Artist Resume`

Facts About This Candidate:

- *has 3 years of related work experience*
- *has portfolio that includes exhibits as well as published referenced article*
- *is proficient in Sculptures, Industrial Installations, and Photography*

220 Broome Street, New York, NY 10013

(212) 684-2473

john.doe@gmail.com

Portfolio: www.johnart.com

Resume` Objective

Artist with 3 years of related work experience, as well as portfolio of varied accomplishments including referenced articles, exhibitions, and academic achievements. Possess a strong sense of artistry and forward-thinking, that is consistently displayed across all art pieces. Capable of communicating with clients regarding specifications for customized art pieces.

For more information please check my portfolio at www.johnart.com

EDUCATION

Master of Fine Arts in Industrial Art–San Francisco, CA

Academy of Art University May 2014

- Top prize in university's art competition, 2013

Bachelor of Fine Arts in Studio Art and Art History–Philadelphia, PA

University of the Arts May 2012

- Graduated Cum Laude
- Honor Roll and Distinction

PROFESSIONAL EXPERIENCE

SELF-EMPLOYED–New York, NY

Artist (Freelance)

June 2013 –Present

- Design, develop, and deliver art pieces to clients according to specifications
- Create abstract sculptures to be displayed in local establishments
- Produce stylized and realistic photos for 3 online websites
- Collaborate with local museum to develop and fit art installations across outside area

MEXIC-ARTE MUSEUM–Austin, TX

Collections Cataloguer

August 2012 – May 2013

- Catalogued a total of 1,200 items according to different categories, completing project 30 days ahead of schedule
- Analyzed database record and ensured integrity of bibliographic contents
- Re-wrote new descriptions for 30 % of items that were outdated

EXHIBITIONS

- Solo Exhibition: Thesis Exhibition, John Kempt Gallery
- Two-Person Exhibition: Moore Contemporary, New York, NY (with industrial artist Lisa Meyer)

ADDITIONAL SKILLS

- Photography and Sculpture
- Adobe Suite Software, including Photoshop, Illustrator, Sketch, and InDesign

23. Write a CV for yourself. You can invent experience and qualifications if you prefer.

24. Study the Portfolio Guide, then prepare and present your own portfolio.

Portfolio Guide

Everyone's work and approach will be unique, so there's really no such thing as the perfect portfolio. But you do want it to speak eloquently on your behalf! So here are our top 10 tips:

1. Make it come alive! Make sure your portfolio could only be yours; unique, full of passion, packed with information about you—your skills, your interests, your style, your personality.

2. Presentation is everything. Even the most brilliant work, stuffed haphazardly into a plastic bag, is hardly going to shine! You don't necessarily need to buy an expensive holder, but it might make you feel more organised and confident. Any method will do, as long as it looks good.

3. Be selective. Don't put everything in - we won't have time to look at it all. Pick pieces that really worked, and which showcase your particular skills and direction. You may be proud of the A* you got for a piece of work when you were 14, but make sure it still stands up today.

4. Tell us why. Either attach a piece of paper to each piece, write it on the back, or be prepared to talk it through—but we'll want you to tell us about your work. What was the brief? What were the objectives? How did you research it? What was your design rationale? What were the challenges? What were your conclusions?

5. Show us you're organised! Order your work logically—chronologically, or by theme, or by medium, for example.

6. Don't forget unfinished work or work-in-progress. If relevant, these can be just as useful. It's also good to attach sketches or plans to finished work, to show how you got there.

7. Don't leave out the big stuff! Got something huge or cumbersome you'd like to show us? Just take some photos and bring them, instead.

8. Balance your running order. Start and end well: if you begin brilliantly and then fizzle away by the end, you'll finish on a flat note. Think carefully about how you balance things all the way through.

9. Practice presenting your portfolio. You'll feel a lot more comfortable if you feel familiar with the running order and what you want to say.

10. Label it. Make sure your name is on the front of your closed portfolio (we'd rather not open it upside down and make everything fall out!), and neatly label all the work inside with titles and approximate dates.

Additional reading

1. Read and translate the text. Make a summary (110 words)

Modern art

Modern art includes artistic work produced during the period extending roughly from the 1860s to the 1970s, and denotes the styles and philosophies of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art. A tendency away from the narrative, which was characteristic for the traditional arts, toward abstraction is characteristic of much modern art. More recent artistic production is often called contemporary art or postmodern art.

Modern art begins with the heritage of painters like Vincent van Gogh, Paul Cézanne, Paul Gauguin, Georges Seurat and Henri de Toulouse-Lautrec all of whom were essential for the development of modern art. At the beginning of the 20th century Henri Matisse and several other young artists including the pre-cubists Georges Braque, André Derain, Raoul Dufy, Jean Metzinger and Maurice de Vlaminck revolutionized the Paris art world with "wild", multi-colored, expressive landscapes and figure paintings that the critics called Fauvism. Matisse's two versions of *The Dance* signified a key point in his career and in the development of modern painting. It reflected Matisse's incipient fascination with primitive art: the intense warm color of the figures against the cool blue-green background and the rhythmical succession of the dancing nudes convey the feelings of emotional liberation and hedonism.

At the start of 20th-century Western painting, and initially influenced by Toulouse-Lautrec, Gauguin and other late-19th-century innovators, Pablo Picasso made his first cubist paintings based on Cézanne's idea that all depiction of nature can be reduced to three solids: cube, sphere and cone. With the painting *Les Femmes d'Alger (O. J. R. M.)* (1907), Picasso dramatically created a new and radical picture depicting a raw and primitive brothel scene with five prostitutes, violently painted women, reminiscent of African tribal masks and his own new Cubist inventions. Analytic cubism was jointly developed by Picasso and Georges Braque, exemplified by *Violin and Candlestick, Paris*, from about 1908 through 1912. Analytic cubism, the first clear manifestation of cubism, was followed by Synthetic cubism, practiced by Braque, Picasso, Fernand Léger, Juan Gris, Albert Gleizes, Marcel Duchamp and several other artists into the 1920s. Synthetic cubism is characterized by the introduction of different textures, surfaces, collage elements, papier collé and a large variety of merged subject matter.

The notion of modern art is closely related to modernism.

2. Read and translate the text. Make a summary (110 words)

The Old and the New

Britain has produced few great painters of international fame. In fact, the British have always been more interested in literature than in art. It was not until the 1830s, when Turner began to paint his incredible pictures of sea and sky, that British art produced a genius.

The British have not always been great painters, but they have always been great collectors. Through the centuries, the kings and queens of England have bought some of the finest pictures of their time. The Queen has one of the best art collections in the world. Other rich and noble families did the same, and many wonderful pictures found their way into English country houses. Some of these now belong to the nation. They can be seen in the National Gallery in London, one of the world's finest art museums. But many priceless works of art still belong to private owners. Slowly they are being sold. Some are bought for the national collection, but many go abroad. Sotheby's and Christie's, the two big art dealers, are often in the news when great works of art are sold.

But art is not just a matter for the museums. New ideas in art and design affect almost everything in our daily life. Visit one of Britain's well-known art colleges (the Royal College of Art, for example), and look at some of the students' work. Ideas that look new and exciting today will look quite normal next year. Walk down the King's Road in London on a Saturday morning. Clothes by young designers that look shocking or funny today, might be worn by you and me next season.

Not everyone, of course, likes new ideas in art and design. A lot of people prefer the kind of furniture their grandmothers had. And most British people don't like their pictures to be too modern. They prefer a nice painting of a pretty girl, or a beautiful view of the sea when the sun is going down. They might not see anything they want in Sotheby's or Christie's. They're more likely to find it in the Bayswater Road open-air market on a Sunday morning. But they won't have to spend over £1,000,000 for the kind of painting they're looking for. £25 should be quite enough.

3. Read the text and make a summary, using the questions below as a plan.

William Morris

William Morris was the son of a wealthy businessman. He enjoyed a comfortable childhood and was educated at Marlborough College, one of the best public schools. It was natural that he should go on to university and he chose Oxford. His intention had been to study at university and then go into the church. However, at Oxford he was introduced to literature and this led to a change of heart.

He left Oxford intending to devote his life to art. He joined a firm of architects, but left to become a painter. He did paint, being influenced by the Pre-Raphaelites, and their influence can be seen in his only surviving painting.

Morris began his career in the decorative arts in the early 1860s. His first creative work was to decorate Red House, Bexleyheath, near London, which had been designed by the architect Philip Webb. This proved very successful and in 1861, with two colleagues, he formed the firm of Morris, Marshall, Faulkner and Company, known as “The Firm”. They became particularly well-known for their stained glass and their work can still be seen in churches in Britain today. Morris also produced more than 150 designs for wallpaper with the characteristic foliage pattern. Even today, many of his designs are still sold.

Later in his life, Morris turned his attention to printing. He set up a printing press at premises near his home at Kelmscott House in Hammersmith, West London. The Kelmscott Press published books of great beauty – the typefaces were all designed by Morris and inspired mostly by the art of 15th century Italian and early German printing. In total, the Kelmscott Press published 66 books, the most famous publication being its edition of the works of the 14th century English poet, Chaucer, which Morris published in 1896.

1. Where was William Morris educated as a child? 2. Which university did he choose? 3. Why did he change his intention to join the church? 4. What did he do when he left university? 5. When did Morris begin his career in the decorative arts? 6. What was his firm particularly known for? 7. Where can his work still be seen? 8. What did his later interests include? 9. What was the most famous publication by the Kelmscott Press?

4. Read and translate the text. Then write a comment on the influence of painting on man.

The Picture of Dorian Gray

by Oscar Wilde

The Preface

The artist is the creator of beautiful things.

To reveal art and conceal the artist is art's aim.

The critic is he who can translate into another manner or a new material his impression of beautiful things.

The highest, as the lowest, form of criticism is a mode of autobiography.

Those who find ugly meanings in beautiful things are corrupt without being charming. This is a fault. Those who find beautiful meanings in beautiful things are the cultivated. For these there is hope. They are the elect to whom beautiful things mean

only Beauty. There is no such thing as a moral or an immoral book. Books are well written, or badly written. That is all.

The nineteenth-century dislike of Realism is the rage of Caliban seeing his own face in a glass.

The nineteenth-century dislike of Romanticism is the rage of Caliban not seeing his own face in a glass.

The moral life of man forms part of the subject-matter of the artist, but the morality of art consists in the perfect use of an imperfect medium. No artist desires to prove anything. Even things that are true can be proved.

No artist has ethical sympathies. An ethical sympathy in an artist is an unpardonable mannerism of style.

No artist is ever morbid. The artist can express everything.

Thought and language are to the artist instruments of an art.

Vice and virtue are to the artist materials for an art.

From the point of view of form, the type of all the arts is the art of the musician. From the point of view of feeling, the actor's craft is the type.

All art is at once surface and symbol. Those who go beneath the surface do so at their peril. Those who read the symbol do so at their peril.

It is the spectator, and not life, that art really mirrors.

Diversity of opinion about a work of art shows that the work is new, complex, and vital.

When critics disagree the artist is in accord with himself. We can forgive a man for making a useful thing as long as he does not admire it. The only excuse for making a useless thing is that one admires it intensely.

All art is quite useless.

5. Read and translate.

Famous painters

Raphael (1483–1520) is an Italian painter and architect, one of the most important artists of Renaissance, who painted mostly religious subjects. His full name in Italian is Raffaello Sanzio.

Peter Paul Rubens (1577–1640) is a Flemish artist, one of the greatest European painters who painted several thousand paintings, especially based on religious subjects and scenes from ancient Greek and Roman stories. The women in his paintings usually have attractively large, rather fat bodies.

Van Rijn Rembrandt (1606–1669) is a Dutch artist. He is regarded to be one of the greatest European painters. He painted many portraits, as well as pictures of religious subjects. He is known especially for his use of light and shade.

Van Gogh (1853–1890) is a Dutch painter who went to live in Southern France and who helped to develop the style of post-impressionism. His paintings typically use bright colors and have thick lines of paint in circular patterns, and the famous include “Sunflowers” and “Irises”. He is also known for being mentally ill and for cutting off one of his ears and later killing himself.

Thomas Gainsborough (1727–1788) is a British artist best known for his portraits, such as “The Blue Boy” and his landscapes, pictures of countryside. He was one of the original members of the Royal Academy in London.

J. M. W. Turner (1775–1851) is one of the greatest British painters known for his pictures of the countryside, the sea, the sky, in which he uses color and light to show the force of the wind and sea. There is a special part of the Tate Gallery in London where many of his paintings can be seen.

John Constable (1776–1837) is a British painter known for his paintings and drawings of the Suffolk countryside.

Edgar Degas (1834–1917) is a French impressionist painter known especially for his pictures of horse racing, theatres, cafes, and women dancing.

Paul Cezanne (1839–1906) is a French impressionist painter who helped to develop post-impressionism and who influenced the development of cubism and abstract art.

Claude Monet (1840–1926) is a French painter who helped to start the Impressionist movement. He is best known for his painting of the countryside, in which he tried to show the effects of light by painting the same picture at different times of day or in different types of weather.

Paul Gauguin (1848–1903) is a French painter who went to live in Tahiti where he painted brightly colored scenes, which showed the life of the people there.

6. Read and translate the text.

Degrees and Career Training for Craft Artists

If working with paper, wood, metal, glass, ceramics, and/or textiles appeals to you, becoming a craft artist may be a good career choice. Craft artists create a variety of handmade objects for sale and display, either in galleries, museums, or their own studios.

List of Courses

Knitting

In this arts and crafts class, students are introduced to basic and advanced hand- and machine-knitting techniques, like cast on, knit, purl, cast off and specialty knitting stitches. Selection criteria for choosing yarn are discussed, as are techniques for determining gauge, knitting with circular needles, making adjustments to tools and changing

sizes of garments. This course includes instruction on reading patterns and recognizing the symbols and abbreviations used in knitting patterns.

Weaving

Building on the history of weaving, students develop their skills with traditional and modern weaving techniques. Projects typically include rugs, wall coverings or blankets. In addition to design and theory, coursework can include how to prepare yarn for weaving. Students may practice on dobby, counterbalance, jack-type and table looms. They may also explore woven textiles like tapestries and jacquard. Some weaving courses may incorporate wicker, ribbed and round reed basketry.

Quilting

Appliqué, crazy quilts, piecing and paper piecing are among the blanket assembly techniques covered in a quilting class. The evolution of contemporary designs from traditional styles is explored. Hands-on learning projects can include stitching by hand and machine and applying quilting techniques to other projects. The ability to translate patterns into finished quilts is practiced. Students also get the chance to utilize basic quilting design skills to create original quilt patterns.

Ceramics

Through hands-on work in traditional and contemporary pottery projects, students in ceramics courses demonstrate an understanding of history and current issues in ceramics. Coursework includes a survey of materials and ceramic techniques. Tools used include potter's tread, pottery wheels and kilns. Students may work with porcelain and white-ware.

Mosaics

In a mosaics course, classroom demonstrations show the craft of applying small tiles, pieces of broken pottery, glass or other materials to surfaces using adhesive. Students practice using coloring grout and cutting tile, laying mosaic in patterns and working on curved surfaces. Coursework includes an introduction to common tools, along with instruction on safely using them in the studio.

7. Read and translate the text.

Typical art careers

Fine artist

Kicking off with perhaps the most obvious of art careers, there is no reason why you cannot pursue a career as a professional artist if you have talent and dedication. You will also need plenty of self-belief, stamina and the ability to promote yourself, as this is a highly competitive career path. Relevant work experience in the creative sector, such as working as a studio assistant, would be useful, and you should be resourceful in finding new and interesting places to showcase and sell your work to get

yourself known. Some fine artists also decide to continue developing their work alongside work in a relevant full- or part-time job, such as that of an art teacher/tutor.

Illustrator

Illustrators use their creative skills to communicate stories, messages or ideas to an intended audience. They usually work on a freelance basis for multiple clients, and are likely to specialize in a specific medium, such as drawing, photography or digital illustration. In this case, your portfolio should demonstrate that you can work to a clear brief, such as creating designs for a book cover. You should also show that you can work in a variety of formats, particularly with computer-aided design (CAD) techniques. A postgraduate degree in fine arts specializing in illustration should give you a good range of relevant skills to offer prospective employers.

Photographer

Photographers use a range of equipment to capture permanent images in the style and brief set by a client or employer. There are a wide range of purposes and specializations in photography – from weddings to advertising, photojournalism and more. Some fields, such as fashion photography, are particularly competitive, and you may find it beneficial to have a Master of Fine Arts specializing in photography. As well as working on your portfolio, you should look for opportunities to make contacts, get work published and generally gain new skills and experience through opportunities like volunteering, work shadowing, or taking part in work experience and project work with photographers or relevant employers.

Animator

An animator produces multiple images called frames, which when sequenced together create an illusion of movement known as animation. Animators could even work in the visual effects team on a film. This is another competitive area and in this case, your portfolio would be in the form of a short yet effective showreel – a DVD or online portfolio video. To enhance your employability, a postgraduate specialization in animation would be beneficial, but this is not essential. To become an animator you need to have artistic talent and strong technical skills with a good eye for detail.

Graphic designer

A graphic designer is responsible for creating design solutions that have a high visual impact. The role involves working to a brief agreed with the client, creative director or account manager. Graphic designers develop creative ideas and concepts, choosing the appropriate media and style to meet the client's objectives. To become a graphic designer, it is very useful if you have specialized in design (or an aspect of design) in your degree and mastered the skills required, such as the use of computer packages like Photoshop. You may also consider continuing your studies at postgraduate level, with a Master of Design (MDes).

Arts administrator

As an arts administrator, you would plan and organize arts activities and ensure they are successful. If you're passionate about the arts and enjoy managing and organizing, this career could be for you, enabling you to gain new perspectives on art and its various community and social roles. You will need strong administration and computer skills for this role.

Printmaker

Printmakers create art using printing press, typically on paper, and again usually work to set briefs. Techniques used include etching, block-printing, woodcuts, silk-screening and lithography, with electronic and digital processes increasingly being used. You might find that printmaking emerges as your preferred medium following a degree in fine arts, especially if you specialize in design or illustration. To increase your employability (especially if you decide to become self-employed), seek out relevant work experience opportunities and build up a network of relevant contacts by reaching out in person and online.

Teacher/university lecturer

If you wish to use your passion for art to motivate and inspire young people, a career as an art teacher could be highly rewarding. In most countries, you will need a teaching qualification to teach at primary/secondary level, and a postgraduate degree to teach at university level. You should also have lots of confidence and **excellent communication and presentation skills**, in order to effectively teach and inspire your students. You may also choose to offer private art tuition to individuals or small groups, or specialize in an area such as art therapy.

Other careers in art

If none of the above art careers appeal to you, there are still plenty of options available. Art graduates can also **apply for** mainstream graduate jobs and training in a wide variety of industries, such as media, marketing, public relations and even accounting.

Grammar section

1. Present Simple (Настоящее простое время)

Present Simple употребляется для выражения действий, событий, фактов, которые происходят обычно, постоянно, регулярно в настоящем времени.

Present Simple образуется из основной формы глагола (инфинитива без частицы to) для всех лиц кроме 3-го лица единственного числа.

Для образования 3-го лица единственного числа к основной форме глагола прибавляется окончание - (e)s.

get - gets [s]	live - lives [z]	watch - watches [iz]	study - studies [iz]
put - puts sleep - sleeps eat - eats drink - drinks	open - opens stand - stands play - plays show - shows	wash - washes touch - touches dress - dresses fix - fixes	copy - copies carry - carries worry - worries rally - rallies

Note: do - does [dʌz]
go - goes [gouz]

Обстоятельства времени, наиболее часто употребляемые в Present Simple

always	всегда	rarely	редко
often	часто	sometimes	иногда
usually	обычно	once a month	раз в месяц
normally	обычно	hardly ever	почти никогда
regularly	регулярно	never	никогда

Порядок слов в утвердительном предложении

Подлежащее	Сказуемое	Остальная часть предложения
I He	speak studies	English every day. at university.

Порядок слов в отрицательном предложении

Подлежащее	Сказуемое			Остальная часть предложения
	Вспомогательный глагол	Отрицание	Смысловый глагол	
I	do	not	speak	English every day. at university .
He	does	not	study	

Порядок слов в вопросительном предложении.

1. Общий вопрос

Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Do	you	speak	English every day?
Does	he	study	at university?

2. Специальный вопрос

Вопрос. слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
How often	do	you	speak	English?
Where	does	he	study?	

Вопрос к подлежащему

Подлежащее	Смысловый глагол	Остальная часть предложения	Ответ
Who	speaks	English?	You do .
Who	studies	at university?	He does .

3. Альтернативный вопрос

Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Do	you	speak	English or German?
Does	he	study or work?	

4. Разделительный вопрос

Подлежащее	Смысловый глагол	Остальная часть предложения	Присоединенная часть вопроса
You	speak	English,	don't you?
You	don't speak	English,	do you?
He	studies	at university,	doesn't he?
He	doesn't study	at university,	does he?

Спряжение глагола *to be* в настоящем времени

Утвердительная форма	Отрицательная форма	Вопросительная форма
Единственное число		
I am you are he  she  is it 	I am not you are not he  she  is not it 	am I? are you?  he? is  she?  it?
Множественное число		
we  you  are they 	we  you  are not they 	are  we?  you?  they?

Exercises

1. Complete the sentences. Use these verbs:

boil close cost cost meet open ~~speak~~ teach wash

Model: Margaret *speaks* four languages.

1. In Britain the banks usually at 9.30 in the morning.
2. The City Museum at 5 o'clock in the evening.
3. Tina is a teacher. She mathematics to young children.
4. My job is very interesting. I a lot of people.
5. Peter his hair twice a week.
6. Food is expensive. It.... a lot of money.
7. Shoes are expensive. They a lot of money.
8. Water at 100 degrees Celsius.

2. Write sentences from these words. Put the verb in the right form (arrive or arrives etc.).

Model: (always / early / Sue / arrive) *Sue always arrives early.*

1. (basketball / I / play / often). I
2. (work / Margaret / hard / usually).
3. (Jenny / always / nice clothes / wear).
4. (dinner / we / have / always / at 7.30).
5. (television / Tim / watch / never).
6. (like / chocolate / children / usually).
7. (Julia / parties / enjoy / always).

3. Put the verb into the correct form, positive or negative.

Model: Margaret *speaks* three languages - English, French and German. (speak).

I *don't like* my job. It's very boring. (like)

1. "Where's Martin?" "I'm sorry. I" (know)
2. Sue is a very quiet person. She very much. (talk)
3. Jim a lot of tea. It's his favourite drink. (drink)
4. It's not true! I it! (believe)
5. That's a very beautiful picture. I it very much. (like)

4. Write questions with *Do...? or Does ...?*

Model: I like chocolate. And you? *Do you like chocolate?*

1. I play tennis. And you?
2. Tom plays tennis. And Ann?
3. You live near here. And your friends?
4. You speak English. And your brother?
5. Ben studies art. And you?

5. Make up special questions.

Model: I wash my hair twice a week. (how often/you?) *How often do you wash your hair?*

1. I live in London. (where/you?)
2. I go to work by bus. (how/you?)
4. I have lunch at home. (where/you?)
5. She looks after her children. (who?)
6. I watch TV every day. (how often/you?)
7. He works in a bank. (where/he?)

6. Make up alternative questions with the following words. Give answers.

Model: Live/ in London/Paris? - *Do you live in London or Paris? - In Paris.*

1. drink/tea/coffee/in the morning? -
2. prefer/meat/fish? -
3. go to work/by bus/on foot? -
4. speak/English/Italian? -
5. study/art/design? -

7. Give the correct tag to these sentences.

1. She doesn't live in London, ___?
2. I don't write to my pen friend very often, ___?
3. Emma works in a sports shop, ___?
4. They go dancing on Saturdays, ___?
5. They don't stay at home most evenings, ___?
6. Ben is a student, ___?
7. We are friends, ___?

2. Present Continuous (Настоящее длительное время)

Употребляется для выражения:

- действия, совершающегося в момент речи;
- действия, совершающегося в настоящий период времени, но не обязательно в момент речи;
- заранее намеченного, запланированного действия, которое совершится в ближайшем будущем.

Во временах группы Continuous не употребляются:

– *глаголы, выражающие умственную деятельность:*

believe	know	realize	suppose
forget	mean	remember	think (=believe)
imagine	understand	recognize	see(=understand)

– *глаголы, выражающие чувства:*

dislike hate like love prefer want wish

– *глаголы, выражающие восприятие:*

feel see smell taste hear

– *некоторые другие глаголы:*

be	contain	cost	need	include	weigh
belong	have	seem	sound	own	consist

Present Continuous образуется при помощи вспомогательного глагола *to be* и причастия настоящего времени смыслового глагола (**am/is/are + Ving**).

Утвердительные предложения:	I am playing He she it is playing We / you / they are playing
Вопросительные предложения:	Am I playing? Is he / she / it playing? Are we / you / they playing?
Вопрос к подлежащему:	Who is playing? They are.
Отрицательные предложения:	I am not playing He / she / it was not playing We / you / they are not playing

Exercises

1. Complete the sentences. Use the verbs in brackets in Present Continuous.

Model: 'Where are Ken and Kate?' 'They're **waiting** (wait) outside.'

1. '___(Sally/have) a shower?' 'No, she ___(wash) her hair.'
2. You ___ (not/watch) the TV at the moment. Why don't you switch it off?
3. '___ (you/enjoy) yourself?' 'Yes, I ___ (have) a great time.'
4. 'What ___ (Maria/do) these days?' 'She ___ (study) English at a school in London.'
5. Ben and Patty are in London on holiday. They ___ (stay) at a small hotel near Hyde Park.
6. Prices ___ (rise) all the time. Everything ___ (get) more and more expensive.

2. Give the correct tag to these sentences.

1. Sally isn't drinking coffee, _____?
2. I'm always forgetting her birthday, _____?
3. The little boy is crying, _____?
4. They're having lunch in the restaurant, _____?
5. Ben and Patty aren't going fast, _____?

3. Put the verb in the correct form, Present Continuous or Present Simple.

1. Let's go out. It *isn't raining* (not/rain) now.
2. Julia is very good at languages. She *speaks* (speak) four languages very well.
3. Hurry up! Everybody _____ (wait) for you.
4. " _____ (you/listen) to the radio?" "No, you can turn it off".
5. " _____ (you/listen) to the radio every day?" "No, just occasionally".
6. The river Nile _____ (flow) into the Mediterranean.
7. Look at the river. It _____ (flow) very fast today - much faster than usual.
8. We usually _____ (grow) vegetables in our garden but this year we _____ (not/grow) any.
9. "How is your English?" "Not bad". It _____ (improve) slowly."
10. Ron is in London at the moment. He _____ (stay) at the Park Hotel. He _____ (always/stay) there when he is in London.
11. "Can you drive?" "I _____ (learn). My father _____ (teach) me".
12. Normally I _____ (finish) work at 5.00, but this week I _____ (work) until 6.00 to earn a bit more money.
13. My parents _____ (live) in Bristol. They were born there and have never lived anywhere else. Where _____ (your parents/live)?
14. Sonya _____ (look) for a place to live. She _____ (stay) with her sister until she finds somewhere to live.

15. "What ____ (your father/do)?" "He is an architect but he ____ (not/work) at the moment."
16. The train is never late. It ____ (always/leave) on time.
17. Jim is very untidy. He ____ (always/leave) his things all over the place.
18. ____ (it/ever/snow) in India?
19. I ____ (not/belong) to a political party.
20. Hurry! The bus ____ (come). I ____ (not/want) to miss it.
21. You can borrow my umbrella. I ____ (not/need) it at the moment.
22. George says he's 80 years old but I ____ (not/believe) him.

4. Complete the sentences. Put in the verbs on the right using Present Simple or Present Continuous.

- I'm writing** to my parents. I **write** to them every weekend. write, write
- | | |
|---|-----------------|
| 1. It _____ outside. It _____ down quite hard, look. | 1. snow, come |
| 2. Normally I _____ work at eight o'clock, but I _____ at seven this week. We're very busy just now. | 2. start, start |
| 3. Usually I _____ two newspapers, but not the same ones every day. On Sundays I _____ four or five. | 3. read, buy |
| 4. We _____ a garage next to our house. We _____ somewhere to put the car. | 4. build, want |
| 5. I haven't got a car at the moment, so I _____ to work on the bus this week. Usually I _____ to work. | 5. go, drive |
| 6. The sun _____ in the east, remember. It's behind us, so we _____ west. | 6. rise, travel |
| 7. We _____ camping every year. It's a good cheap holiday. Hotels _____ too much. | 7. go, cost |

5. Present Simple or Present Continuous?

1. We usually _____ (go) to Spain on holiday.
2. How often _____ you _____ (go) swimming?
3. _____ you _____ (watch) the television? Can I turn it off?
4. I _____ (read) one of Agatha Christie's books at the moment.
5. Some modern cars _____ (run) on unleaded petrol.
6. The St Lawrence River _____ (flow) into the North Atlantic.
7. Drive carefully. It _____ (snow) heavily this morning.
8. We _____ (go) skiing in the French Alps every year.
9. Be careful! The ladder _____ (fall) down.
10. The planet Mercury _____ (travel) round the sun every 88 days.

6. Choose the correct form of the verbs.

Dear Karen,

I'm *having* / ~~I have~~ a great time here in England. My university term *isn't starting* / *doesn't start* until the autumn, so I'm *taking* / I *take* the opportunity to improve my English. I'm *staying* / I *stay* with some English friends who own a farm. On weekdays I'm *catching* / I *catch* a bus into Torquay to go to language classes. I'm *making* / I *make* good progress, I think. My friends *say* / *are saying* my pronunciation is much better than when I arrived, and I'm *understanding* / I *understand* almost everything now. At weekends I'm *helping* / I *help* on the farm. At the moment they're *harvesting* / they *harvest* the corn and they *are needing* / they *need* all the help they can get. It's quite hard work, but I'm *liking* / I *like* it. I'm *developing* / I *develop* some strong muscles!

Do you *come* / *Are you coming* to visit me at Christmas? I'm *spending* / I *spend* the winter holiday here at the farm. My friends *are wanting* / *want* to meet you and there's plenty of space. But you must bring your warmest clothes. It *is getting* / It *gets* very cold here in the winter.

Let me know as soon as you *are deciding* / you *decide*. And tell me what you're *doing* / you *do* these days.

Do you miss me?

Love,

Paul

7. Complete the sentences with Present Simple or Continuous of the verbs in brackets.

Sara Mitchell is 19 years old. She **1**(go) to college. She **2**(study) music. She **3**(play) the violin, and she **4**(sing) beautifully. She **5**(study) Spanish, too. She **6**(love) music, but Spanish **7**(seem) very difficult to her. She often **8**(sing) in other languages in her music classes, but usually she **9**(not/understand) the meaning of the words. This year in school she **10**(learn) a different language for the first time. She **11**(need) to learn a lot of new words in Spanish, and she sometimes **12**(forget) the Spanish words in class and on tests.

Sara **13**(have) an apartment near the college with three roommates – Molly, Kate, and Alicia. Sara's roommates **14**(go) to the college too, and Sara **15**(like) them a lot. They always **16**(do) things together. They often **17**(eat) dinner in the apartment together, and they usually **18**(go) to the movies together on Friday nights. But right now they **19**(not/think) about movies.

Right now Sara **20**(study) for a big Spanish exam. Sara usually **21**(not/do) well on Spanish exams, and she is very worried. Alicia **22**(speak) Spanish well, so she **23**(help) Sara study for the test. Molly and Kate **24**(make) dinner for her. Sara is very lucky to have such nice roommates, and she knows it!

3. Past Simple (Прошедшее простое время)

Прошедшее простое время (the Past Simple Tense) выражает действие, которое однократно произошло или совершалось повторно в прошлом и не связано с настоящим.

По способу образования прошедшего времени глаголы в современном английском языке делятся на правильные и неправильные.

Правильные глаголы образуют форму прошедшего простого времени по единому правилу – путем прибавления суффикса **–ed** к основе глагола.

look-looked [t]	live - lived [d]	watch - watched[t]	study- studied [id]	last-lasted[id]
like – liked laugh – laughed pick – picked stop – stopped	open – opened smile – smiled prove – proved play – played	wash – washed touch – touched dress – dressed fix – fixed	copy – copied carry – carried worry – worried rally – rallied	count – counted shout – shouted intend – intended pretend – pretended

Формы прошедшего простого времени **неправильных глаголов** необходимо заучивать наизусть по специальной таблице неправильных глаголов.

Обстоятельства времени, наиболее часто употребляемые в Past Simple

<i>yesterday</i> – вчера <i>last night</i> – вчера вечером <i>last week</i> – на прошлой неделе <i>last month</i> – в прошлом месяце <i>last year</i> – в прошлом году <i>three days ago</i> – три дня назад <i>long ago</i> – давным-давно	<i>the other day</i> – на днях <i>in 1960</i> – в 1960 <i>in those days</i> – в те дни <i>at that time</i> – в то время <i>in the past</i> – в прошлом <i>then</i> – тогда, затем <i>after that</i> – после этого
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Порядок слов в утвердительном предложении

Подлежащее	Сказуемое	Остальная часть предложения
I He	spoke studied	English every day. at university.

Порядок слов в отрицательном предложении

Подлежащее	Сказуемое			Остальная часть предложения
	Вспомогат. глагол	Отрицание	Смысловый глагол	
I	did	not	speak	English every day. at university.
He	did	not	study	

Порядок слов в вопросительном предложении

1. Общий вопрос

Вспомогат. глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Did	you	speak	English every day?
Did	he	study	at university?

2. Специальный вопрос

Вопросит. слово	Вспомогат. глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
How often	did	you	speak	English?
Where	did	he	study?	

Вопрос к подлежащему

Подлежащее	Смысловый глагол	Остальная часть предложения	Ответ
Who	spoke	English?	You did .
Who	studied	at university?	He did .

3. Альтернативный вопрос

Вспомогат. глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Did	you	speak	English or German?
Did	he	study or work?	

4. Разделительный вопрос

Подлежащее	Смысловый глагол	Остальная часть предложения	Присоединенная часть вопроса
You	spoke	English,	didn't you?
You	didn't speak	English,	did you?
He	studied	at university,	didn't he?
He	didn't study	at university,	did he?

Спряжение глагола *to be* в прошедшем времени.

Утвердительная форма	Отрицательная форма	Вопросительная форма
Единственное число		
I he was she it	I he was not she it (wasn't)	I? he? was she? it?
Множественное число		
we you they were	we you they were not (weren't)	we? you? they? were

Exercises

1. Put in *am/is/are/was/were*. Some sentences are present and some are past.

- Last year she *was* 22, so she *is* 23 now.
- Today the weathernice, but yesterday itcold.
- Ihungry. Can I have something to eat?
- Ihungry last night, so I had something to eat.

5. Whereyou at 11 o'clock last Friday morning?
6. Don't buy those shoes. Theytoo expensive.
7. Whyyou so angry yesterday?
8. We must go now. Itvery late.
9. This time last year Iin Paris.
10. Wetired when we arrived home, so we went to bed.
11. Charlie Chaplin died in 1978. Hea famous film star.
12. 'Wherethe children?' 'I don't know. Theyin the garden ten minutes ago.

2. Complete the sentences. Put the verb into the correct form, positive or negative.

Model: The film was boring. I *didn't enjoy* it very much. (not/enjoy) Is your essay ready? Yes, I *finished* it yesterday. (finish)

1. The police ____ Roland on his way home. (stop)
2. Sorry, but I ____ time to phone you yesterday. I was too busy. (not/have)
3. The hotel ____ very expensive. (not/be) It ____ very much. (not/cost)
4. Rita ____ thirsty. (not/be) She ____ anything. (not/drink)
5. Little Nicholas ____ different schools but he was bored and unhappy. (try)
6. The bed ____ uncomfortable. (be) I ____ very well. (not/sleep)
7. Brian and Chuck ____ (play) chess yesterday. Chuck is much worse than Brian, so he ____ (lose)
8. Madame Tussaud ____making models in wax as a teenager. (start)
9. The Carters ____ for their summer holiday last night. (leave)
10. He ____ at 7 o'clock this morning. (wake up)

3. Complete these conversations with the Past Tense.

1. – What (a) ____ you (do) at the weekend?
– I (b) ____ (go) to a movie. I (c) ____ (see) Taxi. It (d) ____ (be) terrific!
2. – How (a) ____ (be) your weekend?
– It (b) ____ (be) great! I (c) ____ (meet) some friends on Saturday, and we (d) ____ (go) to an outdoor concert.
3. – What (a) ____ you (do) on Saturday night?
– I (b) ____ (have) friends over and I (c) ____ (cook) dinner for them. Then we (d) ____ (watch) a video. And what (e) ____ (do) you do at the weekend?
– Oh, I (f) ____ (stay) at home and (g) ____ (study).
4. – What (a) ____ you (do) on Sunday?
– I (b) ____ (go) to Oxford with my friends. We (c) ____ (take) a tour of the city. Then we (d) ____ (go) shopping.

4. Ask questions about the information in italics.

Model: Bobby *played gold* yesterday. – What did Bobby do yesterday?

They had to travel *in a car*. – How did they have to travel?

1. Julia enjoyed *Barbara's* birthday party.
2. Fred had to open the window because it was hot and *stuffy in the room*.
3. My parents were on holiday in *Greece* in June.
4. Old Mrs Parker worked in her tiny garden *every morning*.
5. Trent had to buy *a lot of* presents on his children's graduation day.
6. The choice of drinks was amazing. Celia preferred an *orange juice*.
7. Mrs Taylor's pupils often asked *embarrassing* questions.
8. Brenda had to work overtime *last week*.
9. Alexander Bell started his first telephone company *on August 2nd 1877*.
10. *No*, I didn't have any bad teachers at school.

4. Past Continuous (Прошедшее длительное время)

Время **Past Continuous** указывает на процесс, длившийся в определенный момент или период в прошлом. В отличие от времени Past Simple, этот момент в прошлом должен быть назван прямо (например, yesterday at 5 o'clock, when you called, when rain started) или быть очевидным из контекста.

She was having dinner at six o'clock yesterday. – Вчера в 6 часов она ужинала.

Утвердительные предложения: I / he / she / it **was playing**
We / you / they **were playing**

Вопросительные предложения: **Was** I / he / she / it **playing?**
Were we / you / they **playing?**
Who **were** you **playing** with?

Вопрос к подлежащему: Who **was** playing? They **were**.

Отрицательные предложения: I | he | she | it **was not playing**
We / you / they **were not playing**

Exercises

1. Put the verb into the correct form, past continuous or past simple.

Model: While Tom *was cooking* (cook) the dinner, the phone *rang* (ring).

1. George (fall) off the ladder while he (paint) the ceiling.
2. Last night (read) in bed when suddenly I (hear) a scream.
3. (you/watch) television when I phoned you?
4. Ann (wait) for me when I (arrive).
5. I (not/drive) very fast when the accident (happen).
6. I (break) a plate last night. I (do) the washing-up when it ... (slip) out of my hand.
7. Tom (take) a photograph of me while I (not/look).
8. We (not/go) out because it (rain).
9. What (you/do) at this time yesterday?
10. I (see) Carol at the party. She (wear) a really beautiful dress.

2. Put the verb into the past continuous (*I was doing*) or past simple (*I did*).

1. When we *went* (go) out, it *was raining* (rain).
2. I wasn't hungry last night. I *didn't eat* (not/eat) anything.
3. *Were you watching* (you/watch) television when I *phoned* (phone) you?
4. Jane wasn't at home when I went to see her. She (work).
5. The postman (come) while I (have) breakfast.
6. We (meet) Joan at the party. She (wear) a red dress.
7. While I ____ (read), Jenny ____ (play) the piano.
8. We ____ (not, go) out because it ____ (rain).
9. The boys (break) a window when they (play) football.
10. I was late but my friends (wait) for me when I (arrive).
11. I (get) up at 7 o'clock.. The sun (shine), so I ... (go) for a walk.
12. He (not/drive) fast when the accident (happen).
13. Margaret (not/go) to work yesterday. She was ill.
14. 'What (you/do) on Saturday evening?' 'I (go) to the cinema.'
15. 'What (you/do) at 9.30 on Saturday evening?' 'I (watch) a film in the cinema.'
16. While Captain Cook (explore) the Eastern Pacific Ocean, he (discover) Antarctica.
17. Arthur (break) his leg while he (play) football.

3. Match a line in A with a line in B. Begin with as, when or while.

Model: *As/When/While* Denis was talking to his boss, somebody stole his case.

A	B
Denis was talking to his boss	Somebody stole his case.
I was phoning my uncle	The television broke down.
I was shopping in the supermarket	Somebody ran off with her clothes.
I was walking down the street	There was a knock on the front door.
I was watching the news	I met Bob.
We were having lunch	The electricity went off.
Dolly was swimming	Somebody stole my purse.
I was turning a sharp corner	I lost my bag.
My mother was cooking dinner	I fell off my bicycle.
I was looking in a shop window	The phone went dead.

5. The present perfect (Настоящее совершенное время)

Present Perfect Simple образуется при помощи вспомогательного глагола **to have** в форме настоящего времени (**have, has**) и формы причастия прошедшего времени (Past Participle), т. е. 3-й формы смыслового глагола.

Present Perfect употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени. В случае употребления Present Perfect в центре внимания находится само свершившееся действие. При этом говорящего интересует не время или другие обстоятельства совершения действия, а результат этого действия, имеющийся в данный момент.

We have bought a new TV set.

Мы купили новый телевизор.

(У нас новый телевизор).

I have opened the window.

Я открыл окно. (Окно открыто).

She has gone home.

Она ушла домой. (Она сейчас дома).

На русский язык глагол в Present Perfect переводится обычно глаголом в прошедшем времени совершенного вида: *написал, закончил, купил* и т. п.

Present Perfect Simple часто употребляется с наречиями неопределенного времени, которые ставятся между вспомогательным глаголом и причастием прошедшего времени спрягаемого глагола:

Ann has **just** come in.

Аня только что вошла.

We have **already** seen this film.

Мы уже видели этот фильм.

Наиболее часто употребляемые наречия неопределенного времени:

ever – когда-либо

never – никогда

just – только что

already – уже

(not) yet – еще (не)

Утвердительные предложения: I / We / You / They **have played**
He / She / It **has played**

Вопросительные предложения: **Have** I / we / you / they **played**?
Has he / she / it **played**?

Вопрос к подлежащему: Who **has** played? – We **have**.

Отрицательные предложения: I / We / You / They **have not played**
He / She / It **has not played**

Exercises

1. Put in a verb in the present perfect. Sometimes the verb is negative.

Model: When are you going to write to your uncle? You *haven't written* to him yet.

1. Tim buys lots of clothes. I expect he _____ some in town today.
2. Are you going to have a bath? ~ No, I _____ one already today.
3. Mr Smith doesn't often cut the grass. He _____ it for ages now.
4. When did you last see Lisa? ~ Oh, ages ago. I _____ her since Christmas.
5. Bob rings every hour. He _____ five times already today.

2. Lynne is meeting two clients, Ben and Patty Crawford. Ben and Patty are on holiday in London. Complete the conversation using the present perfect.

Lynne: How is your hotel?

Ben: Great! It's the best hotel *I've ever stayed* (ever | stay) in.

Patty: Yes, Ben is really pleased. He_1_(never | slept) in such a big bed before.
But he won't be so pleased when we get the bill. It's also the most expensive hotel we_2_(ever | stay) in!

Lynne: _3_(you | be) to London before, Ben?

Ben: No. I_4_(not | be) here before, but Patty_5_(be) a number of times.
Haven't you, Patty?

Patty: That's right. But the last time was ten years ago and London_6_(change) a lot since then.

Lynne: And what are you going to do this afternoon?

Patty: Well, I_7_(never | see) Madame Tussaud's. We_8 (hear) a lot about it from friends, so we thought we'd go there.

Lynne: I see. And what about dinner tonight? I know a very good Japanese restaurant. _9_(you | ever | eat) Japanese food, Patty?

Patty: No, I haven't. Is it good?

Lynne: It's delicious.

Ben: I_10_(not | try) Japanese food before either, so let's go there.

Patty: Yes, why not?

3. Put the words in the correct order. (Sometimes two answers are possible.)

Model: started | have | they | to have | just | dinner |. - *They have just started to have dinner.*

1. just | to rain | has | it | started | .
2. you | that book | have | yet | finished |?
3. yet | that film | seen | haven't |I|
4. the bus | just | left | has |.
5. you | already | done | your shopping |have|?
6. has | for several jobs | Bob | applied |already |.

4. Transform the sentences into Present Perfect.

1. The job of a designer is becoming more and more popular nowadays.
2. Photography is replacing illustrations in most graphic designs.
3. Jobseekers are facing keen competition.
4. Working conditions and places of employment are changing.
5. Demand for designers is increasing.

5. Put different types of questions to the following sentences.

1. Britain has produced few great painters of international fame.
2. In fact, the British have always been more interested in literature than in art.
3. The British have not always been great painters, but they have always been great collectors.
4. Through the centuries, the kings and queens of England have bought some of the finest pictures of their time.

6. Формы выражения будущего времени (Future forms)

Помимо всей группы времен Future, в английском языке существуют другие способы выражения будущего времени в зависимости от того, о каком типе действия идет речь. Наиболее часто встречающимися являются следующие формы: **Future Simple; to be going to; Present Simple; Present Continuous.**

I. Future simple имеет следующие значения:

1) Действие, в котором мы не уверены или еще не определились:

*I'll probably **buy** a new bike. (I'm not sure yet.)* – Возможно, я **куплю** велосипед. (Я пока не уверен).

2) Для выражения надежд, страхов, угроз, спонтанных решений, предложений, обещаний, предостережений, комментариев.

*I'm hungry. I'll **make** a sandwich. (on-the-spot decision)* - Я голоден. Я **сделаю** бутерброд. (спонтанное решение)

*I hope he **will like** my present. (hope)* – Надеюсь, ему понравится мой подарок. (надежда)

3) Субъективные предсказания, основанные только на мнении говорящего:

*I think you **will pass** the test.* – Думаю, ты **сдашь** тест.

4) Действия, которые точно произойдут в будущем, контролировать которые мы не можем:

*Today is Monday. Tomorrow **will be** Tuesday.* – Сегодня понедельник. Завтра **будет** вторник. (мы не можем это контролировать, потому что после понедельника всегда идет вторник).

II. Конструкция to be going to имеет следующие значения:

1) Действия, насчет которых мы уже приняли решение:

*I'm **going to buy** a new bike. (I've decided it.)* – Я **собираюсь купить** велосипед. (Я уже принял это решение)

2) Для выражения планов и намерений:

*Now that I've got the money, I'm **going to buy** a new dress. (intention)* – Теперь, когда у меня есть деньги, я **собираюсь купить** платье. (намерение)

*I'm **going to get** some more training so I can get a better job. (plan)* – Я **собираюсь пройти** тренинг, чтобы получить работу получше. (план)

3) Объективные предсказания, основанные на анализе текущей ситуации:

*It's **going to rain**. (We can see dark clouds in the sky.)* – **Собирается дождь**. (Мы видим тучи на небе).

III. Present Simple имеет значение расписания:

*The train leaves at 10:15. – Поезд **отходит** в 10:15.*

*My class starts at 9:00. – Моё занятие **начинается** в 9:00.*

IV. Present Continuous имеет следующее значение:

Точно запланированные действия, которые обязательно произойдут. Как правило, действие подразумевает договоренность нескольких лиц:

*They're having a party next week. (It's all arranged. The invitations have already been sent.) – У них **будет** вечеринка на следующей неделе. (Все организовано. Приглашения отправлены).*

V. В **условных и временных** придаточных предложениях, выражающих будущее время, вместо будущего употребляется одно из настоящих времен.

1) *If the weather is nice, I'll go to the country. – Если погода **будет** хорошая, я поеду за город.*

2) *When he comes, tell him to phone me, please. – Когда он **придет**, скажи ему, пожалуйста, чтобы он позвонил мне.*

С условными, временными придаточными предложениями употребляются союзы: **if** если, **unless** если не, **before** до того как, **till, until** до тех пор, пока, **after** после того как, **when** когда, **as soon as** как только, **once** с того момента как

*Before (when, as soon as, after) his wife comes home, Mr. Bridge will go to the pub. – До того, как жена **придет** домой, мистер Бридж пойдет в вечернее кафе.*

Exercises

1. Complete the replies. Use be going to or will with the verbs.

Model: Oh, you've got a ticket for the play. ~

Yes, *I'm going to see it* on Friday. *see

The phone's ringing. ~ OK, *I'll answer it*. *answer

1. Did you buy this book? ~ No, Nancy did. She ... it on holiday. 1. read

2. Tea or coffee? ~ I coffee, please. 2. have

3. I'm going to miss this film on TV because I'll be out tonight. ~ Well, I it on the video, then. 3. record

4. I'm just going to the newsagent's for a paper. ~ What newspaper? 4. you buy

5. Can you meet me at seven? ~ I might be a bit late. ~ That's all right. I for you. 5. wait

2. Complete the conversation. Which is best for the context, be going to or will?

Anita: What about your plans, Carlo? *Are you going to return home after the exams? *you return

Carlo: I expect *I'll go back home at some time in the future, but first I ¹..... six months in the USA. ¹ spend

Anita: Oh, that ²..... interesting. ² be

Carlo: I've fixed up a job. I ³..... for a chemical company in California. I'm looking forward to it. I'm sure it ⁴..... good experience. ³ work ⁴ be

Anita: I don't know what I ⁵ ... At the moment I'm trying to revise for the exams. But I don't know enough. I ⁶

Carlo: I'm sure you ⁷..... ⁵ do ⁶ fail ⁷ not fail

3. Decide which is best for the context, be going to or will. Sometimes either is possible.

We have learnt this week that Brimley Town Council has plans for Westside Park. The Council *is going to sell the land to a builder, A. Forbes and Son. 'The plans are all ready. We ¹..... fifty houses,' said Mr. Forbes. 'In two years everything ²..... finished. I'm sure people ³.....the houses. Some of them ⁴..... for young families.'

But people living near the park are angry. 'This is a terrible idea. We're against it. We ⁵..... a protest march on Saturday,' Said Mrs. Alice Marsh. 'I expect everyone in Brimley ⁶..... there. We want to make our intentions clear. We ⁷..... this plan.'

4. Use the notes to write predictions about the world fifty years from now.

Model: there – be – twice as many people There will be twice as many people.

1. the world – have – one government
2. there – not be – any wars
3. computers – decide – our future
4. everyone – have – a personal robot
5. there – not be – any oil left
6. people – travel – to other planets

7. Видо-временные формы английского глагола в страдательном залоге (Passive voice)

Времена страдательного залога образуются при помощи вспомогательного глагола *to be* и причастия прошедшего времени (*Participle II*) смыслового глагола. При спряжении глагола в страдательном залоге изменяется только глагол *to be*, смысловой же глагол имеет во всех временах одну и ту же форму – *Participle II*.

	Simple	Continuous (Progressive)	Perfect
Present	Books are written every day. Книги пишутся каждый день	The book is being written now. Книга пишется сейчас	The book has just been written . Книга только что была написана
Past	The book was written yesterday. Книга была написана вчера	The book was being written at 2 o'clock yesterday. Книга писалась вчера в 2 часа	The book had been written by 2 o'clock yesterday. Книга была написана вчера к 2 часам
Future	The book will be written tomorrow. Книга будет написана завтра	Не используется	The book will have been written by 2 o'clock tomorrow. Книга будет написана завтра к 2 часам

При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим:

Am I invited?

Если вспомогательный глагол употребляется в сложной форме, то перед подлежащим ставится только **первый вспомогательный глагол**:

Have I been invited? Will I have been invited?

При образовании отрицательной формы частица **not** следует за вспомогательным глаголом:

I am not invited.

Если вспомогательный глагол употреблен в сложной форме, то за первым вспомогательным глаголом:

I have not been invited. I will not have been invited.

В страдательном залоге, чтобы показать, кем или чем выполняется действие, употребляются предлоги:

– **by** с одушевленными существительными: The article was written **by him**.

– **with** с неодушевленными существительными: The letter was written **with the pen**.

Exercises

1. Change the following sentences into Passive.

1. They have told her the truth.
2. She showed me the way to the station.
3. They teach three foreign languages at this school.
4. You will speak about the film at the lesson.
5. The teacher is explaining the grammar rule at the lesson.
6. They had built a new concert hall in our street by the end of the last year.
7. She will have translated the text by tomorrow.
8. At 12 o'clock the workers were loading the trucks.
9. We will finish this work in time.
10. They built this house in 1960.

2. Insert the correct preposition.

1. He was well spoken ... by all his friends.
2. The whole story was much laughed
3. The new discovery is being much talked
4. The visitors were looked ... with great interest.
5. He had been listened ... with great attention.
6. The doctor has just been sent
7. The old man was looked ... by his younger daughter.

3. Fill the gaps with the correct form of the verb to be.

1. Morris enjoyed a comfortable childhood and ... educated at Marlborough College, one of the best public schools.
2. In this arts and crafts class, students ... introduced to basic and advanced hand-and machine-knitting techniques.
3. More than 150 designs for wallpaper with the characteristic foliage pattern ... also produced by Morris.
4. Even today, many of his designs ... still sold.
5. The Tate ... funded by the government.
6. Tempera ... replaced during the Renaissance by oil paints.

4. Change the following sentences into Active.

1. Fashion design is influenced by cultural and social factors.
2. Clothes by young designers that look shocking or funny today, will be worn by you and me next season.
3. The typefaces were all designed by Morris.
4. In total, 66 books were published by the Kelmscott Press.

5. Identify Passive forms.

1. His first creative work was to decorate Red House, Bexleyheath, near London, which had been designed by the architect Philip Webb.
2. Many wonderful pictures could be seen in the National Gallery in London.
3. Slowly they are being sold.
4. Some are bought for the national collection, but many go abroad.
5. His furniture styles were seen in more and more homes.
6. The course has been designed to provide the skills, knowledge and understanding necessary to help you to discover your talents.
7. The project will have been finished by the end of the year.
8. You will be assessed in various ways, including: written and oral examinations; coursework essays; research reports.
9. Clothes by young designers that look shocking or funny today, might be worn by you and me next season.

6. Make up questions to the following sentences.

1. At Oxford he was introduced to literature.
2. His work can still be seen in churches in Britain today.
3. Even today, many of his designs are still sold.
4. Many wonderful pictures could be seen in the National Gallery in London.
5. Some are bought for the national collection, but many go abroad.
6. Sotheby's and Christie's, the two big art dealers, are often in the news when great works of art are sold.
7. Millions of British breakfasts are eaten at unpainted wooden tables.
8. His furniture styles were seen in more and more homes.
9. Fewer babies are being born.
10. They had to do what they were told.
11. For every hour spent at University, you will be expected to complete a further two to three hours of independent study.
12. The project will have been finished by the end of the year.

Public Speaking Guide

- ✓ *The complex, communicative activity of speech can be divided into three messages: **the Physical message, the Visual message, the Story message.***

I. The Physical Message includes four skill areas:

- **Posture:** the way we stand and position our whole body.
 - **Eye contact:** where we look to keep in touch with the audience as we speak.
 - **Gestures:** how we move our hands to support our words.
 - **Voice inflection:** the way we change the tone of our voice to emphasize key words.
- ✓ *A good Physical Message sends a **confident, positive, energetic and enthusiastic** message to the audience.*

How to do it

- Balance your weight evenly on both feet; point your toes towards the audience; face the audience.
- Look at the audience for three seconds before you begin; look at several people in the audience; watch the audience's faces to know whether they understand the information.
- Use variety of gestures for emphasizing, demonstrating, illustrating or comparing information.
- Use voice inflection to emphasize the key words by stressing, stretching, or pausing. Emphasize numbers, action words, descriptive words, comparison words, and negative words.

II. The Visual Message includes:

- **Effective visuals:** the images we show the audience.
 - **Explaining visuals:** the words we use to guide the audience through the visuals.
- ✓ *One picture is worth a thousand words. Save time – use visuals! Show the audience **with images**, don't just tell them with words.*

How to do it

- Use a large font size – 24 for headings, 18 for the information.
- Avoid sentences – simplify sentences into easily remembered key words and phrases; eliminate unnecessary details.
- Avoid noisy backgrounds – make them simple.
- Use a limited number of colors and fonts to create a unified and professional look.
- Explain your visuals, tell your audience what to pay attention to. Use special phrases to emphasize key points.

III. The Story Message includes:

- **The introduction:** this is where you get your audience's attention and preview your story.
 - **The body:** this is where transitions connect your visuals into a story.
 - **The conclusion:** this is where you tell your audience what to remember from your story.
- ✓ *A good Story Message makes your presentation **interesting, easy to understand and memorable.***

How to do it

- In the introduction, use the future tense to give the audience your main points from the overview: tell them the topic you **are going to** talk about, the reason they **will** want to listen, and the order of the information you **will** present.
- In the body, you take each main point and explain it in detail, using evidence to support (numbers, examples, quotes from sources, etc.)
- Prepare clear transitions to connect all parts of presentations.
- Use sequencers to connect information within each main point of your speech.
- In the conclusion, use the past tense to summarize what you spoke about in the body. Repeat the main points from the overview of your presentation and add focus points from the body.
- Provide a very simple, clear summary, easily remembered by the audience.
- Invite and encourage participation. Be ready for a question and answer session.

Speech patterns

1. Getting the audience's attention: May I have your attention, please.

2. Greeting: Hello, everyone (good morning....)

My name is ... I am a 1st year art teacher education student of Udmurt State University.

3. Subject:

- a. Today I am going to talk about ...
- b. My presentation today is about...
- c. I plan to say a few words about...
- d. The subject of my talk is...
- e. The theme of my presentation is...
- f. I'd like to tell you about...
- g. I am here to talk to you about...

4. Explaining the choice:

- a. I chose this topic because I believe that...
- b. This topic interests me because...
- c. This topic should concern everyone because every day we ...
- d. This information

5. Timing:

- a. My talk will take about ten minutes.
- b. I shall take about 10 minutes of your time.

6. Overview:

A:

- a. I've divided my talk into three main parts:...
- b. My talk will be in three parts: ...
- c. I'm going to talk about three points: ...
- d. I'll cover three things: ...
- e. I'll tell you about three main areas: ...
- f. I have three points that I will describe: ...
- g. I'll be developing three main points...

B:

- a. **First / firstly / to begin with / to start** with I'll tell about... / I'll analyze...
- b. **Second / secondly / then / after that** I'll describe / I'll look at... / I'll explain how...
- c. **Third / thirdly / next / finally** let me explain / we will analyze / we will examine / we will consider....

7. About questions:

- a. If you have any questions, please feel free to interrupt me.
- b. If you have any questions, I'll be happy to answer at the end.

8. Transitions:

1) Beginning the main body:

- a. Now let's move to the first part of my talk, which is about...
- b. To start with I'd like to tell about...
- c. First of all let's consider...
- d. First of all let's look at...
- e. To start with I'd like to consider ...

2) Ending the part:

- a. That's all I have to say on the first/second/last point.
- b. That concludes the first point.
- c. That's all I want to say about...
- d. I've finished talking about...

3) Moving to the next part:

- a. So now we come to the second part.
- b. Let's move to the next part and talk about ...
- c. Now I want to describe...
- d. Let's turn to the third point and speak about / discuss how...

4) Visuals:

- a. As you can **see in** this slide / **in** this handout...
- b. Let's **look at** this slide / **at** this handout / graph / chart / diagram / map / picture / portrait / object / artifact ...
- c. The point I want you to remember is that ...
- d. Please note that ...

5) Conclusion:

- a. To conclude / In conclusion ...
- b. So now I'd like to summarize the main points.
- c. In brief, we have looked at...
- d. To sum up, I've told you about...
- e. In the first part I explained how..., then I told you about... / we discussed...
/ we analyzed...

6) Ending:

- a. That concludes my talk.
- b. That is the end of my presentation.
- c. That's all I have to say for now.
- d. Thank you for your attention / for listening / for coming.

9. Discussion:

- a. Any questions?
- b. Are there any questions?
- c. If you have any questions, I'll be happy to answer them now.

10. Dealing with questions:

- a. That's a good question, thank you.
- b. I'm glad you asked that question.
- c. Before I get into this, how would you answer the question yourself?
- d. We only have time for one question, please.
- e. Could you repeat the question?
- f. I'm sorry, but I didn't follow your question.
- g. I'm sorry, I don't quite understand what you mean. Could you rephrase your question, please?
- h. I'm sorry, but I can't give you that information.
- i. I hope you don't mind if I don't get into that right now. I'd be happy to talk about it after the meeting.
- j. I'm sorry, but I don't know the answer to that. Can I check and get back to you?
- k. I think that's a very interesting point and I'll address it in my next presentation.
- l. If there are no more questions, we'll finish there.

Other useful phrases

1. *The Introduction*

- 1) It is generally agreed today that...
- 2) The first thing that needs to be said is ...
- 3) First and foremost ...
- 4) It is true that ... / clear that ... / noticeable that ...

2. *The Body*

- 1) It is often said that ...
- 2) It is a well-known fact that ...
- 3) For the great majority of people ...
- 4) We live in a world, in which ...
- 5) One of the most striking features is ...
- 6) First of all, let us try to understand ...
- 7) What is more, ...
- 8) Doubtless, ... / No doubt, ...
- 9) On the other hand, ...
- 10) Although ...
- 11) Besides, ...
- 12) Moreover, ...
- 13) Furthermore, one should not forget that ...
- 14) In addition to
- 15) However, we also agree that ...
- 16) Experts believe that ... / suggest that... / are convinced that .../ point out that.../ emphasize that
- 17) According to some experts...
- 18) Thus, ... / Therefore, ...

3. *The conclusion*

- 1) In conclusion, I can say that although ...
- 2) To draw the conclusion, one can say that ...
- 3) So it's up to everybody to decide whether or not...
- 4) The arguments we have presented ... suggest that ... / prove that ... / would indicate that ...
- 5) From these arguments one must ... / could... / might ... conclude that ...

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Учебное издание

A WORLD OF ART

Учебно-методическое пособие

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Авторская редакция

Компьютерная верстка: Т.В. Опарина

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