Art & Design

Virginia Evans - Jenny Dooley - Henrietta P. Rogers

ONE BEAT FOLK
SAXOPHONE DRUM
ROCK
PROGRESSIVE
ITAR 1950S DIFFERENT
NOW

Acknowledgements

Table of Contents

Art & Design

Virginia Evans - Jenny Dooley - Henrietta P. Rogers

Book 1

Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Describing Shapes	Memo	angle, circular, curved, diagonal, line, rectangular, shape, square, straight, triangular	Expressing doubt
2	Describing Light	Article	black, bright, contrast, dark, light, opaque, shade, sharp, translucent, value	Identifying an error
3	Describing Color	Textbook chapter	color wheel, complementary color, dull, hue, intensity, pigment, primary color, secondary color, shade, spectrum, vibrant	Making a suggestion
4	Describing Placement	Email	above, across from, below, between, close, far, higher, lower, near, next to, parallel	Asking for an opinion
5	Describing Style	Review	balance, cluttered, empty, flow, jagged, pattern, smooth, style, texture, uneven	Disagreeing with an opinion
6	Physical Materials 1	Webpage	colored pencil, eraser, ink, marker, paper cutter, pen, pencil, ruler, scissors, tape	Adding information
7	Physical Materials 2	Poster	acrylic, brush, clay, easel, glaze, kiln, oil based, smock, thinner, watercolor	Making an apology
8	Electronic Equipment 1	Advice column	aspect ratio, computer, desktop, display, keyboard, laptop, monitor, mouse, resolution, screen size	Making a comparison
9	Electronic Equipment 2	Webpage	digital camera, DPI, glossy, inkjet printer, laser printer, matte, printer, scanner, scanning area, USB	Reacting to good news
10	Basic Actions 1	Email	design, draw, drop, edit, enlarge, erase, raise, reduce, sketch, stretch	Talking about deadlines
11	Basic Actions 2	Memo	copy, create, darken, fill in, highlight, illustrate, print, reproduce, shade in, tint	Introducing a problem
12	Sketches and Drawings	Email	basic, charcoal, concept, detail, drawing, drawing board, graphite, outline, sketch, sketchpad	Asking about completion
13	Applied Arts	Program description	applied arts, ceramics, commercial, craft, decorative arts, function, industrial design, jewelry, textiles, utility	Identifying a main idea
14	Graphic Arts	Email	calligraphy, graphic arts, lithography, offset printing, printing ink, printmaking, relief printing, screenprinting, two-dimensional, woodcut	Providing reasons
15	Fine Arts	Poster	aesthetics, carve, fine arts, fire, medium, painting, piece, sculpture, statue, three-dimensional	Asking about location

Table of Contents

rectangular

triangle

square

circular

diagonal

angle

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some shapes?

2 What is the measurement of a corner?

Reading

2 Read the memo. Then, choose the correct answers.

1 What is the main idea of the memo?

A How to draw particular shapes

B The shapes that a client liked

C Definitions of different types of shapes

D Which shapes will improve a poster

2 Which of the following is NOT a suggestion in the memo?

A Add more square boxes.

B Use different angles.

C Try some diagonal lines.

D Make the theme more triangular.

3 Which type of shape did the client dislike?

A square   C diagonal

B circular   D triangular

Memo

To: Andrew
From: Belinda

Andrew,

We need to change the poster design for film projects. The client did not like the simple **shapes**. He thinks that the film requires a more complex poster. He especially did not like the titles in **square** boxes. In general, the **lines** are too **straight**.

I suggest a design with more **curved** lines. Add some **circular** shapes so that the poster is not so **rectangular**. Some straight lines are still okay. However, use some different **angles**. Maybe try **diagonal** lines here and there. That will make the theme more **triangular**.

Please send me a new design by this afternoon.

— Belinda

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

1 The designer used a special tool to measure the space in the corner where two lines meet. _ _ g l _

2 The artist had trouble getting her line to be extended in one direction without bending. _ t r _ _ _ h _

3 The client wants a line that is extending from one corner to the opposite corner. _ _ _ g _ n a _

4 The art class studied different physical forms. _ h _ _ e s

5 The drawing uses both straight and curved long, thin marks along a surface. l _ _ _ s

4 Place the words from the word bank under the correct headings.

wOrd BANK

rectangular   triangular
curved   circular   square

Three-sided shapes	Four-sided shapes	Rounded shapes
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the memo again. What did the client not like about the titles?

Listening

6 🎧 Listen to a conversation between two designers. Mark the following statements as true (T) or false (F).

1 ___ The man added diagonal lines to the new poster.

2 ___ The woman suggests making the design more rectangular.

3 ___ The man plans to remove the circular shapes.

7 🎧 Listen again and complete the conversation.

Designer 1: Hey, what do you think of the new poster?

Designer 2: Hmm. It seems a little **1** _____ _____ .

Designer 1: Really? I added some **2** _____ lines so that it's not so rectangular.

Designer 2: I can see that, but I don't think that's enough. You need some **3** _____ _____ in there.

Designer 1: I **4** _____ _____ _____ that. I want a nice, clean look.

Designer 2: I think you can still do that with **5** _____ _____ . That design just isn't very interesting.

Designer 1: Okay, if **6** _____ _____ _____ . I'll keep working on it.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

Student A: You are a designer. Talk to Student B about:
• shapes for a new design
• changes you made
• changes needed

Student B: You are a designer. Talk to Student A about shapes for a new design.

Writing

9 Use the memo and the conversation from Task 8 to complete the design feedback form.

Design Feedback

Use this form to give your ideas to other designers.

Project: _____

Types of shapes used: _____
_____

Changes recommended: _____
_____
_____

Get ready!

1 Before you read the passage, talk about these questions.

1 What are the opposite of bright conditions?

2 What are brightness and darkness measured in?

Reading

2 Read the article. Then, complete the table.

Situation	Result
Too little light	1 _____ _____
Too much light	2 _____ _____
A balance of light and darkness	3 _____ _____

Vocabulary

3 Choose the sentence that uses the underlined part correctly.

1 A The opaque curtain allowed some light to shine through.

   B The details are not visible because the picture is totally black.

2 A The details are very clear in a sharp picture.

   B The photographer's bright pictures don't have enough light.

3 A The photographer asked the group to step out of the shade and into the sunlight.

   B The details are clearer in pictures with less contrast.

4 A The photographer added another lamp to make the picture dark.

   B Use a translucent fabric to block some of the light.

The Casual Artist

Monthly Magazine on Art & Design

Monday 3rd July 2012

Understanding Light

Photography is harder than many people think it is. However, a good photographer needs skill and precision. Inexperienced photographers often do not understand how **light** affects their work.

light

Photographers must consider the **value** in their photographs. Too little light produces **dark** pictures. They might even be completely **black**. Too much light does not produce enough **contrast**. An extremely **bright** picture might not show enough detail. A clear, **sharp** picture requires the right balance of light and darkness.

Good photographers will adjust the amount of light in their pictures. **Translucent** materials limit the light without blocking it entirely. **Opaque** materials, on the other hand, produce complete **shade**.

shade

bright

dark

value

black

6

4 Read the sentences and choose the correct words.

1 Details are difficult to see in a **dark/sharp** room.

2 The **shade/value** is a measure of light or darkness.

3 If the window cover is **translucent/opaque**, it will not allow any light though.

4 The **light/contrast** measures the difference between brightness and darkness.

5 The room was **bright/black**, so everything was easy to see.

6 **Light/Shade** is produced by the sun.

5 🎧 Listen and read the article again. What must good photographers do?

Listening

6 🎧 Listen to a conversation between a newspaper editor and a photographer. Mark the following statements as true (T) or false (F).

1 __ The man's pictures are too bright.

2 __ The pictures show more detail than the woman wants.

3 __ The woman does not plan to print the pictures.

7 🎧 Listen again and complete the conversation.

Editor:	Hey, Paul. Are these your **1** _____ of the mayor?
Photographer:	Yes, I took those yesterday. Why?
Editor:	There's way **2** _____ _____ _____ in these pictures.
Photographer:	Really? I was afraid they were going to be **3** _____ _____ . That's why I added an extra lamp.
Editor:	Here, take a look. Do you see how there's almost **4** _____ _____ ?
Photographer:	Wow, you're right. You can **5** _____ _____ the details in his face.
Editor:	We can't print these. They're just not **6** _____ _____ .
Photographer:	I'm really sorry. I'll be more careful next time.

Speaking

8 With a **partner**, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

These pictures are too ...
I was afraid ... That's why ...
Do you see how ...?

Student A: You are a newspaper editor. Talk to Student B about:
- his or her photographs
- a problem with light
- the consequences of the problem

Student B: You are a photographer. Talk to Student A about a problem with light in your photographs.

Writing

9 Use the conversation from Task 8 to complete the job progress report.

Progress Report

Photographs for: _____

Are the photographs ready to print?
Yes ☐ / **No** ☐

Describe any problems encountered:
_____
_____
_____

7

Art for Beginners

An Introduction to Color

Section II:

The three **primary colors** are red, yellow, and blue. You can combine these colors to create **secondary colors**. Adjust the amounts of each **pigment** to create more **hues** in between. Each hue appears in a variety of **shades**.

A **color wheel** shows the full **spectrum** of colors. It helps you determine how different colors interact. It shows simple combinations of **complementary colors** for beginner artists.

Once you understand colors, you are ready to use them. Ask yourself what level of **intensity** you need. Do you want a soft, **dull** yellow? Or would you prefer a bright, **vibrant** red? The possibilities are truly endless.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are the primary colors?
2 What is a complementary color for red?

Reading

2 Read the textbook chapter. Then, mark the following statements as true (T) or false (F).

1 __ Blue is one of the primary colors.
2 __ Combining two shades creates a pigment.
3 __ Complementary colors are shown on the color wheel.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

1 __ dull
2 __ vibrant
3 __ complementary color
4 __ intensity
5 __ color wheel

A a circular chart that shows different colors
B how strong something is
C strong or bright
D a hue that does not contain the same primary colors as another hue
E not strong or bright

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 primary colors / secondary colors
   A Red and yellow are _____ .
   B Green and orange are _____ .

2 shade / hue
   A The painter mixed two different colors to create a new _____ .
   B Add more black to make a darker _____ .

3 pigment / spectrum
   A The art student bought a chart that showed the whole _____ of colors.
   B The artist ran out of the red _____ so she used violet instead.

color wheel

complementary color

shade

spectrum

primary colors
secondary color
secondary color
primary colors
primary colors
secondary color

5 🎧 Listen and read the textbook chapter again. Why is a color wheel useful?

Listening

6 🎧 Listen to a conversation between two designers. Choose the correct answers.

1 What is the main idea of the conversation?

   A mixing pigments to create a new shade

   B deciding on the color scheme for a project

   C comparing the qualities of different hues

   D disagreeing about the intensity of a color

2 What color is the book cover?

   A green   C purple

   B yellow   D blue

7 🎧 Listen again and complete the conversation.

Designer 1:	I'm not happy with the colors on this new book cover.
Designer 2:	Here, let me take a look. **1** _____ _____ , something's off.
Designer 1:	Do you think I should use green **2** _____ _____ _____ ?
Designer 2:	No, I think the color is fine. But the **3** _____ might just be too dull.
Designer 1:	Hmm. I see what you mean. So you think it should be **4** _____ _____ ?
Designer 2:	It's worth a try. And maybe add a **5** _____ _____ to make it more interesting.
Designer 1:	Oh, that's a good idea. What should I use?
Designer 2:	How about a **6** _____ _____ of purple? That's a complementary color for yellow.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm not happy with ...
I think the ... is fine.
So you think I should ...?

Student A: You are a designer. Talk to Student B about:

* colors in your project
* what doesn't look right
* his or her suggestions

Student B: You are a designer. Talk to Student A about colors in his or her project.

Writing

9 Use the conversation from Task 8 to complete the project update sheet.

Project Updates

Use this form to record changes to your project.

Job: _____

Color changes: _____

Why changes were made: _____

_____
_____
_____

Get ready!

1 Before you read the passage, talk about these questions.

1 What do we call two lines that run alongside each other?

2 What is the opposite of near?

To: g.swanson@urbangraphicarts.net

From: t.sanchez@urbangraphicarts.net

Re: Logo for East Valley Bank

Hi Gil,
I received your design for the new bank logo. I don't think it's quite what we need.

The letters are really **close**. Add some space **between** them. However, don't move them too **far** from each other. Move the picture **next to** the left border. The picture should be **across from** the slogan. Maybe put the slogan just **below** the bank name. Move the bank name **higher**. It should be **above** everything else.

The **parallel** lines in the **lower** part look like jail bars. The bank doesn't want that image. It will look better if the lines don't sit so **near** each other.

– Tanya

Reading

2 Read the email. Then, complete the table.

Feature	Suggested adjustments
Picture	1 _____ _____
Slogan	2 _____ _____
Bank name	3 _____ _____

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

1 The artist drew two lines that were <u>the same distance from each other along their entire lengths</u>. p _ _ a _ _ _ l

2 The poster is <u>raised by a greater distance</u> than the window. _ i g _ _ r

3 The designer put too much space <u>in the middle of</u> the letters. _ _ t _ e _ n

far

below

above

near

between

parallel

4 Place the words from the word bank under the correct headings.

WORD BANK

close   above   far   below   near
lower   next to   across from

Describing shorter distances	Describing longer distances	Describing heights
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the email again. What are some other ways to say that something is close to another thing?

Listening

6 🎧 Listen to a conversation between two designers. Check (✓) the changes that are suggested in the conversation.

1 ☐ Move the letters nearer.
2 ☐ Add space above the picture.
3 ☐ Place the slogan lower.
4 ☐ Keep the picture across from the shop name.
5 ☐ Put the shop name below the slogan.

7 🎧 Listen again and complete the conversation.

Designer 1:	Is that the logo for the shop?
Designer 2:	Yes, I just finished the new draft. What **1** _____ _____ _____ of it?
Designer 1:	I don't know. It **2** _____ _____ quite balanced.
Designer 2:	Really? I added more **3** _____ _____ the letters.
Designer 1:	Now they're sitting **4** _____ _____ _____ from each other. Move them nearer.
Designer 2:	What about the picture? I moved it **5** _____ _____ the shop name.
Designer 1:	Yes, keep the picture there. But I'd also place the slogan **6** _____ . It's too close to the shop name.
Designer 2:	Okay, I'll try it again. Thanks for your help.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What do you think ...?
I moved the ...
It's too ...

Student A: You are a designer. Talk to Student B about:
- his or her new design
- placement changes that he or she made
- your suggestions

Student B: You are a designer. Talk to Student A about placement changes in your design.

Writing

9 Use the conversation from Task 8 to complete the email from one designer to another designer.

To: _____
From: _____
Re: _____

Hello,

I made some changes to the design. I moved the _____ .
I also moved _____ .

Let me know what you think.

11

Get ready!

1 Before you read the passage, talk about these questions.

1 How can we describe a painting with lots of images or shapes in it?

2 What kind of design features repeated shapes or images?

Reading

2 Read the review. Then, choose the correct answers.

1 What is the main idea of the article?
   A Techniques for painting different textures.
   B Using patterns effectively in paintings.
   C Descriptions of two paintings.
   D How to achieve the proper balance in paintings.

2 What can you infer about the painter?
   A His paintings are usually similar to "A Morning Pond."
   B He does not have a sense of balance.
   C His previous paintings have not been displayed.
   D He typically paints with uneven splashes of paint.

3 What is a feature of the painting "A Morning Pond"?
   A uneven texture
   B jagged edges
   C smooth brushstrokes
   D empty areas

The Critical Eye

With Art Critic *Danielle Donicelli*
Tuesday 21 July 2012

Renowned artist Liam Beckett has two new paintings at the Fifth Street Gallery.

The first piece is called "A Morning Pond." In the painting, the water's surface is covered with a **pattern** of leaves. It features soft, **smooth** brushstrokes and a very light **texture**. The colors **flow** gently, just like the ripples in the water.

The other painting is called "Darkness." Unlike the first piece, this one is different from Beckett's usual **style**. It features **uneven** splashes of paint and **jagged** edges. It also lacks his usual sense of **balance**. Some areas are **cluttered** with too many colors and shapes. Meanwhile, other areas are completely **empty**.

jagged

cluttered

uneven

pattern

empty

smooth

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ flow 5 __ jagged
2 __ empty 6 __ smooth
3 __ texture 7 __ balance
4 __ pattern

A a design with a repeated image

B the quality of a surface

C to move steadily and evenly

D containing nothing

E the state of being even

F having an uneven surface with sharp points

G having an even surface that is not rough

4 Read the sentences and choose the correct words.

1 The artists style is **cluttered/empty** with too many colors and objects.

2 Both artists are popular, even though they have different **textures/styles**.

3 The bumps on the surface make the painting **uneven/smooth**.

5 Listen and read the review again. How is the painting "Darkness" different from Beckett's usual style?

Listening

6 Listen to a conversation between two art gallery visitors. Mark the following statements as true (T) or false (F).

1 __ The woman and the man prefer different painting styles.

2 __ The woman likes this painting more than the other paintings.

3 __ The man likes lines that are more jagged.

7 Listen again and complete the conversation.

Visitor 1: Hey, Norman. What do you think of this painting? It's called "Darkness."

Visitor 2: I don't really like it. It seems out of **1** _____ .

Visitor 1: You think so? I think it's a lot **2** _____ _____ than the other paintings.

Visitor 2: Interesting? **3** _____ _____ _____ ugly.

Visitor 1: Don't you think the empty spaces work well with the **4** _____ _____ ?

Visitor 2: No, the lines are **5** _____ _____ for my taste. I prefer brushwork that seems to flow.

Visitor 1: Oh, I see. That's okay. Not everybody appreciates **6** _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What do you think of ...? / I call it ... / I prefer ...

Student A: You are an art gallery visitor. Talk to Student B about:
• a painting
• the style of the painting
• your opinion of the painting

Student B: You are an art gallery visitor. Talk to Student A about the style of a painting.

Writing

9 Use the conversation from Task 8 to complete the gallery feedback form.

=== *Fifth Street Gallery* ===
Please tell us what you think of our art!

Title and Artist: _____

Did you like this piece? **Y / N**

Please describe the features you liked or disliked:

_____
_____
_____

ABOUT US   CONTACT US   PRODUCTS

The Art Barrel

Art Supplies for Everyone!

tape

pen   **ruler**

General Supplies

Make nice, clean cuts with our reliable **scissors**. For bigger jobs, we recommend a **paper cutter** instead. Do your drawings require precision and accuracy? Then you need a **ruler**. Also, we have specialty **tape** for all types of surfaces. Click here for more!

scissors

eraser

pencil

Writing and Drawing Instruments

Draw smooth, even lines with one of our high-quality **pens** or **markers**. Their **ink** is guaranteed not to leak. Or check out our sketching **pencils**. We also have **colored pencils** to liven up your drawings. Don't forget an **eraser**, in case you need to make changes. Click here to order.

Get ready!

1 **Before you read the passage, talk about these questions.**

1. What is used to remove a pencil mark?
2. What is an easy way to cut paper?

Reading

2 **Read the webpage. Then, mark the following statements as true (T) or false (F).**

1. ___ The pens and markers are guaranteed not to leak ink.
2. ___ Scissors are not recommended for bigger jobs.
3. ___ Tape is recommend to improve drawing precision and accuracy.

Vocabulary

3 **Read the sentence pairs. Choose which word best fits each blank.**

1. ink / tape
   A. The artist attached the photograph to the paper with _____ .
   B. _____ leaked on the table and left a stain.

2. eraser / ruler
   A. Use a(n) _____ to remove the mistake from the drawing.
   B. Hold the _____ still so you can draw a straight line.

4 Place the words or phrases from the word bank under the correct headings.

WORD BANK

pencil	marker	colored pencil
pen	paper cutter	scissors

Permanent markings	Non-permanent markings	Dividing parts
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the webpage again. Why might you want to use colored pencils in your drawings?

Listening

6 🎧 Listen to a conversation between an art store clerk and a customer. Choose the correct answers.

1 What is the main idea of the conversation?

   A which drawing instrument the customer needs

   B techniques for sketching with markers

   C removing pencil marks with an eraser

   D how to avoid errors while drawing with pens

2 Which product does the customer decide to buy?

   A pencils   C pens

   B colored pencils D markers

7 🎧 Listen again and complete the conversation.

Clerk:	Welcome to the Art Barrel. Can I help you find something?
Customer:	Yes, I need some **1** _____ to fill in my sketches.
Clerk:	You've come to the right place. May I ask, are the sketches done with **2** _____ _____ ?
Customer:	They're in pencil now. I'll probably **3** _____ them with a pen, though.
Clerk:	I'd recommend colored **4** _____ instead.
Customer:	Really? Do you think that **5** _____ ?
Clerk:	Markers are bolder than pencils. **6** _____ you know, the markers are on sale right now.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I need some ...

May I ask ...?

Just so you know ...

Student A: You are an art store clerk. Talk to Student B about:

- a product that he or she requests
- what the product is for
- your recommendations

Student B: You are a customer. Talk to Student A about a product you need.

Writing

9 Use the conversation from Task 8 to complete the customer survey.

The Art Barrel:
Customer Satisfaction Survey

Why did you come into the store today?

_____

_____

What product advice did the employee offer you?

_____

_____

What product did you purchase?

_____

_____

Was the employee helpful? **Y / N**

Get ready!

1 Before you read the passage, talk about these questions.

1 What is one type of paint?
2 What are ceramics heated in?

Keep the Studio Clean!

brush

Please **respect** the studio.
Spoiled materials and messy conditions will not be tolerated!

- Put away unused equipment. Stack your **easel** in the storeroom when you finish a project. Put dirty **smocks** in the laundry bin.

- Clean your painting supplies. Don't let dried paint destroy good **brushes**. Remember, **oil-based** paint cannot be removed with water. Use paint **thinner** instead. Water only works for **acrylic** paints and **watercolors**.

- Keep the ceramics corner tidy. Sweep up stray bits of **clay**. Don't forget to seal the **glaze**, or else it will dry out. The **kiln** must be turned off when not in use.

watercolor

easel

Reading

2 Read the poster. Then, choose the correct answers.

1 What is the main idea of the article?
   A Methods for using different paint supplies.
   B Which supplies to use for particular projects.
   C How to take care of studio supplies.
   D Ways to make special supplies and materials.

2 Which of the following is NOT an instruction in the poster?
   A Keep easels in the storeroom.
   B Clean up oil-based paints with water.
   C Don't let paint dry on brushes.
   D Turn off the kiln when not in use.

3 Which item should be cleaned with thinner?
   A easel   B brush   C clay   D kiln

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

1 __ kiln   3 __ thinner   5 __ watercolor
2 __ clay   4 __ oil-based

A a thin paint made with pigment in water
B a soft substance that hardens when heated
C made with a slippery substance that does not dissolve in water
D a very hot oven that hardens ceramics
E a material used to clean up paint or make it flow smoothly

clay

smock

4 **Fill in the blanks with the correct words from the word bank.**

WORD BANK

acrylic   easel   brush   smock   glaze

1 Clean the _____ thoroughly, before the paint dries.

2 _____ paint is a water-based product.

3 The painter wore a(n) _____ to keep paint off her clothes.

4 Apply a(n) _____ to the ceramic pot, and then fire it.

5 Put the canvas on a(n) _____ before you start painting.

5 🎧 **Listen and read the poster again. Is the kiln always switched on?**

Listening

6 🎧 **Listen to a conversation between a studio manager and an artist. Mark the following statements as true (T) or false (F).**

1 __ The man cleaned the brushes with the wrong material.

2 __ The woman cleaned the brushes herself.

3 __ The brushes cannot be used again.

7 🎧 **Listen again and complete the conversation.**

Manager:	Robbie, were you here **1** _____ _____ ?
Artist:	Yes, I was the last one to leave. Why?
Manager:	These brushes didn't get cleaned properly. They're covered in **2** _____ - _____ _____ .
Artist:	Oh, no! I completely **3** _____ _____ them.
Manager:	They were brand new. Now I'll have to **4** _____ _____ _____ .
Artist:	Wow, I'm **5** _____ _____ . Next time, I'll make sure I clean the brushes thoroughly.
Manager:	You'd better. And remember to use **6** _____ . Water won't work with that type of paint.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Were you here ...?

I'm so sorry ...

And remember to ...

Student A: You are an artist. Talk to Student B about an equipment maintenance error.

Student B: You are a studio manager. Talk to Student A about:
- a problem with equipment maintenance
- an error he or she made
- the consequences of the error

Writing

9 **Use the conversation from Task 8 to complete the equipment incident report.**

Equipment Incident
Report

Employee: _____

Equipment: _____

Describe damage or problem: _____
_____
_____

Can the equipment be used again? **Y / N**

17

Get ready!

1 Before you read the passage, talk about these questions.

1 What are two types of computer?
2 Where are images shown?

Technology Today
Advice column by **DR. TECHNO**

Dear Dr. Techno,

I'm a graphic designer and I need a new **computer**. Computers are expensive, and I want to spend my money on the right one. How do I choose?

— *Kevin F. in Schoville*

Dear Kevin,

First decide what kind of computer you want. **Desktops** are typically easier to work with. They allow you to choose a **monitor** with a larger **screen size**. Also, the **mouse** and **keyboard** are often easier to control.

On the other hand, you can carry a **laptop** anywhere. This is especially useful if you travel to different job sites.

Make sure the **display** has an appropriate **aspect ratio** for your work. And typically, designers want the highest possible **resolution**.

Hope that helps!

monitor

keyboard

mouse

Reading

2 Read the advice column. Then, mark the following statements as true (T) or false (F).

1 ___ According to the column, a mouse is harder to control on a desktop.
2 ___ The column suggests laptops for people who travel frequently.
3 ___ Most designers prefer high resolution screens.

Vocabulary

3 Read the sentences and choose the correct words or phrases.

1 The designer found the **aspect ratio/keyboard** by measuring the edges of the screen.
2 A computer with a larger **mouse/screen size** can show more information at once.
3 Higher **resolution/monitor** lets the user see more detail.
4 The company bought new **computers/displays** for everyone, including keyboards and monitors.

27

21

19

screen size

17

laptop

4 Place the words from the word bank under the correct headings.

WOrd BANK

monitor   keyboard   display
desktop   mouse   laptop

Entering information	Showing information	Computer types
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the advice column again. Which computer is easier to use according to the advice column?

Listening

6 🎧 Listen to a conversation between an electronics store clerk and a customer. Choose the correct answers.

1   What is the main idea of the conversation?

   A   choosing the right laptop

   B   which monitor to purchase

   C   how to use a new computer

   D   fixing the display on a monitor

2   Which quality is most important to the man?

   A   a large screen   **C**   a high resolution

   B   a small laptop   **D**   a low aspect ratio

7 🎧 Listen again and complete the conversation.

Clerk:	How can I help you, Sir?
Customer:	I'm not sure which monitor to get for my **1** _____ _____ .
Clerk:	I can certainly help you. What **2** _____ _____ _____ your computer for?
Customer:	I'm a graphic designer. I work with **3** _____ _____ .
Clerk:	The V280 has the highest screen resolution. On the other hand, the Blazer 10.1 has a larger **4** _____ _____ .
Customer:	Hmm, it's a **5** _____ _____ . What do you recommend?
Clerk:	Well, most designers seem to be happier with the **6** _____ _____ of the V280.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm not sure which ...

I work with ...

On the other hand ...

Student A: You are an electronics store clerk. Talk to Student B about:

* a computer product he or she needs

* benefits of different options

* your recommendations

Student B: You are a graphic designer. Talk to Student A about a computer product you need.

Writing

9 Use the conversation from Task 8 to complete the designer's product notes.

Notes:
Comparison of Computer Products

I like _____

because _____ .

However, I also like _____

because _____ .

I have decided to get _____

_____ .

Graffo's Electronics

Let Our Machines Work For You!

Scanning

Transfer crisp, clear images to your computer with a high-quality **scanner**. Graffo's offers several models with adjustable **scanning areas**. We know precision is important to every graphic designer.

Printing

We carry the finest **printers** on the market. Our black-and-white **laser printers** are fast and accurate. Our **inkjet printers** have professional-grade **DPI** for color printing. All our printers handle standard **matte** paper and **glossy** photo paper.

Photography

Graffo's has a wide selection of **digital cameras** for professional and amateur photographers. It's easy to load the photos onto your computer with a **USB**. Then use one of our inkjet printers to produce your images.

About Us
Products
Contact Us

digital camera

DPI

scanner

printer

scanning area

Get ready!

1 Before you read the passage, talk about these questions.

1 What is screen resolution measured in?
2 How can documents be copied onto a computer?

Reading

2 Read the webpage. Then, choose the correct answers.

1 What is the main idea of the webpage?
   A descriptions of different types of electronic equipment
   B which electronic equipment is on sale
   C how to use electronic equipment
   D a comparison of electronic equipment from different companies

2 Which of the following is NOT offered on the website?
   A scanners with adjustable scanning areas
   B inkjet printers with professional-grade DPI
   C USB connections for connecting laser printers to cameras
   D digital cameras for amateur photographers

3 What product is recommended for use with digital cameras?
   A inkjet printer   C matte paper
   B laser printer   D scanner

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ DPI   3 __ matte   5 __ printer
2 __ USB   4 __ glossy   6 __ scanner

A shiny
B a device that copies images to a computer
C devices that connects a computer to another device
D the measurement of screen resolution
E not shiny
F a device that transfers images to paper

4 **Read the sentence pairs. Choose which word or phrase best fits each blank.**

1 laser printer / scanning area

A The designer used a _____ to produce detailed black-and-white photographs.

B Adjust the _____ so the whole picture appears.

2 digital camera / inkjet printer

A A(n) _____ captures images and stores them.

B A(n) _____ produces copies of images with accurate coloring.

5 🎧 **Listen and read the webpage again. How can photos from a digital camera be loaded onto a computer?**

Listening

6 🎧 **Listen to a conversation between an office manager and a designer. Mark the following statements as true (T) or false (F).**

1 __ The woman requested a new laser printer.

2 __ The current printer no longer works.

3 __ The new printer will be for color printing.

7 🎧 **Listen again and complete the conversation.**

Manager:	Hey, Dana, I have **1** _____ _____ for you.
Designer:	Okay. What's going on?
Manager:	I just ordered a new printer for **2** _____ _____ .
Designer:	Really? I'm happy to hear it! Is it **3** _____ _____ _____ ?
Manager:	It sure is. Your laser printer has a **4** _____ _____ , but it's not great for everything.
Designer:	You're absolutely right. We really need something that **5** _____ _____ more accurately.
Manager:	That's what **6** _____ _____ . It'll be here on Thursday.
Designer:	Wow, thanks so much. It'll be a big help.

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I just ordered ...

Is it a ...?

We really need ...

Student A: You are an office manager. Talk to Student B about:

• a product you ordered

• features of the new product

• why the product is needed

Student B: You are a designer. Talk to Student A about a product he or she ordered.

Writing

9 **Use the conversation from Task 8 to complete the new equipment order form.**

Order Form
for New Equipment

Department: _____

Equipment requested: _____

Reason that equipment is needed: _____

_____

_____

USB

21

Re: Company logo

To: r.edison@fancyfoods.net

From: d.barham@jpdesigns.net

Hi Robert,

Thanks for your feedback about the logo. I **edited** it according to your instructions. This time, I hope I **designed** a draft that matches your vision.

I **drew** the new version and attached it to this email. As you requested, I **enlarged** and **raised** the picture. To make space, I **reduced** the letters in the slogan. I **stretched** the company name so it extends to the edges.

You mentioned that you wanted a simpler look. I **erased** the pattern in the background. I also **dropped** in a new picture. It's less complex than the previous one.

I can **sketch** some other ideas if this is still not right.

— Dolores

Stretch

erase

sketch

reduce

enlarge

draw

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some ways a designer can increase the size of a design?

2 What is another name for a rough drawing?

Reading

2 Read the email. Then, mark the following statements as true (T) or false (F).

1 ___ The design company has created multiple versions of the logo.

2 ___ The designer reduced the company name.

3 ___ The client thought that the previous draft was too simple.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 ___ edit   3 ___ draw   5 ___ stretch
2 ___ raise   4 ___ design

A to create an image with a pen or pencil

B to make something larger in one direction

C to change something in preparation for publishing

D to move something to a higher position

E to plan how something will be created

4 Fill in the blanks with the correct words from the word bank.

WOrd BANK

enlarge   erase   drop   reduce   sketch

1 The designer had to _____ several mistakes from the draft.
2 _____ the picture so that it is smaller than the name.
3 Make sure to _____ the image right in the center of the page.
4 The designer wants to _____ a quick outline of her ideas.
5 If you _____ the picture any more, it will be too big for the page.

5 🎧 Listen and read the email again. What change does the designer make to ensure the image is less cluttered?

Listening

6 🎧 Listen to a conversation between a designer and a client. Choose the correct answers.

1 What is the purpose of the conversation?

   A to reprimand the woman for not following instructions
   B to add new pictures to a logo
   C to apologize for making a design error
   D to discuss how a design should be edited

2 What action does the man request?

   A enlarge   **B** erase   **C** reduce   **D** stretch

7 🎧 Listen again and complete the conversation.

Designer:	JP Designs, this is Dolores.
Client:	Hi, Dolores. This is Robert from Fancy Foods.
Designer:	Oh, hi! Did you like the way **1** _____ _____ the new logo?
Client:	Yes, it's much better. But I still want to **2** _____ _____ a little.
Designer:	I don't know. Don't you **3** _____ _____ _____ by tomorrow morning?
Client:	Yes, I do. But it's a pretty **4** _____ _____.
Designer:	I'll try. What do you want to change?
Client:	Can you **5** _____ _____ _____ around the picture? It looks too cluttered.
Designer:	That shouldn't take **6** _____ _____. I'll send you another draft this afternoon.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Did you like ...?
But I still want to ...
Don't you want this ...?

Student A: You are a designer. Talk to Student B about:
- a new draft of a project
- his or her requests
- when you will complete the request

Student B: You are a client. Talk to Student A about your requests for a project.

Writing

9 Use the conversation from Task 8 to complete the project update form.

Project Updates

Client: _____

Recent changes: _____
_____
_____

Further changes requested: _____
_____
_____

Memo

Hi Tracy,

I need your help on the Davis Publishing job. Another designer **created** the book cover, but he's out sick. We are supposed to **print** it today.

Please **darken** the trees in the main picture, but not too much. Just **shade** them **in** to make shadows. Also, the author's name is barely visible. Maybe we can **tint** or **highlight** it in another color.

I also want you to **illustrate** the front cover. It's okay to **copy** most of the back cover. However, **fill in** the titles with black so they are bolder.

We will **reproduce** a version for the website. We need big titles so that the smaller version is readable.

Tom

action	result
fill in	World → **World**
highlight	The **World** of Arts

copy

shade in

illustrate

print

Get ready!

1 Before you read the passage, talk about these questions.

1 What is a way for designers to make a picture darker?

2 What do designers usually do to book covers?

Reading

2 Read the memo. Then, complete the table.

Feature	Actions needed
Pictures of trees	1 _____
Author's name	2 _____
Titles	3 _____

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ fill in
2 __ tint
3 __ copy
4 __ print
5 __ shade in
6 __ create

A to put something inside of something else

B to make part of something darker

C to add a color to something

D to produce something that is the same as something else

E to produce a physical version of something

F to make or produce something new

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 reproduced / illustrated

    A The designer _____ a version of the poster for the website.

    B The artist _____ the new book with original drawings.

2 darken / highlight

    A Use a lighter color to _____ the text in the picture.

    B If you _____ the picture too much, the details will not be visible.

5 🎧 Listen and read the memo again. What changes must be made for the website version?

Listening

6 🎧 Listen to a conversation between an editor and a designer. Mark the following statements as true (T) or false (F).

1 __ The woman did not follow instructions.

2 __ The woman thinks that the picture is too dark.

3 __ The man recommends highlighting with another color.

7 🎧 Listen again and complete the conversation.

Editor:	How are you doing on the Davis job?
Designer:	I'm **1** _____ _____ some trouble.
Editor:	That's not good. What's the problem?
Designer:	Well, you told me to **2** _____ the trees.
Editor:	That's right. The picture is supposed to show the **3** _____ _____ _____ .
Designer:	But do you see how they blend into the background? It looks like **4** _____ _____ the whole cover with black.
Editor:	Oh, I see what you mean. Can you **5** _____ the edges of the trees with a lighter color?
Designer:	That's an idea. Let's see if just a **6** _____ _____ _____ will help.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm running into ...

You told me to ...

Do you see how ...?

Student A: You are an editor. Talk to Student B about:

- progress on a job
- a problem he or she is having
- actions that will resolve the problem

Student B: You are a designer. Talk to Student A about a problem you are having.

Writing

9 Use the conversation from Task 8 to complete the designer's note to the editor.

Hi Tom,

I had a problem with your design instructions. Your instructions were _____ .

The problem was _____ .
I fixed the problem by _____ .

Tracy

sketch

outline

sketchpad

graphite

drawing

drawing board

To: e.laplant@pentagondesigns.net
From: j.coffey@pentagondesigns.net
Re: Water Lily Café Menu

Hi Ed,

We are ready to move forward on the Water Lily job. The client really liked your **outline**. The **basic** idea was exactly what they wanted. They want to see a **drawing** that is based on that **concept**. We need to send them something by tomorrow.

Please add some **details** to your **sketch**. However, draw with **charcoal** this time instead of **graphite**. The client wants a thick, rough look. Use the **sketchpad** with light yellow paper. It's on the small **drawing board** in the studio.

Send me a draft this afternoon. Let me know if you need any advice about the design.

Janice

Get ready!

1 Before you read the passage, talk about these questions.

1 What is usually more detailed; a sketch or a drawing?

2 What material is used in most pencils?

Reading

2 Read the email. Then, choose the correct answers.

1 What is the main idea of the email?

  A a client's request for a new concept

  B recommended materials for a basic outline

  C creating a drawing based on a sketch

  D which design details were better than others

2 Which of the following is NOT an instruction in the email?

  A create an outline with a new concept

  B add details to the sketch

  C draw with charcoal instead of graphite

  D use the sketchpad with yellow paper

3 What did the client request?

  A an outline   C a sketch

  B a concept   D a drawing

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

1 The client described the <u>general idea</u> that he wanted.
c _ _ c _ _ _

2 The sketch showed the <u>simplest</u> part of the idea of the design.
_ _ s _ c

3 The artist added several <u>small, specific parts</u> to the final drawing.
_ e _ _ _ l s

4 Place the words from the word bank under the correct headings.

word BANK

outline   sketch   charcoal   sketchpad
drawing board   graphite   drawing

Substances	Surfaces	Images
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the email again. Where does the designer work?

Listening

6 🎧 Listen to a conversation between two designers. Mark the following statements as true (T) or false (F).

1 __ The man has not finished the drawing yet.

2 __ The man has used multiple materials to make the drawing.

3 __ The woman expresses concern that the client will not like the drawing.

7 🎧 Listen again and complete the conversation.

Designer 1: Did you **1** _____ _____ that drawing for the Water Lily Café?

Designer 2: Just about. I still want to add a few **2** _____ _____.

Designer 1: Great. You used **3** _____ , right?

Designer 2: Yes, for most of it. But I also used **4** _____ to make thin, light lines in a couple of places.

Designer 1: I'm sure that's fine. Are you happy with the design?

Designer 2: I think so. I kept the **5** _____ _____. I'm pretty sure the client will like it.

Designer 1: I'm **6** _____ _____ _____ it. Well, show it to me when it's completely finished.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

Student A: You are a designer. Talk to Student B about:

• a design that he or she is working on

• progress on the design

• materials used for the design

Student B: You are a designer. Talk to Student A about a design that you are working on.

Writing

9 Use the conversation from Task 8 to complete the progress report.

Design
Progress Report

Job: _____

Materials used: _____

Current progress: _____
_____
_____

ceramics

textiles

Belle-Arts
School of
Art & Design

Applied Arts **Program**

Many artists worry about having a stable career. Improve your chances with a degree in **applied arts**.

The program on **decorative arts** teaches students to make **crafts** that have a **function**. Learn to make unique dishware in our course on **ceramics**. Or study **textiles** and develop your own clothing line. Many Belle-Arts artists sell their **jewelry** at local shops and boutiques.

We also have programs for **commercial** arts. These courses provide more opportunities for well-paid jobs. Design appliances and electronics in the course on **industrial design**. Big manufacturers always need artists to create beautiful objects of **utility**.

applied art

industrial design

jewelry

Get ready!

1 Before you read the passage, talk about these questions.

1 What area of applied arts involves working with electronics?

2 What can be created from clay?

Reading

2 Read the program description. Then, mark the following statements as true (T) or false (F).

1 __ According to the brochure, applied arts provides stable career options for artists.

2 __ Students can learn to make clothing in the course on textiles.

3 __ Artists from the industrial design program sell their products in local shops.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ craft   4 __ function

2 __ utility   5 __ commercial

3 __ jewelry   6 __ applied arts

A a type of art involving objects worn on the body

B the practice of making art with a practical purpose

C related to the sale of a product

D an object made skillfully by hand

E a particular way that something is used

F usefulness

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 ceramics / textiles

   A People often wear art that is made from _____ .

   B The artist made bowls and mugs with _____ .

2 industrial design / decorative arts

   A The electronics manufacturer wants artists with degrees in _____ .

   B The course in _____ prepares students to make unique crafts by hand.

5 🎧 Listen and read the program description again. What do entrants to the course hope to receive at the end of their studies?

Listening

6 🎧 Listen to a conversation between an art student and an instructor. Choose the correct answers.

1 What is the main idea of the conversation?

   A which applied arts course the student should take

   B the difference between applied arts and other art

   C methods for creating applied arts

   D where to get a job in the field of applied arts

2 What does the student suggest as an example of applied arts?

   A textiles   **B** paintings   **C** ceramics   **D** jewelry

7 🎧 Listen again and complete the conversation.

Student:	I'm confused about **1** _____ _____ , Ms. Lewis.
Instructor:	Okay, David. What's the problem?
Student:	Well, I always thought that art and practical objects were two **2** _____ _____ .
Instructor:	Some art is just for looking at. But applied arts is both beautiful **3** _____ _____ .
Student:	So how do you know **4** _____ _____ _____ ?
Instructor:	Anything that is beautiful or interesting is art. If it also has a **5** _____ , then it falls under applied arts.
Student:	So a painting on the wall is just art. But clothing made from **6** _____ _____ is applied arts?
Instructor:	You've got it.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm confused about ...
How do you know ...?
Anything that ... is ...

Student A: You are an art student. Talk to Student B about:
- understanding applied arts
- differences between applied arts
- an example of applied arts

Student B: You are an instructor. Talk to Student A about applied arts.

Writing

9 Use the conversation from Task 8 and the program description to complete the student's notes about different types of applied arts.

Notes: Applied Arts	
Type of applied art	**Example**
1 Ceramics	_____
2 _____	_____
3 _____	_____

Belle-Arts
School of
Art & Design

14 Graphic Arts

Calligraphy

two-dimensional →

screenprinting

lithography

offset printing

woodcut

To: gretawells@easymail.net
From: admissions@fieldingartsacademy.com
Re: Request for Information

Dear Ms. Wells,

Thank you for your interest in Fielding Arts Academy. We hope you decide to study **graphic arts** at our fine institution. Here is the additional information you requested.

The program teaches a range of **two-dimensional** art forms. All students begin with basic drawing, painting, and **calligraphy**. Then the program progresses to more advanced courses in **printmaking**.

You will create prints with various materials. We have a specialized course in **screenprinting**. It particularly focuses on applying **printing ink** with fabric. **Lithography** applies it with a hard, flat surface instead. This technique will also be used with **offset printing**. You will also learn methods of **relief printing**, like **woodcut**.

Contact us if you have further questions.

Sincerely,

Donald Stevens
Admissions, Fielding Arts Academy

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some printing methods?
2 In what area of graphic arts is a pen the usual instrument used?

Reading

2 Read the email. Then, mark the following statements as true (T) or false (F).

1 __ Students must pass a drawing test when they apply to the graphic arts program.
2 __ Graphic arts students have a choice between calligraphy and printmaking.
3 __ Lithography and offset printing are used together.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ woodcut   4 __ screenprinting
2 __ calligraphy   5 __ offset printing
3 __ printmaking   6 __ two-dimensional

A the art of writing with decorative letters

B any method of transferring ink from a surface to paper

C a method of transferring ink from fabric

D being flat on a surface

E a method of transferring ink from a surface with raised lines

F a method of transferring ink to rubber and then to paper

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 relief printing / lithography

   A _____ transfers ink from a flat surface.

   B _____ transfers ink from a surface with raised lines.

2 graphic arts / printing ink

   A The artist took several courses in _____ at the academy.

   B The arts supplier has many colors of _____ .

5 🎧 Listen and read the email again. What are some two-dimensional art forms?

Listening

6 🎧 Listen to a conversation between two artists. Choose the correct answers.

1 What is the main idea of the conversation?

   A why a print was not made by woodcut

   B instructions for relief printing

   C the challenges of using lithography

   D which printmaking method is best for a new project

2 According to the woman, what method was likely used to create the piece?

   A woodcut   **C** screenprinting

   B relief printing   **D** lithography

7 🎧 Listen again and complete the conversation.

Artist 1:	Take a look at this print. I didn't know a woodcut print could be so detailed.
Artist 2:	Let me see. I don't think that's **1** _____ .
Artist 1:	Really? Why do you say that?
Artist 2:	It has to be another type of **2** _____ . What do you notice about the outlines?
Artist 1:	The outlines? Well, I guess they all **3** _____ _____ .
Artist 2:	Exactly. Relief printing produces clear, defined lines. That's why **4** _____ _____ _____ woodcut.
Artist 1:	Oh, I see **5** _____ _____ _____ . What do you think it is, then?
Artist 2:	**6** _____ could produce those blended areas.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

Student A: You are an artist. Talk to Student B about:

- an interesting print
- the method used to make it
- his or her opinion about the method

Student B: You are an artist. Talk to Student A about the method used to make a print.

Writing

9 Use the conversation from Task 8 and the email to complete the graphic arts exam question.

Graphic Arts Exam #3

Identifying Printmaking Methods

Name a printmaking method. How can you tell if a print was made with this method?

_____

_____

_____

Name another printmaking method. How can you tell if a print was made with this method?

_____

_____

_____

When: Tuesday, December 9th

Where: L&L Gallery

What: Exhibit opening

L&L Gallery

The L&L Gallery invites you to an exhibit of **fine arts**. Local artist Penelope Peters will show her latest **pieces**.

sculpture

Peters works in several **mediums**. She is best known for two-dimensional art, such as her **paintings**. However, she says that her **sculptures** are her favorites. "I like making **three-dimensional** art," she said.
"It gives me the most freedom." This show features oversized clay **statues** of famous people. "I had to rent an extra-large kiln to **fire** these things," Peters said. "They're huge!" She also has an elephant that she **carved** out of stone. "I love the **aesthetics** of animal art," she said.

fire

carve

fine arts

statue

Get ready!

❶ Before you read the passage, talk about these questions.

1 What is one form of sculpture?

2 How are sculptures like statues made?

Reading

❷ Read the poster. Then, mark the following statements as true (T) or false (F).

1 __ The artist works with multiple mediums.

2 __ The artist prefers two-dimensional art.

3 __ The show features a clay statue of an elephant.

Vocabulary

❸ Match the words (1-5) with the definitions (A-E).

1 __ fire   4 __ fine arts

2 __ piece   5 __ aesthetics

3 __ sculpture

A a category of art produced for enjoyment

B three-dimensional art made by shaping material

C the philosophy of beauty

D a single work of art

E to heat something so it hardens

painting

4 Fill in the blanks with the correct words from the word bank.

WORD BANK

carve   statue   painting
three-dimensional   medium

1 The artist prefers to make _____ art like sculptures.

2 The gallery worker hung the _____ against the wall.

3 An artist needs special tools to _____ stone.

4 The artist only paints, but she in interested in trying another _____ .

5 A stone _____ of the mayor was erected in the town square.

5 🎧 Listen and read the poster again. What did the artist use to make the clay statues?

Listening

6 🎧 Listen to a conversation between a visitor and a gallery director. Choose the correct answers.

1 What is the main idea of the conversation?
  A Which medium is the man's favorite.
  B Where the pieces are displayed.
  C When the fine arts exhibit will begin.
  D What methods the artist uses for her sculptures.

2 What will the man likely do next?
  A go to the main hall
  B ask the woman for directions
  C talk to the artist
  D locate the elephant statue

7 🎧 Listen again and complete the conversation.

Visitor:	Excuse me. I'm here for the Peters opening.
Director:	You're in the right place. Come on in!
Visitor:	Great. Is she displaying her **1** _____ tonight?
Director:	Yes, a few. But this show mostly features her **2** _____ .
Visitor:	Oh, I read about the huge elephant statue. Where **3** _____ _____ _____ that?
Director:	You'll find that in studio B, around the corner **4** _____ _____ _____ . It's very impressive.
Visitor:	But I **5** _____ _____ _____ the paintings first. Where are those?
Director:	They're in the **6** _____ _____ , straight ahead.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm here for ...
I read about ...
You'll find that ...

Student A: You are a gallery visitor. Talk to Student B about:
• an exhibit
• the pieces you want to see
• where the pieces are located

Student B: You are a gallery director. Talk to Student A about where an artist's pieces are located.

Writing

9 Use the conversation from Task 8 and the poster to complete the gallery brochure.

Guide to the **Joseph Canning Exhibit**

LSL Gallery

The artist is showing _____ in the _____ .

Directions from entrance: _____ _____ .

The artist is showing _____ in the _____ .

Directions from entrance: _____ _____ .

33

above [PREP-U4] If something is above something else, it is in a higher position.

across from [PREP-U4] If something is across from something else, it is on the other or opposite side.

acrylic [ADJ-U7] If paint is acrylic, it is made with water and plastic substances.

aesthetics [N-UNCOUNT-U15] Aesthetics is the philosophy or way of thinking that deals with beauty.

angle [N-COUNT-U1] An angle is a measurement of the space in a corner where two lines meet each other.

applied arts [N-PLURAL-U13] Applied arts is the practice of applying artistic designs in practical or everyday contexts, including ceramics, textiles, jewelry, and industrial design.

aspect ratio [N-COUNT-U8] An aspect ratio is the relationship between the lengths of a screen's edges.

balance [N-UNCOUNT-U5] Balance is the state of being even, or having all parts distributed equally or properly.

basic [ADJ-U12] If something is basic, it is the simplest part of something.

below [PREP-U4] If something is below something else, it is in a lower position than that thing.

between [ADV-U4] If something is between other things, it is in the middle or separating one thing from another.

black [ADJ-U2] If something is black, it is completely dark with no light or color.

bright [ADJ-U2] If something is bright, it produces or contains a large amount of light.

brush [N-COUNT-U7] A brush is a tool with many hairs at one end that is used to spread a material, such as paint.

calligraphy [N-UNCOUNT-U14] Calligraphy is an art that involves writing with decorative letters and symbols.

carve [V-T-U15] To carve something is to cut out parts of it in order to make a particular shape or design.

ceramics [N-PLURAL-U13] Ceramics is a type of applied arts that involves making something with clay, such as dishware.

charcoal [N-UNCOUNT-U12] Charcoal is black residue that is produced by burning wood and is used to make drawings and sketches.

circular [ADJ-U1] If something is circular, it has a shape that is round, in which each point along the edge is an equal distance from the center.

clay [N-UNCOUNT-U7] Clay is a heavy material that starts as a soft substance but becomes very hard under high heat.

close [ADJ-U4] If something is close to something, it is a short distance away from that thing.

cluttered [ADJ-U5] If something is cluttered, it contains many items or materials, and looks disorganized.

color wheel [N-COUNT-U3] A color wheel is a circular chart that displays the spectrum of primary and secondary colors.

colored pencil [N-COUNT-U6] A colored pencil is a pencil that marks in a color other than black or gray.

commercial [ADJ-U13] If something is commercial, it is related to the sale of a product.

complementary color [N-COUNT-U3] A complementary color is a hue that is opposite another hue on the color wheel, and does not contain the same primary colors.

computer [N-COUNT-U8] A computer is an electronic device that processes large amounts of information and is used for creating documents, accessing the Internet, and many other purposes.

concept [N-COUNT-U12] A concept is a general idea or understanding about what something is or does.

contrast [N-UNCOUNT-U2] Contrast is the degree of difference between colors or lightness and darkness in something.

copy [V-T-U11] To copy something is to produce something that is the same or nearly the same as something else.

craft [N-COUNT-U13] A craft is something that is made skillfully by hand.

create [V-T-U11] To create something is to make or produce something.

curved [ADJ-U1] If something is curved, it is bent or rounded.

dark [ADJ-U2] If something is dark, it produces or contains little or no light.

darken [V-T-U11] To darken something is to add black to something.

decorative arts [N-PLURAL-U13] Decorative arts is a type of applied arts that involves creating functional objects that are aesthetically pleasing.

design [V-T-U10] To design something is to plan how something will be created.

desktop [N-COUNT-U8] A desktop is a large computer that is designed to be used in one place.

detail [N-COUNT-U12] A detail is a small, specific part of something.

diagonal [ADJ-U1] If something is diagonal, it extends from a corner to an opposite corner, usually through the middle of a square or rectangular shape.

digital camera [N-COUNT-U9] A digital camera is a device that takes photographs and stores them electronically.

display [N-COUNT-U8] A display is an area of a monitor that shows information.

DPI [N-UNCOUNT-U9] DPI (dots per inch) is the measurement of the resolution of a computer screen.

draw [V-T-U10] To draw something is to create an image on a surface with a pen, pencil, or other instrument.

drawing [N-COUNT-U12] A drawing is an image that is created on a surface with a pen, pencil, or other instrument.

drawing board [N-COUNT-U12] A drawing board is a large, flat surface that is used for holding paper when drawing or sketching.

drop [V-T-U10] To drop something is to place something in a particular location on a computer screen.

dull [ADJ-U3] If a color is dull, it is not strong or bright.

easel [N-COUNT-U7] An easel is a structure that holds a painting while an artist paints.

edit [V-T-U10] To edit something is to make changes to something in preparation for producing or publishing it.

empty [ADJ-U5] If something is empty, it does not hold or contain anything.

enlarge [V-T-U10] To enlarge something is to make something larger without changing other features or proportions.

erase [V-T-U10] To erase something is to remove marks from a surface.

eraser [N-COUNT-U6] An eraser is a piece of rubber that is used to remove pencil marks from a surface.

far [ADV-U4] If something is or goes far from something, it is a long distance away from that thing.

fill in [PHRASAL V-U11] To fill in something is to put something inside of something else until nothing more will fit.

fine arts [N-UNCOUNT-U15] Fine arts is a type of art that is created for enjoyment rather than practical value.

fire [V-T-U15] To fire something is to heat it at very high temperatures in order to harden it.

flow [V-I-U5] If something flows, it moves steadily and evenly.

function [N-COUNT-U13] A function is a particular purpose or use for something.

glaze [N-COUNT-U7] A glaze is a liquid substance that dries into a hard, shiny coating.

glossy [ADJ-U9] If something is glossy, it has a surface that is shiny.

graphic arts [N-PLURAL-U14] Graphic arts is a category of two-dimensional art forms that are often used to create commercial art.

graphite [N-UNCOUNT-U12] Graphite is a black, shiny mineral that can be used to make the part of a pencil that makes a mark.

higher [ADJ-U4] If something is higher than something it is up above that thing.

highlight [V-T-U11] To highlight something is to mark or draw attention to something by adding a noticeable color or feature to it.

hue [N-COUNT-U3] A hue is a type of color, such as red or green.

illustrate [V-T-U11] To illustrate something is to draw pictures for something such as a book.

industrial design [N-UNCOUNT-U13] Industrial design is a type of applied arts that involves applying artistic designs to manufactured or mass-produced products.

ink [N-UNCOUNT-U6] Ink is a colored liquid that is used for marking or writing on something.

inkjet printer [N-COUNT-U9] An inkjet printer is a printer that produces images by spraying ink on paper.

intensity [N-UNCOUNT-U3] Intensity is how strong or forceful something is.

jagged [ADJ-U5] If something is jagged, it has an uneven surface with sharp points.

jewelry [N-UNCOUNT-U13] Jewelry is artistic objects that are worn on the body, such as earrings or necklaces.

keyboard [N-COUNT-U8] A keyboard is a computer accessory with a set of buttons that is used for entering information into a computer.

kiln [N-COUNT-U7] A kiln is a type of oven that gets very hot and is used to harden clay.

laptop [N-COUNT-U8] A laptop is a small computer that can be easily carried and used in different places.

laser printer [N-COUNT-U9] A laser printer is a printer that produces images with a strong, narrow beam of light.

light [N-UNCOUNT-U2] Light is a form of energy, produced by the sun and other sources, that allows the eye to see things.

line [N-COUNT-U1] A line is a long, thin mark along a surface.

lithography [N-UNCOUNT-U14] Lithography is a type of printmaking that involves transferring an image to something from a flat, oily surface.

lower [ADJ-U4] If something is lower, it is below something else.

marker [N-COUNT-U6] A marker is an instrument used for making thick marks with ink.

matte [ADJ-U9] If something is matte, if it has a surface that is not shiny.

medium [N-COUNT-U15] A medium is a particular method and set of materials used to create a work of art.

monitor [N-COUNT-U8] A monitor is a part of a computer that contains the screen which shows information.

mouse [N-COUNT-U8] A mouse is a computer accessory that controls the movement of the pointer on the screen and allows the user to make selections.

near [ADV-U4] If something is near something else, it is a short distance away from it.

next to [PREP-U4] If something is next to something else, it is beside or very close to it.

offset printing [N-UNCOUNT-U14] Offset printing is a type of printmaking that involves transferring an image first to a rubber surface from the original plate, then to paper. It is usually used for printing many copies of the same image.

oil-based [ADJ-U7] If paint is oil-based, it is made with a slick substance that cannot be dissolved in water.

opaque [ADJ-U2] If something is opaque, light cannot shine through it.

outline [N-COUNT-U12] An outline is a picture that shows only the basic form of something, without much detail.

painting [N-COUNT-U15] A painting is a two-dimensional piece of art that is made with paint.

paper cutter [N-COUNT-U6] A paper cutter is a device with a long, sharp blade for cutting paper that leaves it with precise, straight edges.

parallel [ADJ-U4] If lines are parallel, they remain the same distance from each other along their entire lengths and do not touch each other.

pattern [N-COUNT-U5] A pattern is a design with a repeated image.

pen [N-COUNT-U6] A pen is an instrument used for writing that marks paper with ink.

pencil [N-COUNT-U6] A pencil is an instrument used for writing that marks paper with a non-permanent impression that is usually gray.

piece [N-COUNT-U15] A piece is a single work of art.

pigment [N-COUNT-U3] A pigment is a material or substance that is used to create a particular color.

primary color [N-COUNT-U3] A primary color is one of three colors that is used to make other colors. Red, yellow, and blue are the primary colors.

print [V-T-U11] To print something is to produce a physical version of something.

printer [N-COUNT-U9] A printer is a device that transfers images or documents from a computer to paper.

printing ink [N-UNCOUNT-U14] Printing ink is a colored liquid that is used to produce images in printmaking.

printmaking [N-UNCOUNT-U14] Printmaking is an art that involves producing images by transferring ink to paper with plates made out of metal, wood, or other materials.

raise [V-T-U10] To raise something is to put something in a higher position.

rectangular [ADJ-U1] If something is rectangular, it has four straight sides, with each side the same length as the opposite side.

reduce [V-T-U10] To reduce something is to make something smaller without changing other features or proportions.

relief printing [N-UNCOUNT-U14] Relief printing is a type of printmaking that involves applying an image to paper by pressing it against an inked surface with raised lines.

reproduce [V-T-U11] To reproduce something is to create something that has the same features or qualities as something else.

resolution [N-UNCOUNT-U8] Resolution is the capability of a screen or image to show sharp details.

ruler [N-COUNT-U6] A ruler is a straight, stiff tool that is used to measure something or to draw a straight line.

scanner [N-COUNT-U9] A scanner is an electronic device that copies images or documents and transfers them onto a computer.

scanning area [N-COUNT-U9] The scanning area is the area on a scanner where an image is copied.

scissors [N-COUNT-U6] Scissors are two connected blades that slide against each other in order to cut something.

screen size [N-COUNT-U8] A screen size is the diagonal length of a screen from one corner to the opposite corner.

screenprinting [N-UNCOUNT-U14] Screenprinting is a type of printmaking that involves transferring an image to something from a fabric screen.

sculpture [N-COUNT-U15] A sculpture is a three-dimensional piece of art that is made by shaping a material, such as stone or clay.

secondary color [N-COUNT-U3] A secondary color is a color that is created when two primary colors are mixed together. Orange, green, and purple are secondary colors.

shade [N-COUNT-U3] A shade is how light or dark something is.

shade [N-UNCOUNT-U2] Shade is dark space where light is blocked from shining.

shade in [PHRASAL V-U11] To shade something in is to make something darker in certain areas.

shape [N-COUNT-U1] A shape is the physical form or outer line of something.

sharp [ADJ-U2] If something is sharp, its details are easy to see.

sketch [N-COUNT-U12] A sketch is a simple drawing or rough outline of something.

sketch [V-T-U10] To sketch something is to draw something quickly, usually producing a simple or rough outline.

sketchpad [N-COUNT-U12] A sketchpad is a book that contains blank paper and is used to create drawings or sketches.

smock [N-COUNT-U7] A smock is a loose shirt that is worn to protect the clothing underneath from becoming dirty.

smooth [ADJ-U5] If something is smooth, it is even and does not contain any rough or jagged parts.

spectrum [N-COUNT-U3] The color spectrum is the group of all colors, showing primary colors and the range of colors in between that are created by combining them.

square [ADJ-U1] If something is square, it has four straight sides that are all the same length.

statue [N-COUNT-U15] A statue is a sculpture of a person or animal.

straight [ADJ-U1] If something is straight, it extends in one direction and does not turn or bend.

stretch [V-T-U10] To stretch something is to pull the sides of something so that it becomes larger in one direction but not in another.

style [N-COUNT-U5] A style is a particular way that someone does or makes something.

tape [N-UNCOUNT-U6] Tape is thin material with a sticky surface that is used to attach multiple things together.

textiles [N-PLURAL-U13] Textiles is an industry that involves making something with woven fabric.

texture [N-COUNT-U5] A texture is the quality of a surface, such as how smooth or rough it is.

thinner [N-COUNT-U7] A thinner is a product that makes paint flow more smoothly and can also be used to clean paint from brushes and other supplies.

three-dimensional [ADJ-U15] If something is three-dimensional, it extends in three directions and has length, width, and depth.

tint [V-T-U11] To tint something is to add color to something.

translucent [ADJ-U2] If something is translucent, light can shine through it.

triangular [ADJ-U1] Is something is triangular, it has three straight sides that may be the same length or different lengths.

two-dimensional [ADJ-U14] If something is two-dimensional, it is flat on a surface.

uneven [ADJ-U5] If something is uneven, its parts are not distributed equally.

USB [N-COUNT-U9] A USB is an electronic device that allows a computer to connect to another device, such as a printer or scanner or external drive.

utility [N-UNCOUNT-U13] Utility is how useful something is.

value [N-COUNT-U2] A light value is an amount of light or darkness in something.

vibrant [ADJ-U3] If a color is vibrant, it is very strong or bright.

watercolor [N-COUNT-U7] A watercolor is a thin paint that is made by mixing pigment with water.

woodcut [N-UNCOUNT-U14] Woodcut printing is a type of relief printing that involves transferring an image to something from a carved block of wood.

Art &
Design

Virginia Evans - Jenny Dooley - Henrietta P. Rogers

Book
2

Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Art Movements	Brochure	abstract, art deco, cubism, expressionism, impressionism, modernism, movement, neoclassicism, photorealism, pop art, postmodernism, romanticism, surrealism	Describing expectations
2	Photography 1	Webpage	camera, develop, exposure, film, flash, focus, lens, negative, photographer, photography, shoot, shutter speed, tripod	Making a prediction
3	Photography 2	Blog	aperture, digital photography, digital zoom, DSLR, image sensor, ISO speed, LCD, optical zoom, point-and-shoot, reflex mirror, SD card, white balance	Describing appropriate users
4	Photo Editing 1	Advice column	CGM, file format, GIF, JPEG, photo editing, pixel, PNG, raster graphic, SVG, TIFF, vector graphic	Recommending an action not be taken
5	Photo Editing 2	Webpage	blur, clone, crop, recompose, red eye, resize, retouch, scaling, sharpen, stamp, straighten, thumbnail, trim	Making suggestions
6	Fonts 1	User's manual	bold, caps, font, format, italic, outline, point, shadow, strikethrough, subscript, superscript, underline	Asking for an opinion
7	Fonts 2	Textbook chapter	angle, character width, expanded, monospaced, ornamental, proportional, roman type, sans-serif, script, serif, weight	Confirming a prediction
8	Type and Lettering	Webpage	alphabet, lettering, letterpress, set, stationery, type design, type family, type foundry, type, typeface	Making an appointment
9	Web Design 1	Webpage	appearance, content, functionality, Internet, navigation, search engine, usability, visibility, web design, web development, webpage, website	Talking about goals
10	Web Design 2	Course description	coding, CSS, FTP, HTML, hyperlink, Javascript, markup language, programming language, QR code, web content management system, website wireframe, XHTML, XSL	Changing topics
11	Layout 1	Email	alignment, center, column, footer, header, justify, layout, overlap, row, sidebar, template	Describing limitations
12	Layout 2	Manual	grid, gutter, illustration, landscape, margin, mirrored, orientation, portrait, relative, spread, text	Assigning tasks
13	DTP 1	Advertisement	batch mode, clip art, comprehensive layout, desktop publishing, electronic page, electronic paper, graphic communication, page layout, print, publish, WYSIWYG	Discussing pros and cons
14	DTP 2	Email	A4, convert, find-and-replace, item style, kerning, leading, letter, master page, paper size, PDF, style sheet	Expressing sympathy
15	CAD	Advertisement	2D, 3D, architecture, CAD, diagram, drafting, engineering, exploded view, model, photorealistic rendering, software, technical drawing	Discussing familiarity

Table of Contents

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some kinds of art movement?
2 What is your favorite movement and why?

Art Deco

Abstract Expressionism

Romanticism

Pop Art

Impressionism

Cubism

Uptown Art Museum

Come see 200 years of great art **movements** at the Uptown Art Museum's new collection

Our first display features paintings from 1750-1810. The sad beauty of **Romanticism** still fascinates viewers today. Henry Fuseli is our featured artist. Several of Fuseli's works also fall under **Neoclassicism**. These revive the elegant styles of ancient art and architecture.

Our next period is the 1800s. Learn about **Impressionism** through works by Claude Monet and Pierre-Auguste Renoir. You'll notice that the Impressionists focus more on movement than feelings.

Next is the early 1900s exhibit. Explore Pablo Picasso's broken images in **Cubism**. This introduces you to the unrealistic style of **Modernism**. Enjoy the strange **Surrealism** of Salvador Dalí. Then see wild colors and shapes in Jackson Pollack's **Abstract Expressionism**.

The mid-1900s exhibit reintroduces realism. See examples of **Postmodernism's** early applied arts. We have photographs of architecture in the **Art Deco** style. Our spotlight on **Pop Art** features the comic book style of Roy Lichtenstein. Then, the later works of **Photorealism** show a return to realistic art.

Reading

2 Read the brochure. Then, mark the following statements as true (T) or false (F).

1 __ The art of Henry Fuseli falls under multiple movements.
2 __ Modernism was an earlier movement than Romanticism.
3 __ The mid-1900s exhibit features photographs of architecture.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ Cubism   3 __ Modernism   5 __ Neoclassicism
2 __ Art Deco   4 __ Romanticism   6 __ Impressionism

A an art movement emphasizing emotional responses

B an art movement featuring strong, symmetrical lines and contrasts

C an art movement featuring ancient styles of art and architecture

D an art movement featuring freeform brushstrokes and emphasizing movement

E an art movement rejecting realistic and traditional art forms

F an art movement featuring broken images shown from different angles

4 **Fill in the blanks with the correct words or phrases:**
Surrealism, Photorealism, Pop Art, Abstract Expressionism, movement, Postmodernism.

1 Contemporary and traditional styles are combined in
_____ .

2 Each different _____ has its own style and philosophy.

3 _____ often shows unusual and surprising combinations of images.

4 If a painting is made to look like a photograph, it is called
_____ .

5 In _____ , wild colors and shapes often convey emotional intensity.

6 _____ uses contemporary imagery from advertising and popular culture.

5 🎧 **Listen and read the brochure again. What did Salvador Dali specialize in?**

Listening

6 🎧 **Listen to a conversation between two artists. Choose the correct answers.**

1 What is the main idea of the conversation?

A what painting materials were used in different movements

B which famous artists belonged to each movement

C how the art movements influenced each other

D opinions about different art movements

2 Which movement's style did the woman dislike?

A Cubism

B Abstract Expressionism

C Postmodernism

D Pop Art

7 🎧 **Listen again and complete the conversation.**

Artist 1: What do you think of the exhibit so far?

Artist 2: It's okay. The Cubism 1 _____ _____ _____ .

Artist 1: I like 2 _____ _____ _____ _____ realistic images and breaks them into different parts.

Artist 2: Yeah. But I don't know about the 3 _____ _____ .

Artist 1: You didn't like it?

Artist 2: Not at all. I guess it just 4 _____ _____ _____ . All the colors and shapes blended together.

Artist 1: That's true. But I liked the effect. If you stare at it, you start to see images that 5 _____ _____ _____ .

Artist 2: It just didn't appeal to me. And I thought there was going to be 6 _____ _____ .

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

What do you think of ...?
I like the way it ...
I thought there was going to be ...

Student A: You are an artist. Talk to Student B about:
• art movements featured at an exhibit
• qualities of different movements
• your opinion

Student B: You are an artist. Talk to Student A about art movements featured at an exhibit.

Writing

9 **Use the conversation from Task 8 and the brochure to complete the newspaper review of an art exhibit.**

Art Spotlight

Exhibit location: _____

The exhibit showed works from the _____ movement. These works focus on _____ .
I liked the way _____ .

The exhibit also showed works from the _____ movement. These works feature _____ .
I thought these works were _____ .

5

friendlycamera.com

flash

film

camera

lens

tripod

photographer

Photography is harder than it looks.

Good **photographers** need practice. Here are some tips for dealing with common problems.

Problem: I'm trying to **shoot** a moving subject. The photographs are blurry and I can't see the details.

Solution: Your **exposure** is probably taking too long. Try a camera with a shorter **shutter speed**.

Problem: My subject isn't moving, but my photographs are blurry.

Solution: You might need to **focus** your **lens**. Make small adjustments until the image looks right. If that doesn't work, try using a **tripod**. It will help you keep the **camera** steady.

Problem: My night-time pictures are too dark.

Solution: To take a good night-time picture, you need light. Use a camera with a **flash**.

Problem: My local camera store closed down. Where can I turn my **negatives** into photographs?

Solution: Learn to **develop** your own **film**. This is more satisfying than taking it to a store, anyway.

click here to visit our tutorials page

CLICK HERE

Get ready!

1 **Before you read the passage, talk about these questions.**

1   What are pictures stored on?

2   What is necessary when taking a photograph in dark conditions?

Reading

2 **Read the webpage. Then, mark the following statements as true (T) or false (F).**

1   __ The webpage offers multiple solutions for blurry pictures.

2   __ The webpage advises that short shutter speeds cause dark pictures.

3   __ The webpage recommends getting film developed at a store.

Vocabulary

3 **Write a word that is similar in meaning to the underlined part.**

1   The photographer needs to take a picture of the new city hall for the newspaper article.
s _ _ _ t

2   The material that stores images was damaged, so the photographs were ruined.   _ _ _ m

3   If the piece of curved glass is dirty, the pictures will not look right.   _ e _ _

4   The new device for taking pictures is much more advanced than the old one.   _ a _ e _ a

5   The artist studied the act of creating pictures with a camera.   _ _ o t _ g _ _ _ h _

6   The magazine hired a new person who takes pictures.   p _ _ _ _ g _ a _ _ e _

7   The proper process of allowing light into a camera helps a photographer achieve the desired effect.   e _ _ o s _ _ _

④ **Read the sentence pairs. Choose which word or phrase best fits each blank.**

1 **focused / developed**

  A The photographer _____ the camera before he took the photograph.

  B The photographer _____ the film into photographs.

2 **shutter speed / negative**

  A The _____ shows the image with the colors reversed.

  B Adjust the _____ so the picture won't be so blurry.

3 **flash / tripod**

  A To keep the camera steady, use a _____ .

  B To add more light to the subject, use a _____ .

⑤ 🎧 **Listen and read the webpage again. How can a photographer take a clear picture of a moving subject?**

Listening

⑥ 🎧 **Listen to a conversation between a photographer and an assistant. Choose the correct answers.**

1 What is the purpose of the conversation?

  A to identify an error while developing negatives

  B to choose an easier photography subject

  C to determine why a batch of photographs came out badly

  D to explain the need for a flash on the next project

2 What does the woman plan to do next on the next project?

  A shoot another type of subject

  B use the camera's flash

  C develop the negatives differently

  D use a faster shutter speed

⑦ 🎧 **Listen again and complete the conversation.**

Photographer:	Let me take a look. Yeah, they're **1** _____ .
Assistant:	What do you think happened? Did I **2** _____ _____ _____ incorrectly?
Photographer:	No, I don't think it was your fault. I bet I just used a **3** _____ _____ _____ .
Assistant:	That could make the pictures blurry?
Photographer:	Oh, definitely. Especially since my **4** _____ _____ _____ .
Assistant:	I see. Would it help to **5** _____ _____ next time?
Photographer:	Not in **6** _____ _____ . There was plenty of sunlight out there.

Speaking

⑧ **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

They didn't come out ...

I bet I just ...

Would it help to ...?

Student A: You are a photographer. Talk to Student B about:

• a problem with a batch of photographs

• the cause of the problem

• what you will do differently next time

Student B: You are an assistant. Talk to Student A about a problem with a batch of photographs.

Writing

⑨ **Use the conversation from Task 8 and the webpage to complete the project reshoot request.**

Northwestern Images

Request to Reshoot Form

What was the problem with the original photographs?

_____

How will you avoid this problem again?

_____

_____

7

LCD

white balance

digital zoom   DSLR

With Photographer
Doug Rockford

Camera Talk

HOME   ABOUT   ARTICLES   CONTACT

point-and-shoot

I've been asked a lot of questions recently about **digital photography**. So how do you know which camera is best? I hope this overview helps

All digital cameras have an electronic **image sensor**. This allows you to store images on the device or an **SD card**.

Casual photographers are fine with basic **point-and-shoot** cameras. These are small and typically come without additional attachments. Light adjustment settings like **aperture** and **ISO speed** are often automatic. **White balance** is also typically automatic. However, you might need to correct your coloration manually. You can preview an approximation of your image on the **LCD**. Be aware, though, that this image may differ slightly from the final photograph.

For more precise photography, you need a **DSLR** camera. These are professional tools, so they are more expensive. A **reflex mirror** lets you see an accurate image before you shoot. Attachments with **optical zooms** are often available. These provide clearer close-ups than **digital zooms**.

SD card

Get ready!

1 Before you read the passage, talk about these questions.

1 What do all digital cameras have?

2 Where are digital photos stored?

Reading

2 Read the blog. Then, choose the correct answers.

1 What is the main idea of the blog?

   A which features are available on different digital cameras

   B why to use digital cameras instead of film

   C how to repair a digital camera

   D where to find the highest-quality digital cameras

2 Which of the following is NOT available on a point-and-shoot camera?

   A white balance

   B approximate LCD images

   C automatic aperture adjustment

   D reflex mirror

3 Which feature produces the clearest close-ups?

   A digital zoom   **C** optical zoom

   B white balance   **D** reflex mirror

Vocabulary

3 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 optical zoom / digital zoom

   A A(n) _____ takes a section of an image and makes it bigger.

   B A(n) _____ physically extends a lens to get a close-up.

2 image sensor / SD card

   A A camera's _____ creates electronic signals from pictures.

   B A photographer can store many pictures on an _____ .

3 white balance / digital photography

   A The art school offers a degree in _____ .

   B The photographer adjusted the camera's _____ .

4 Place the correct words from the word bank under the correct headings.

wor**d** BANK

ISO speed DSLR aperture
LCD reflex mirror point-and-shoot

Types of cameras	Adjusting light	Previewing images
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the blog again. Why might someone prefer a point-and-shoot camera instead of a DSLR?

Listening

6 🎧 Listen to a conversation between a store clerk and a customer. Mark the following statements as true (T) or false (F).

1 __ The woman is a professional photographer.

2 __ The man recommends a point-and-shoot camera.

3 __ The woman chooses the camera with an optical zoom.

7 🎧 Listen again and complete the conversation.

Clerk:	That's the Pro Cam 5.0. It's a DSLR camera. It has a reflex mirror and **1** _____ _____ _____ .
Customer:	I don't really know **2** _____ _____ _____ . Is that good?
Clerk:	Those features are really best suited for **3** _____ _____ . I think the Regis is better suited to your needs.
Customer:	Why **4** _____ _____ _____ that?
Clerk:	You don't have to worry about changing the settings. It **5** _____ _____ ISO speed and white balance, depending on the light. It also has digital zoom.
Customer:	Well, that sounds good. I don't want anything too complicated. I'll take the **6** _____ - _____ - _____ camera.

SD card

LCD

digital zoom

white balance

point-and-shoot

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What are you planning ...?

What about this ...?

It's better suited ...

Student A: You are a store clerk. Talk to Student B about:
- digital camera options
- his or her needs
- your recommendation

Student B: You are a customer. Talk to Student A about digital camera options.

Writing

9 Use the conversation from Task 8 and the blog to complete the transaction summary.

Del's Electronics
Transaction Summary Del e @

Type of product that customer requested: _____
_____

Customer's needs: _____
_____

What did you recommend? Why? _____
_____
_____
_____

Did the customer purchase the recommended product? Y / N

Ask the PhotoDoctor!

J.T.Wilson wrote:

I am designing a website, but **photo editing** is new to me. The pictures look terrible. The **JPEGs** seem fine at first. But when I enlarge the image, the colors appear in boxes. I tried **GIFs** instead, but the colors are inaccurate. A friend suggested **vector graphics**, but I don't know what that means. What do you recommend?

PhotoDoctor responded:

Getting a good image depends on using the right **file format**. In this case, you are using **raster graphics**. The series of **pixels** is what caused boxes of color. GIFs retain image quality better than JPEGs. But as you discovered, the colors are limited. A **PNG** is better for displaying full colors without losing image quality. You can also use a **TIFF**, but these are not supported on all devices.

For standard photo editing, you probably don't want to use vector graphics. Specialized programs can convert raster graphics into an **SVG** or **CGM**. However, the result will appear more like graphic artwork than photography.

Advice column on Photography and design

photo editing

raster graphics   pixel

vector graphic

GIF

PNG

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some types of file formats?
2 What are pixels?

Reading

2 Read the advice column. Then, choose the correct answers.

1 What is the purpose of the advice column?
   A to recommend file formats to use in photo editing
   B to offer photo editing services to companies
   C to discuss benefits of different photo editing equipment
   D to introduce new photo editing methods

2 Which of the following is NOT true about file formats?
   A A JPEG does not retain image quality as well as a GIF.
   B PNGs cannot display the full color palette.
   C Some devices do not support TIFFs.
   D An SVG is a type of vector graphic.

3 According to the advice column, which file format caused pixels to appear in the photographs?
   A JPEG   B GIF   C PNG   D TIFF

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ GIF   3 __ SVG   5 __ CGM
2 __ PNG   4 __ TIFF   6 __ JPEG

A a vector graphic that is commonly used

B a raster graphic that retains image quality well and displays full color

C a raster graphic that is only supported on limited equipment

D a vector graphic that is used in limited industries

E a raster graphic that displays colors well but loses image quality when compressed

F a raster graphic with a limited color display

4 Fill in the blanks with the correct words or phrases from the word bank.

w[Or]d BANK

<div align="center">

file format   photo editing   pixel
raster graphic   vector graphic

</div>

1 A _____ is made up of a complex network of lines and curves.

2 The image is saved in a _____ that the computer cannot read.

3 The graphic designer took a course in _____ .

4 A _____ is one small piece of a larger image.

5 Sometimes, a _____ appears in boxes when it is enlarged.

5 🎧 Listen and read the advice column again. What is a disadvantage to saving files in TIFF format?

Listening

6 🎧 Listen to a conversation between two designers. Mark the following statements as true (T) or false (F).

1 __ The man saved the images as TIFFs.

2 __ The woman recommends using vector graphics.

3 __ The man plans to create new images under a different file format.

7 🎧 Listen again and complete the conversation.

Designer 1:	I have the images for the new corporate pamphlets.
Designer 2:	That's excellent. What **1** _____ _____ did you use?
Designer 1:	I just saved them **2** _____ _____ .
Designer 2:	I wouldn't use that format if **3** _____ _____ _____ .
Designer 1:	Really? What's the problem?
Designer 2:	It's hard to retain the **4** _____ _____ with those. When you compress and enlarge them, you can see the pixels.
Designer 1:	I didn't think of that. Well, **5** _____ _____ _____ a TIFF. Our equipment doesn't support it.
Designer 2:	That's true. How about **6** _____ _____ _____ ?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I saved them as ...

I wouldn't use ...

I can't use ... because ...

Student A: You are a designer. Talk to Student B about:

- a file format that he or she used
- a problem with the file format
- which file format you recommend

Student B: You are a designer. Talk to Student A about a problem with a file format.

Writing

9 Use the conversation from Task 8 and the advice column to complete the project update sheet.

Speckles Designs
Project Update Sheet:
Format Changes

Project: _____

Previous format used: _____

New format used: _____

Why format was changed: _____
_____
_____
_____
_____

5 Photo Editing 2

thumbnail

crop

tilted

straighten

blur

sharpen

TIPS **HELP** **CONTACT**

Photo Tiger

Your camera doesn't always capture perfect photographs. That's why you need Photo Tiger to **retouch** your pictures. Here are some common photo editing situations.

Problem: I want some parts of the picture, but not others.
Solution: **Crop** the image to remove unwanted parts around the edges. **Clone** parts of the background to cover unwanted areas in the middle. Then **straighten** the final image so the **trim** is aligned properly.

Problem: I need to see more or less detail.
Solution: **Sharpen** the image for more detail. Or **blur** it for a softer appearance. Adjust the whole image, or **recompose** part of it. Reduce **red eye** with the Colorfix tool.

Problem: My picture is the wrong size.
Solution: With Photo Tiger, it's easy to **resize** an image. Stretch the image, or keep the original **scaling**. Create a list of **thumbnails** to see all your images at once.

Problem: I need to put a logo on my image.
Solution: **Stamp** one image over another with the Overlay tool.

Clone

Get ready!

1 **Before you read the passage, talk about these questions.**

1 What are some changes that can be made to a photograph?
2 How can many pictures be viewed at once?

Reading

2 **Read the webpage. Then, complete the table.**

Action	Purpose
Clone parts of the background	1 _____
2 _____	to see more detail
Use the colorfix tool	3 _____
Create a thumbnail list	4 _____

Vocabulary

3 **Match the words (1-8) with the definitions (A-H).**

1 __ blur   5 __ stamp
2 __ trim   6 __ retouch
3 __ crop   7 __ straighten
4 __ resize   8 __ thumbnail

A to remove the edges of an image
B to improve the appearance of a photograph
C the final cut of a page
D to make something larger or smaller
E to add a pattern or additional image to something
F a very small version of an image
G to make details less clear
H to adjust something so that it is aligned with something else

4 Read the sentences and choose the correct words.

1 The designer **sharpened/blurred** the image to make it clearer.

2 The relationship between length and width is an image's **trim/scaling**.

3 To cover part of an image in the middle, **crop/clone** another part and move it.

4 If the lighting isn't right, the designer will **recompose/stamp** the picture later.

5 The photographer removed the **red eye/thumbnail** so the faces looked normal.

5 🎧 Listen and read the webpage again. Why might someone want to blur a photograph?

Listening

6 🎧 Listen to a conversation between a photographer and a client. Mark the following statements as true (T) or false (F).

1 __ The man wants to sharpen the blurry pictures.

2 __ The woman will remove red eye from the pictures.

3 __ The man does not want the group pictures.

7 🎧 Listen again and complete the conversation.

Photographer:	Did you look at the **1** _____ _____ I emailed you?
Client:	Yes, I did. You said **2** _____ _____ _____ some of these, right?
Photographer:	That's right. Do you have particular pictures that you **3** _____ _____ _____ ?
Client:	A few. Some of them are just **4** _____ _____ . Our faces look really shiny.
Photographer:	I can **5** _____ _____ _____ slightly. That'll make everyone's skin look a little softer.
Client:	That'll help. And in some of the pictures, our eyes are red.
Photographer:	Yes, that's easy to fix. My editing program has a special tool for **6** _____ _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

Student A: You are a photographer. Talk to Student B about:

- a batch of photographs
- how to improve the images
- your suggestions

Student B: You are a client. Talk to Student A about improving a batch of photographs.

Writing

9 Use the conversation from Task 8 and the webpage to complete the image adjustment request.

Request for Image Adjustment

Project: _____

Adjustments needed for first batch: _____
_____

Adjustments needed for second batch:_____
_____

Other changes recommended: _____
_____
_____
_____

Bold shadow italic shadow CAPS strikethrough underline Bold shadow CAPS strikethrough underline outline Bold shadow italic

Using SharpWord:
A Quick Guide to Fonts

This section covers different ways to **format** your text.

Emphasis

When you type, you often need to draw attention to something. **Bold** text is a common way to do that. Some people prefer to emphasize something with *italic* text instead.
Or you can use a **shadow** for a fancier effect. If you want print that seems loud, use **caps**.

Examples: **bold**, *italic*, shadow, CAPS.

Lines

Lines are also used to emphasize text. A good way to set something apart is to **underline** it. Or use an **outline** to make something appear lighter. A **strikethrough** is a way to indicate that something is wrong or unavailable.

Examples: underline, outline, strikethrough.

Size

SharpWord allows font size adjustments from 8 to 72 **point**. The standard size for basic documents is 12 point. Use **superscript** or **subscript** to add smaller characters to your regular text.

Examples: sample^SUPERSCRIPT, sample_SUBSCRIPT

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some font styles?
2 What can be used to show something is wrong?

Reading

2 Read the user's manual. Then, complete the table.

Style	Purpose
Bold	1 _____
Caps	2 _____
Outline	3 _____
Strikethrough	4 _____

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ bold   3 __ point   5 __ subscript
2 __ italic   4 __ outline   6 __ underline

A a font setting in which only the edges of letters are shown

B printed in a font with thick lines

C a font setting in which characters are small and set below regular text

D printed in a font that tilts to one side

E a measurement of the size of text

F to put a continuous line beneath something

4 Fill in the blanks with the correct words from the word bank.

word BANK

shadow   caps   superscript
font   format   strikethrough

1 The designers disagreed about how to _____ the advertisement.

2 A _____ can make text look three-dimensional.

3 Sometimes, a particular _____ is easier to read than another.

4 The designer used lowercase letters instead of _____ .

5 _____ is small text that appears in mathematical equations.

6 When a line is in the middle of a word, it's called a _____ .

5 🎧 Listen and read the user's manual again. What is the maximum font size on SharpWord?

Listening

6 🎧 Listen to a conversation between a designer and an editor. Mark the following statements as true (T) or false (F).

1 ___ The client rejected the man's design.

2 ___ The woman suggests changing the font size.

3 ___ The problem was solved by using a strikethrough.

7 🎧 Listen again and complete the conversation.

Designer: They want to show two prices for their televisions: the regular price and the sale price. But my design 1 _____ _____ _____ .

Editor: Let me take a look. I see what you mean. It's not 2 _____ _____ which one is the current price.

Designer: How would you 3 _____ _____ ?

Editor: You could just make the regular price smaller. Use eighteen point instead of 4 _____ - _____ _____ .

Designer: I tried that. I don't think it made 5 _____ _____ . And if it's much smaller, people won't be able to read it from a distance.

Editor: That's true. Maybe you could 6 _____ _____ _____ on the regular price.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I could use some help with ...
They want to show ...
Maybe you could ...

Student A: You are a designer. Talk to Student B about:
• formatting a project
• a problem you are having
• his or her suggestions

Student B: You are an editor. Talk to Student A about formatting a project.

Writing

9 Use the conversation from Task 8 and the user's manual to complete the memo from a designer to a client.

memo

Dear Ed,

I've attached a new version of the _____ _____ .

I wanted to explain why I formatted some parts differently. I changed _____ _____ .

I also used _____ _____ .

I hope this meets your needs.

Ron

Get ready!

1 **Before you read the passage, talk about these questions.**

1 What is script similar to?
2 What are some ways to place emphasis on a word?

Reading

2 **Read the textbook chapter. Then, mark the following statements as true (T) or false (F).**

1 ___ The chapter recommends avoiding particular fonts.
2 ___ According to the chapter, sans-serif fonts appear to be produced on a typewriter.
3 ___ Calligraphy is a type of ornamental text.

Introduction to Fonts

Typography 4.3

Every designer must have a strong understanding of fonts. Your designs will be very boring if you only use **Roman type**.

As a designer, you will make various decisions regarding fonts. **Serif** fonts generally provide a more formal look.

Sans-serif fonts are more casual. However, they can also give a cleaner look to a formal project.

For a simple look, use a **monospaced** font. It gives the impression that it was produced on a typewriter.

Once you choose a typeface, you must determine its **proportional** qualities. Do you want the **character width** to be large or small? If it's **expanded**, do you also want a heavy **weight**? Or should the lines be thin and delicate? Will its **angle** be regular or italic?

Many projects require more **ornamental** text. Fancy documents like awards and invitations often call for elaborate **script** like calligraphy.

Vocabulary

3 **Write a word that is similar in meaning to the underlined part.**

1 A font's underlined amount that a letter tilts can sometimes make it look fancier. _ n g _ _
2 Typewriters typically produce letters that are occupying equal amounts of space. m _ _ _ s _ _ c _ _
3 The fonts are similar, but they have differences that are related to the relationship between their lengths and widths. _ r o _ _ _ t i _ _ a _
4 At the fancy restaurant, the menu is written in writing in which the letters are connected to each other. s _ _ _ p _
5 The designer chose a font with a lighter thickness of letters. w _ _ g _ _

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 serif / sans-serif

   A A _____ font does not have any extra lines.

   B A _____ font has ornamental pieces on the tips of the letters.

2 Roman type / character width

   A Most official documents use _____ because it is easy to read.

   B The _____ measures the distance from one side of a letter to the other.

3 ornamental / expanded

   A _____ letters are wider than regular letters.

   B _____ writing can be its own art form.

5 🎧 Listen and read the textbook chapter again. What font gives the impression that it was produced on a typewriter?

Listening

6 🎧 Listen to a conversation between a client and a designer. Choose the correct answers.

1 What is the purpose of the conversation?

   A to discuss the man's favorite fonts

   B to identify which fonts were used on previous projects

   C to choose a new font for a project

   D to debate the benefits of using different fonts

2 What made the text difficult to read?

   A calligraphy   **C** sans-serif font

   B Roman type   **D** monospaced letters

7 🎧 Listen again and complete the conversation.

Client: Oh, I see what you mean. Well, you warned me that **1** _____ _____ _____ .

Designer: Yes, it's just **2** _____ _____ _____ .

Client: Okay, so what should we do now?

Designer: I can definitely rework it. We can still use a **3** _____ _____ for the title. But I think the rest needs to be simpler.

Client: I don't want it to be too basic. It should still have a **4** _____ _____ to it.

Designer: Of course. I'd recommend a **5** _____ _____ . We can even increase the angle to make it seem a little fancier.

Client: That **6** _____ _____ _____ . Show me the new version when it's ready.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I used the ... that you picked.
You warned me that ...
It should still have a ... look.

Student A: You are a client. Talk to Student B about:

• the fonts for a project
• a problem with the current font
• what changes are needed

Student B: You are a designer. Talk to Student A about a problem with the fonts for a project.

Writing

9 Use the conversation from Task 8 and the textbook chapter to complete the project feedback form.

Project Feedback

Use this **form** to provide **feedback** for other **designers.**

Feedback regarding: Fonts

Project: _____

Current features: _____

_____

Problems: _____

_____

Suggestions: _____

_____

_____

_____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

alphabet

type design

type family

ITC Avant Garde Std Bk
ITC Avant Garde Std Demi
ITC Avant Garde Std Bk Obl
ITC Avant Garde Std XLt

letterpress

typeface

Times New Roman,
Helvetica,
Garamond

Lily's Lovely Letters

About Us

Lily Swanson has worked in **type design** for more than forty years. She began her career as an assistant in a **type foundry**. She fell in love with the art of **lettering**. Soon, she was developing **typefaces**. After five years, she decided to open her own shop.

"People forget how beautiful the **alphabet** is," says Lily. "I wanted to remind everyone that writing is an art form."

Now, Lily's fine **stationery** is famous. Clients can choose **type** from several **type families**. Lily's expert designers create unique designs for all special occasions.

"In my opinion, the old-fashioned methods are best," says Lily. "I know everyone prints from computers now. But I prefer the traditional **letterpress**. We **set** each letter by hand."

Preserve your thoughts and memories on custom stationery. Contact Lily's Lovely Letters about your special order. One of our knowledgeable designers will guide you through the process.

stationery

18

Get ready!

❶ Before you read the passage, talk about these questions.

1 What does a letterpress do?
2 What is a type family?

Reading

❷ Read the webpage. Then, choose the correct answers.

1 What is the main idea of the webpage?
   A The benefits of new type design methods.
   B The best typefaces for various events.
   C The different jobs that are available in a type foundry.
   D The history of a stationery store.

2 Which of the following is NOT offered by the shop?
   A a variety of type families
   B computer printing
   C designs by letterpress
   D custom stationery

3 Which is an opinion of the shop's owner?
   A Designers should create their own alphabets.
   B Writing is a form of art.
   C Computer printing is the best method.
   D Setting letters by hand takes too much time.

Vocabulary

❸ Match the words (1-6) with the definitions (A-F).

1 __ type   4 __ letterpress
2 __ alphabet   5 __ type family
3 __ stationery   6 __ type foundry

A a place where typefaces are produced
B mechanically or electronically printed writing
C a machine that applies ink to paper with metal forms
D a collection of different typefaces or fonts
E supplies that are used to create written material
F the set of letters that make up a language

4 Choose the sentence that uses the underlined part correctly.

1   **A**   Many different <u>type families</u> belong to the same font.

    B   The sign's <u>lettering</u> was done in calligraphy.

2   **A**   The designer studied <u>type design</u> in art school.

    B   An <u>alphabet</u> is a place where new fonts are created.

3   **A**   A <u>typeface</u> includes different sizes of a particular type style.

    B   <u>Stationery</u> is the machinery that produces type.

4   **A**   The designer <u>set</u> the type into the letterpress.

    B   A <u>type foundry</u> is part of a type family.

5 🎧 Listen and read the webpage again. Where did Lily begin her career?

Listening

6 🎧 Listen to a conversation between a designer and a client. Mark the following statements as true (T) or false (F).

1   __   The man is unhappy with the selection of type families.

2   __   The woman recommends Fenestra Bold.

3   __   The printing process will take longer than the man expected.

7 🎧 Listen again and complete the conversation.

Designer: That comes in **1** _____ _____ _____ . There's Regular Fenestra, Fenestra Narrow, or Fenestra Bold.

Client: Let's go with Narrow. When **2** _____ _____ _____ 150 invitations printed?

Designer: It'll be about a week before these are ready.

Client: Wow, I didn't think it would take so long. It's a good thing I have **3** _____ _____ _____ .

Designer: We use an **4** _____ - _____ _____ . That means we set the type by hand.

Client: Oh, I see. And each invitation **5** _____ _____ _____ a different name on it.

Designer: Exactly. But don't worry. I know **6** _____ _____ _____ with the result.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm interested in ...

Let me show you ...

When can you have ...?

Student A: You are a designer. Talk to Student B about:

- a custom stationery order
- which typeface to use
- when the order will be completed

Student B: You are a client. Talk to Student A about a custom stationery order.

Writing

9 Use the conversation from Task 8 and the webpage to complete the order form.

Lily's Lovely Letters

Custom Order

Job/Quantity: _____

Type family and typeface: _____

_____

Did the customer have any questions? Please describe: _____

_____

_____

_____

_____

TIPS HELP CONTACT

web development

web design

R&J Web Solutions

In today's high-tech world, every company needs a **website**. Establish your business on the **Internet** with help from R&J Web Solutions.

navigation

search engine

Planning

Our experts in **web design** will work closely with you. They will help you develop the **appearance** that best represents your company. They will also recommend how to distribute **content** effectively on each **webpage**.

Creation

Once we have a design, we'll start on **web development**. Our experienced developers know how to maximize **functionality**. Have you visited confusing websites? We have, too. That's why we strive to enhance **usability** whenever possible. Your visitors will appreciate the logical layout and easy **navigation**.

Access

Now you have a functional website. But how will people find it? R&J Web Solutions guarantees strong **visibility**. We work with the operators of major **search engines**. We'll ensure that you receive top placement among search results.

content

it's your DESIGN!

yoursite

appearance

Get ready!

1 Before you read the passage, talk about these questions.

1 What do people use to search for information on the Internet?

2 What are some elements of building a website?

Reading

2 Read the webpage. Then, choose the correct answers.

1 What is the purpose of the webpage?
   A to encourage people to learn more about web development
   B to discuss design problems on particular webpages
   C to promote a service that creates company websites
   D to introduce methods of web navigation

2 Which part of the design process occurs first?
   A ensuring top placement with search engines
   B developing the appearance of a webpage
   C implementing a logical layout
   D sending a design to the web development team

3 What do search engines provide for websites?
   A appearance   C usability
   B functionality   D visibility

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

1 __ Internet   4 __ navigation
2 __ visibility   5 __ web design
3 __ webpage   6 __ functionality

A a worldwide network that moves information
B the quality of having a use or practical purpose
C a measure of how easily a website is located
D a part of a website with its own unique address
E the act of moving from one part of a website to another
F the process of planning a website's appearance and function

4 Fill in the blanks with the correct words or phrases from the word bank.

w.o.r.d BANK

content   appearance   website
web development   usability   search engine

1   A _____ is usually made up of multiple pages.

2   If a webpage loads too slowly, then it has poor _____ .

3   The _____ of a page includes the text and the images.

4   The designer changed the font to improve the _____ of the page.

5   A good _____ shows you pages that meet your needs.

6   The graphic design class is studying the technical process of _____ .

5 🎧 Listen and read the webpage again. Why does the company work with search engine operators?

Listening

6 🎧 Listen to a conversation between a designer and a client. Mark the following statements as true (T) or false (F).

1   __ The man wants customers to use the website instead of calling the restaurant.

2   __ Customers can select "Make a Reservation" from any webpage on the website.

3   __ The woman is concerned that the man's requests are too complicated.

7 🎧 Listen again and complete the conversation.

Designer:	So we'll **1** _____ _____ _____ with a map. What other content do you want to include?
Client:	People **2** _____ _____ _____ _____ our menu before they come in.
Designer:	Sure. We can also include a calendar of daily specials. That's popular with our restaurant clients.
Client:	Good idea. And I'm hoping to take reservations on the website. Is that **3** _____ _____ ?
Designer:	Not at all. Navigation will be easy. It'll say "Make a Reservation" at the **4** _____ _____ _____ _____ .
Client:	And what will the pages **5** _____ _____ ?
Designer:	That's up to you. What **6** _____ _____ _____ do you have in mind?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's talk about ...

We'll include ...

People might like to ...

Student A: You are a designer. Talk to Student B about:

- the website for his or her business
- the features he or she wants
- how you will meet his or her needs

Student B: You are a client. Talk to Student A about the website for your business.

Writing

9 Use the conversation from Task 8 and the webpage to complete the web design specifications.

R&J Web Solutions

Project
Specifications

Client: _____

Main aim of website: _____
_____

Visibility: _____
_____

programming language

markup language

```
element.style {
    position: absolute;
    visibility: hidden;
    z-index: 100;
    left: 210px;
```

Get ready!

1 Before you read the passage, talk about these questions.

1 What do web designers need to know in order to design websites?

2 What is a security system that allows for the sharing of Internet information?

Log in
Username
Password
Log in

FTP

GRD120:
Intro to Web Design

This course examines the components of a webpage. Learn the proper **coding** to design your own **website wireframe**. You will start by converting basic text and formatting into a **markup language**. Learn the differences between languages like **HTML** and **XHTML**. Then learn **programming languages** that determine how your webpages behave. The course focuses on **CSS** and **XSL**. You will also implement site navigation using **JavaScript**.

This course is strongly recommended for all graphic design students. Discover much more freedom than **web content management systems** can offer. You will acquire the tools needed to create a unique, functional website. You may want to improve access to your site with **QR codes**. **FTP** will let you share information securely with particular users. Set up **hyperlinks** to ease site navigation.

If you're planning to study web design, start here. If not, these skills are still important. You may simply need a good website to display your portfolio. Whatever your goals, GRD120 is vital to your design education.

http://www.

hyperlink

navigation

slider

website wireframe

image

banner ad

image

navigation

QR code

Reading

2 Read the course description. Then, mark the following statements as true (T) or false (F).

1 __ Students must know programming languages before enrolling.

2 __ The course mostly focuses on web content management systems.

3 __ The course is recommended for students who are not pursuing web design.

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

1 __ coding   5 __ markup language

2 __ QR code   6 __ website wireframe

3 __ hyperlink   7 __ programming language

4 __ JavaScript   8 __ web content management system

A a communication system that contains a webpage's basic content

B a framework or outline of a webpage

C a barcode that contains information, such as a website address

D a part of a webpage that is clicked to navigate to another page

E a communication system that tells a computer how to do or show something

F the process of putting information into a design language

G software for creating websites without advanced computer knowledge

H a language used to control actions of a computer program

4 Place the words from the word bank under the correct headings.

word BANK

FTP   **CSS**   **HTML**   **XHTML**   **XSL**

Markup languages	Programming languages	Security systems
_____ _____	_____ _____	_____ _____

5 🎧 Listen and read the course description again. What causes two webpages to appear different, even if they have the same content?

Listening

6 🎧 Listen to a conversation between an instructor and a student. Choose the correct answers.

1   What is the main idea of the conversation?

    A   reviewing types of web design languages

    B   using the best coding for a particular webpage

    C   determining when to use different markup languages

    D   explaining why a mobile phone cannot display a webpage

2   What language does the man classify incorrectly?

    A HTML   **B** CSS   **C** XSL   **D** JavaScript

7 🎧 Listen again and complete the conversation.

Instructor:	Are you pretty comfortable with **1** _____ _____ _____ ?
Student:	Well, I haven't worked with them for a while. I **2** _____ _____ about the languages.
Instructor:	Okay. Well, do you remember what **3** _____ is?
Student:	Let's see. It's a **4** _____ _____ , right?
Instructor:	Actually, it's a markup language. Can you tell me **5** _____ _____ _____ ?
Student:	It means that the language determines the basic content of the website.
Instructor:	Exactly. And **6** _____ _____ _____ , how could you access the content from alternate devices?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you comfortable with ...?

I get confused about ...

And speaking of ...

Student A: You are an instructor. Talk to Student B about:

- languages in web design
- the purposes of different languages
- other concepts in web design

Student B: You are a student. Talk to Student A about languages and other concepts in web design.

Writing

9 Use the conversation from Task 8 and the course description to complete the web design exam.

Exam #4
Languages

What is the purpose of a markup language?

_____

_____

Examples: _____

What is the purpose of a programming language?

_____

_____

Examples: _____

Describe another important concept in web design:

_____

_____

Get ready!

1 Before you read the passage, talk about these questions.

1 What is information printed at the bottom of the page?

2 What is a section to the side of a page that shows information?

Reading

2 Read the email. Then, mark the following statements as true (T) or false (F).

1 ___ The client at Krago Foods requested a smaller footer.

2 ___ The pamphlet for Grayson Academy will feature multiple columns.

3 ___ The email suggests using a sidebar instead of a row.

---

e-mail

To:	d.grover@yellowskydesigns.net
From:	r.bowles@yellowskydesigns.net
Re:	Project feedback

Hi Dennis,

Thank you for the new **layouts**. I'd like to see just a few changes.

I like the memo **template** for Krago Foods. However, the **header** should be a little bigger. The client wants a nice, bold title. Also, the logo **overlaps** the company name. Try separating them. If they must overlap, put the company name on top instead. I'd also like to see a **footer**. Maybe add the company address at the bottom.

The pamphlet for Grayson Academy needs more work. The client wants it to look like a newspaper. That means we need more balanced **alignment**. To start, divide each page into four **columns**. Then **justify** the text in each one. Reduce the picture on page 10 and **center** it. The text should wrap around both sides. On the first page, the **row** of contributors' names looks messy. Try putting that information in a **sidebar** instead.

Send over the new drafts as soon as possible.

—Rachel

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 ___ row
2 ___ center
3 ___ layout
4 ___ header
5 ___ justify
6 ___ column
7 ___ alignment

A the way that physical parts are arranged

B to distribute the parts of something evenly

C to position something in the middle of a space

D a block of text at the top of a page

E a section of a page that extends from left to right

F the way something is arranged in relation to something else

G a section of a page that extends from top to bottom

4 Read the sentences and choose the correct words.

1 The designer added a **header/footer** to the bottom of the page.

2 Don't let the picture **overlap/justify** the text.

3 The designer developed a new **template/row** for all business letters.

4 The information in the **alignment/sidebar** supported the main article.

5 🎧 Listen and read the email again. Where should a list of contributors' names be moved to?

Listening

6 🎧 Listen to a conversation between two designers. Choose the correct answers.

1 What is the main idea of the conversation?

 A instructions for a new project

 B a complaint from a client

 C a problem with a current design

 D the technology needed to create a layout

2 What will the woman likely do next?

 A contact the client

 B develop a new template

 C tell the man to design another layout

 D find another designer for the project

7 🎧 Listen again and complete the conversation.

Designer 1: Do you have a new draft of the **1** _____ _____ ready?

Designer 2: Not quite. The **2** _____ _____ isn't working.

Designer 1: What's the trouble?

Designer 2: I enlarged that header, like you asked. Then I **3** _____ _____ _____ . But now there's hardly any space in between.

Designer 1: Let me see. Hmm, you're right. The header and footer take up almost **4** _____ _____ _____ .

Designer 2: Do **5** _____ _____ _____ the footer?

Designer 1: Yes, I think it's appropriate. But maybe you can use a smaller font. Put the whole address **6** _____ _____ _____ along the bottom.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you have the ... ready?

I ... like you asked.

I agree, but ...

Student A: You are a designer. Talk to Student B about:

• changes to a layout

• your suggestions

• the client's wishes

Student B: You are a designer. Talk to Student A about changes to a layout.

Writing

9 Use the conversation from Task 8 and the email to complete the email from a designer to a client.

To: johnwhite@kragofoods.net
From: r.bowles@yellowskydesigns.net
Re: Pamphlet template design

Hello Mr. White,

We're having some trouble with the design changes you requested.

The main problem is _____

To fix this problem, we suggest _____
_____

—Rachel Bowles, Yellow Sky Designs

landscape

SHORT

LANDSCAPE

LONG

WIZ Publisher

What Can You Do?

Layouts

Part 4 - Two-Page Spreads

Use WIZ Publisher to make two-page **spreads**. This feature is for multi-page projects that are bound together. Choose from several publication styles, including "book," "magazine," and "newsletter." Then select your total number of pages and binding style. The **margins** will adjust automatically for the appropriate **gutter**.

The default **orientation** is **portrait**. This is usually best for projects with mostly **text**. Most people use portrait for multi-page projects. If your book has large **illustrations**, you might choose **landscape** instead. However, this orientation is mostly recommended for single-page projects, like posters. You can customize the dimensions further, if needed.

Once you have a basic outline, fill in the layout. Use the **grid** to see the **relative** positions of different elements. Choose a WIZ template, or create your own. You can easily copy the template from one page onto another. Then create a **mirrored** version for the opposite page in the spread.

spread

TITLE

portrait

gutter

TITLE

margin

margin

grid

Get ready!

1 Before you read the passage, talk about these questions.

1 What are two possible page orientations?

2 What is the name for the margin between two printed pages?

Reading

2 Read the manual. Then, mark the following statements as true (T) or false (F).

1 __ The program has templates for multiple publication styles.

2 __ The program uses portrait unless the user selects landscape.

3 __ The program is not recommended for projects with a lot of illustrations.

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

1 The designer adjusted the underlined placement or position of the image on the page.
_ r i _ _ t _ _ i o _

2 The compared positions of the text and the illustration did not look right.
r _ _ _ t _ v _

3 The magazine featured a layout covering multiple pages on the art exhibit.
_ p _ e _ d

4 The program shows the pattern of lines that makes up the structure behind the content.
g _ _ _

5 The editor wants the pages to be with one page having the reverse design of the other page.
_ i r _ _ r _ _

4 Place the words from the word bank under the correct headings.

wOrd BANK

| gutter | text | landscape |
| portrait | margin | illustration |

Types of content	Empty space	Orientations
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the manual again. How can the relative position of different elements be viewed?

Listening

6 🎧 Listen to a conversation between two designers. Choose the correct answers.

1 What is the main idea of the conversation?

A which settings to use on new layout

B a client's complaint about a spread

C how to use a new publishing program

D feedback about a project design

2 What do the designers need more information about?

A page orientation   **C** type of publication

B illustration sizes   **D** number of pages

7 🎧 Listen again and complete the conversation.

Designer 1: Not me. We'd better put something together. What's it going **1** _____ _____ _____ ?

Designer 2: Well, it has **2** _____ _____ _____ , but it's mostly text.

Designer 1: So portrait is probably fine for the **3** _____ _____ . We can customize the dimensions. What about the margins?

Designer 2: Let's go with the standard **4** _____ - _____ _____ . But I'm not sure about the gutter.

Designer 1: That might depend on the **5** _____ _____ _____ . Do you know what that is?

Designer 2: No, I don't. You **6** _____ _____ on the layout. I'll get some more information about the specifications.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you started ...?

It has some ... but it's mostly ...

That will depend on ...

Student A: You are a designer. Talk to Student B about:

• the layout for a new project

• the type of publication

• page specifications

Student B: You are a designer. Talk to Student A about the layout for a new project.

Writing

9 Use the conversation from Task 8 and the manual to complete the project summary.

Project Summary **Layout**

Publication type: _____

Design features: We decided to use _____ _____

because _____ _____ .

We also decided to use _____ _____

because _____ _____ .

What You See Is What You Get

WYSIWYG

clip art

print

Get ready!

1 Before you read the passage, talk about these questions.

1 What forms of published material can desktop publishing produce?

2 What requires some knowledge of computer languages?

Reading

2 Read the advertisement. Then, mark the following statements as true (T) or false (F).

1 __ The webpage recommends hiring a design firm to help with DTP.

2 __ The software allows both paper prints and electronic publications.

3 __ Batch mode is recommended for more skilled computer users.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

1 __ publish   4 __ electronic page

2 __ page layout   5 __ graphic communication

3 __ WYSIWYG

A appearing the same on the computer and in print

B a section of content in a document or presentation

C to produce and issue something

D the exchange of information in visual form

E the arrangement of content and design elements

desktop publishing

Publiscapes Software

Attention small business owners:
Are you tired of hiring expensive graphic design firms?

If so, then affordable **desktop publishing** (DTP) is the answer. Create your own high-quality materials with Publiscapes!

Publiscapes Software is great for all types of **graphic communication**. Design business cards, letterheads, advertisements, banners, and much more. The program provides tips and tutorials on effective **page layouts**. Use our **clip art**, or upload your own.

Once you have a **comprehensive layout**, you have many options for publication. **Publish** a **print** of your project. Or, you can easily create **electronic pages** for presentations. Will your documents be viewed on electronic tablets? Apply text to **electronic paper** for easy reading.

Whether or not you know computers, Publiscapes is for you. The **WYSIWYG** technology simplifies the design process. It allows you to see what your project will look like as you work. Are you familiar with computer languages? For more creative freedom, switch to **batch mode** instead.

batch mode

electronic paper

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 batch mode / clip art

A Users can choose from the gallery of _____ , or use their own images.

B In _____ , users can create designs with a markup language.

2 desktop publishing / comprehensive layout

A The flyers and the website are both based on the same _____ .

B The community college is offering courses in _____ for small business owners.

3 print / electronic paper

A The book was published on _____ for tablets.

B An early _____ of the flyer was distributed to the design team for review.

5 🎧 Listen and read the advertisement again. What are some things that can be designed with the help of Publiscapes?

Listening

6 🎧 Listen to a conversation between a store clerk and a customer. Choose the correct answers.

1   What is the purpose of the conversation?

    A   to learn how to use DTP software

    B   to compare features of DTP software

    C   to discuss ways to improve DTP software

    D   to complain about a problem with DTP software

2   Why does the man not recommend the Self-Print software?

    A   It cannot produce material for websites.

    B   It does not publish prints.

    C   It has too many design options.

    D   It does not allow designing in batch mode.

7 🎧 Listen again and complete the conversation.

Clerk:	So you'll need both **1** _____ _____ _____ _____ .
Customer:	Right. I heard about a program called Self-Print. **2** _____ _____ _____ that one?
Clerk:	The design options are a little limited. On the other hand, it's what-you-see-is-what-you-get. That makes it really **3** _____ _____ _____ .
Customer:	I'm actually **4** _____ _____ _____ computer programming. I'd rather work in a markup language.
Clerk:	**5** _____ _____ _____ , you don't want Self-Print. I'd recommend Publiscapes instead.
Customer:	What does that do?
Clerk:	It's a similar program. But you have the option to use **6** _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

So you'll need ...

I heard about ...

In that case, I'd recommend ...

Student A: You are a store clerk. Talk to Student B about:

•   his or her DTP needs

•   features of available DTP programs

•   your recommendations

Student B: You are a customer. Talk to Student A about your DTP needs.

Writing

9 Use the conversation from Task 8 and the advertisement to complete the customer feedback form.

Retech electronics   **Customer Feedback**

Why did you come into Retech Electronics today?

_____

_____

What options did you discuss with our representative?

_____

_____

What did the representative recommend, if anything?

_____

_____

_____

Was the representative helpful? Y / N

master page

Find & Replace

Find | Replace

Find:
Monday | Find Next

Search:
- ◉ Entire text
- ○ Selection only

Direction:
- ○ Up
- ◉ Down

☐ Match case
☐ Match whole words only

OK | Cancel

leading

kerning
kerning

paper size

We originally used **A4** as the **paper size**. However, they want it in **letter** size instead. The length will need a slight adjustment. You can probably just reduce the **leading**. The width also needs slight adjusting, but you can

To: c.ingram@silverbirddesigns.net
From: r.ferguson@silverbirddesigns.net
Re: Pamphlet for Roybal Foods

New mail

Hi Charlie,

I don't feel well, so I won't be in the office today. Can you finish the pamphlet for Roybal Foods? All the materials are on my desk. The pamphlet gives information about several of their new products.

We originally used **A4** as the **paper size**. However, they want it in **letter** size instead. The length will need a slight adjustment. You can probably just reduce the **leading**. The width also needs slight adjusting, but you can leave the **kerning** as it is.

Make sure you apply the adjustments to the **master page**. Otherwise, the other pages will still have the old settings. Also, a few pages still need formatting. Format the typography with the **style sheet**. It's saved as "Roybal Body." The **item style** for the images is saved as "Pix 4." Then, **convert** the whole thing to a **PDF**.

One more thing: the client changed one of the product names. Use **find-and-replace** to change "Crunching Nuts" to "Crunch-E-Nuts."

—Rebecca

pdf

convert **qxp**

Get ready!

❶ **Before you read the passage, talk about these questions.**

1 What decides the distance between words on a document?

2 What document is the template for all other pages?

Reading

❷ **Read the email. Then, mark the following statements as true (T) or false (F).**

1 What is the main idea of the email?

A a client's complaint about a project

B which DTP software to use for a project

C final changes needed on a project

D specifications for a new project

2 Which of the following does NOT need to be changed?

A paper size   C kerning

B leading   D master page

3 How will the designer adjust the product name?

A by performing a find-and-replace

B by updating the item style

C by using a different style sheet

D by reducing the leading

Vocabulary

❸ **Write a word that is similar in meaning to the underlined part.**

1 If the layout that determines the design of multiple pages is changed, then the rest of the document will change, too.
m _ _ _ e _   p _ _ _

2 The designer must change the file format of the project so the client can open it.
_ o _ v _ _ t

3 The designer performed a function to locate and change all instances of a term to update the company name.
_ _ n d - _ _ _ - _ e p _ _ _ e

4 Most computers can read standard files that contain text and images.
_ _ _ s

5 The project didn't print correctly because the designer used the wrong width and length of pages.
_ a _ e _   _ i _ _

4 Place the words from the word bank under the correct headings.

WORD BANK

style sheet   kerning   item style
leading   letter   A4

Spacing measurements	Sets of instructions	Paper sizes
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the email again. What is the difference between A4 paper and letter sized paper?

Listening

6 🎧 Listen to a conversation between two designers. Mark the following statements as true (T) or false (F).

1 ___ The man selected the wrong paper size.
2 ___ The man cannot find the master page.
3 ___ The woman explains how to save a style sheet.

7 🎧 Listen again and complete the conversation.

Designer 1: It's the pamphlet for Roybal Foods.
The **1** _____ _____ _____ is
eleven inches long, right?

Designer 2: Yes. We're changing it from the A4 size
to the letter size. That means we have
to **2** _____ _____ _____ slightly.

Designer 1: Okay, so my **3** _____ _____ _____.
But I'm not sure how to apply it to all
the pages.

Designer 2: Do you have the **4** _____ _____ open?

Designer 1: Yes, **5** _____ _____ _____
computer screen now.

Designer 2: Click on "Document" at the top. Then
select "Apply Changes."

Designer 1: Let's see. Oh, there it goes. Now I have
to **6** _____ _____ _____ _____, too.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm sorry to hear ...
So my adjustment was ...
Click on ...

Student A: You are a designer. Talk to Student B about:
• changes to a design
• what you've done so far
• what you still need to do

Student B: You are a designer. Talk to Student A about changes to a design.

Writing

9 Use the conversation from Task 8 and the email to complete the project update sheet.

Project Update

Use this form to record design changes.
Keep this form in the project file.

Date: _____

Project: _____

Change requested: _____

Features adjusted: _____
_____
_____
_____

Settings saved: _____
_____
_____
_____

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some industries that use CAD?

2 What can CAD be used to help produce for architecture projects?

architecture

Sharplines CAD Software

Great Results
Begin With Great Designs

If you're in industrial design, then you need Sharplines. We offer the most advanced design **software** on the market. **CAD** is the future of design. Don't your clients deserve the very best?

Are you in **architecture**? You'll love the Sharplines Architect Suite. Create **models** of homes and offices with ease. With our software you can create **technical drawings** and incorporate them into your virtual design. **Drafting** has never been so easy!

We also have great packages for **engineering**. Produce detailed **diagrams** of various products and systems. Turn any image into an **exploded view** with one click. You'll be impressed with the accuracy of the program's **photorealistic rendering**. And we don't stop at **2D**. Contact our production team about getting full-scale models in **3D**.

Are you worried about switching programs? Don't be! When you upgrade to Sharplines, tutorial sessions are free. Why wait? Start using Sharplines today!

engineering

CAD

model

diagram

- Connections
- Heater
- Fan
- Fan
- Coil
- Base
- Motor

Reading

2 Read the advertisement. Then, mark the following statements as true (T) or false (F).

1 __ The software produces designs for multiple dimensions.

2 __ Users of the software can upload hand-drawn designs into the program.

3 __ Users of the software can purchase tutorial sessions.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

1 __ 2D   3 __ drafting   5 __ technical drawing

2 __ 3D   4 __ diagram

A the process of creating designs for architecture, engineering, and other fields

B a precise, realistic image of something

C a drawing that shows the parts of something or how it works

D a way of displaying something with a flat image

E a way of displaying something with height, width, and depth

exploded view

4 Place the words from the word bank under the correct headings.

WORD BANK

architecture   software   photorealistic rendering
exploded view   engineering   CAD   model

Design industries	Display formats	Tools for creating designs
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 🎧 Listen and read the advertisement again. What kind of diagram is useful in engineering?

Listening

6 🎧 Listen to a conversation between a manager and a designer. Choose the correct answers.

1   What is the main idea of the conversation?

   A   why to use particular software for a job

   B   how to create 3D models of an image

   C   when a client needs a project finished

   D   which types of designs to create with CAD

2   What will the man do later?

   A   Compare two technical drawings.

   B   Research photorealistic rendering options.

   C   Correct mistakes in an exploded view.

   D   Create a model of an office park.

7 🎧 Listen again and complete the conversation.

Manager: Yes, I have several **1** _____ _____ ready to go. You can enhance those with CAD, right?

Designer: Yeah, that's not a problem. The software **2** _____ _____ _____ hand-drawn designs.

Manager: Excellent. So you can make the images interactive.

Designer: Exactly. So what kind of images should **3** _____ _____ ?

Manager: We definitely want photorealistic renderings. Then **4** _____ _____ _____ _____ of one of the buildings. That way, they can see what the different parts will look like.

Designer: I can handle that. Will they want **5** _____ _____ _____ ?

Manager: We'll **6** _____ _____ _____ eventually. But let's just start with the diagrams for now.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You're pretty good with ...
The software lets me ...
That way, they can see ...

Student A: You are a manager. Talk to Student B about:

• his or her knowledge of design software

• a project for a client

• the types of designs needed

Student B: You are a designer. Talk to Student A about the types of designs needed for a project.

Writing

9 Use the conversation from Task 8 and the advertisement to complete the email from the manager to the client.

To: _____

From: d.harcourt@scsdesigns.net

Re: Project update

Hello,

We are currently working on designs for your _____.

Our designer is creating _____ _____ _____.

This will allow _____ _____.

Glossary

2D [N-UNCOUNT-U15] **2D** design is a way of displaying something as a flat image on a page.

3D [N-UNCOUNT-U15] **3D** design is a way of displaying something showing height, width, and depth.

A4 [ADJ-U14] If paper size is **A4**, it is 8.27 inches wide and 11.69 inches long.

Abstract Expressionism [N-UNCOUNT-U1] **Abstract expressionism** is an art movement featuring art that is very unrealistic and emphasizes emotional intensity.

alignment [N-UNCOUNT-U11] **Alignment** is the state of being arranged correctly or evenly.

alphabet [N-COUNT-U8] An **alphabet** is a set of letters that is used to make up the words of a particular language.

angle [N-COUNT-U7] An **angle** is a measure of how much a letter tilts to one side.

aperture [N-COUNT-U3] An **aperture** is a part of a camera that controls how much light enters the lens when a photograph is taken.

appearance [N-UNCOUNT-U9] **Appearance** is the way something looks or is visually presented.

architecture [N-UNCOUNT-U15] **Architecture** is the design of buildings.

Art Deco [N-UNCOUNT-U1] **Art Deco** is an art movement featuring art with well-defined, symmetrical lines and strong contrasts.

batch mode [N-UNCOUNT-U13] **Batch mode** is a format for entering data into publishing software that requires the user to input a markup language, and does not immediately show the project's final appearance.

blur [V-T-U5] To **blur** an image is to make lines, edges, and details appear less clear.

bold [ADJ-U6] If text is **bold**, it is printed in a font with thick lines.

CAD [N-UNCOUNT-U15] **CAD** (computer aided design) is a form of applied or industrial arts that involves using a computer to create technical designs.

camera [N-COUNT-U2] A **camera** is a device that stores images on film in order to create a photograph.

caps [N-UNCOUNT-U6] **Caps** is a setting or style in which all the letters in something are uppercase.

center [V-T-U11] To **center** something is to place it precisely in the middle of a space.

CGM [N-COUNT-U4] A **CGM** is a type of vector graphic in a file format that is used in limited industries, which works by storing electronic instructions for constructing an image.

character width [N-UNCOUNT-U7] **Character width** is a measure of the distance from one side of a letter to the other, in relation to the height.

clip art [N-UNCOUNT-U13] **Clip art** is graphic content, including pictures and symbols, that is often provided with word processing software.

clone [V-T-U5] To **clone** a part of an image is to copy it and place it over another part of the image, usually to cover an unwanted area.

coding [N-UNCOUNT-U10] **Coding** is the process of putting information into a programming or markup language.

column [N-COUNT-U11] A **column** is a section of a page that extends from top to bottom.

comprehensive layout [N-COUNT-U13] A **comprehensive layout** is a rough version of a full design that is used for presentation purposes only.

content [N-UNCOUNT-U9] **Content** is information, such as text or graphics, that is included in something, such as a document or webpage.

convert [V-T-U14] To **convert** a file is to change it into a different format.

crop [V-T-U5] To **crop** an image is to remove the edges in order to make it fit in a given space or create a better picture.

CSS [N-UNCOUNT-U10] **CSS** is a programming language that applies a particular style to basic text in a markup language.

Cubism [N-UNCOUNT-U1] **Cubism** is an art movement featuring images that are broken up and shown from different angles, removing the sense of realistic depth from the image.

desktop publishing [N-UNCOUNT-U13] Desktop publishing (DTP) is the production of newspapers, magazines, books, or other printed matter by means of a printer linked to a computer.

develop [V-T-U2] To develop film is to use the images that are stored on film to create a photograph.

diagram [N-COUNT-U15] A diagram is a technical drawing for the purpose of showing the parts of something or how something works.

digital photography [N-UNCOUNT-U3] Digital photography is the act of creating pictures with a camera that uses an electronic image sensor.

digital zoom [N-UNCOUNT-U3] Digital zoom is a setting on a camera that makes an image seem closer by taking a small part of a picture and enlarging it.

drafting [N-UNCOUNT-U15] Drafting is the process of drawing designs and diagrams for industries like architecture, engineering, and manufacturing.

DSLR [ADJ-U3] A DSLR (digital single-lens reflex) camera is a more advanced camera that is designed so that the image seen in the viewfinder is the same image that is captured and stored.

electronic page [N-COUNT-U13] An electronic page is a section of content in an electronic document or presentation, similar to a paper page in a physical document.

electronic paper [N-UNCOUNT-U13] Electronic paper is a type of display technology that is designed to mimic the appearance of regular paper and is typically not backlit.

engineering [N-UNCOUNT-U15] Engineering is the design of structures and systems.

expanded [ADJ-U7] If a font is expanded, it has a greater character width than it normally does.

exploded view [N-COUNT-U15] An exploded view is a diagram that shows the parts of something slightly separated from each other so each component is displayed clearly.

exposure [N-UNCOUNT-U2] Exposure is the process of allowing light to enter a camera in order to take a photograph.

file format [N-COUNT-U4] A file format is a standard way to store electronic information that displays an image.

film [N-UNCOUNT-U2] Film is a material that is used in cameras to store an image.

find-and-replace [N-UNCOUNT-U14] Find-and-replace is a function in design and word processing programs that allows a user to quickly locate all the instances of a particular term and change them to something else.

flash [N-COUNT-U2] A flash is a brief bright light that is used to light a subject that is being photographed.

focus [V-T-U2] To focus something is to adjust something, such as a camera lens, so that an image becomes clearer.

font [N-COUNT-U6] A font is a set of letters and symbols that are in a particular style and size.

footer [N-COUNT-U11] A footer is a block of text or other material that is set at the bottom of a page, and often appears on every page if there are multiple pages.

format [V-T-U6] To format something is to change the appearance or style of something without changing the content.

FTP [N-UNCOUNT-U10] FTP is a system for transferring data securely over the Internet, so that only the intended recipient receives it.

functionality [N-UNCOUNT-U9] Functionality is the quality of being useful or having a practical purpose.

GIF [N-COUNT-U4] A GIF is a type of raster graphic in a file format that supports a limited color palette, so it is generally better for saving graphics that do not include photographs. It supports animation.

graphic communication [N-UNCOUNT-U13] Graphic communication is the exchange of information in a visual form using any combination of text, images, and design elements.

grid [N-COUNT-U12] A grid is a pattern of horizontal and vertical lines that provides the structure for a layout.

gutter [N-COUNT-U12] A gutter is the margin between the print of two pages that are bound together.

header [N-COUNT-U11] A header is a block of text or other material that is set at the top of a page, and often appears on every page if there are multiple pages.

HTML [N-UNCOUNT-U10] HTML is a markup language that specifies the format of most webpages.

hyperlink [N-COUNT-U10] A hyperlink is a link on a webpage that can be clicked to open another webpage.

illustration [N-COUNT-U12] An illustration is a drawing or sketch.

image sensor [N-COUNT-U3] An image sensor is a device on a camera that converts an image into an electronic signal.

Impressionism [N-UNCOUNT-U1] Impressionism is an art movement featuring art with freeform brushstrokes, often depicting ordinary scenes with an emphasis on light and movement.

Internet [N-COUNT-U9] The Internet is a worldwide network that allows information to move between computers and other devices.

ISO speed [N-UNCOUNT-U3] ISO speed is the measurement of a camera's sensitivity to light, which affects how well it can capture clear images in different levels of light.

italic [ADJ-U6] If text is italic, it is printed in a font with letters that tilt to one side.

item style [N-UNCOUNT-U14] Item style is a set of formatting instructions for images that ensures design consistency. It often includes features like borders, shapes, colors, and transparency.

JavaScript [N-UNCOUNT-U10] JavaScript is a programming language that is used to control the actions of a computer program or webpage.

JPEG [N-COUNT-U4] A JPEG is a type of raster graphic in a file format that is often used to save photographs and can result in a degraded image when the file is repeatedly compressed and saved.

justify [V-T-U11] To justify something is to distribute parts of something evenly so that the edges are in alignment.

kerning [N-UNCOUNT-U14] Kerning is the measurement of the spacing between letters or characters in text.

landscape [N-UNCOUNT-U12] Landscape is a page orientation in which the page is wider than it is tall.

layout [N-COUNT-U11] A layout is the way the physical parts of something are arranged or organized.

LCD [N-COUNT-U3] An LCD (liquid crystal display) is a flat-screen, low-energy electronic display that is used to show images on devices such as digital cameras.

leading [N-UNCOUNT-U14] Leading is a measurement of the amount of blank space between lines of print.

lens [N-COUNT-U2] A lens is a piece of curved glass that is used to adjust the appearance of something through a camera.

letter [ADJ-U14] If paper size is letter, it is 8.5 inches wide and 11 inches long.

lettering [N-UNCOUNT-U8] Lettering is the style of writing on something.

letterpress [N-COUNT-U8] A letterpress is a printing device that applies ink to paper with a series of metal letter forms.

margin [N-COUNT-U12] A margin is the part of a page that is outside of the printed area.

markup language [N-COUNT-U10] A markup language is a system for displaying a webpage's content and formatting instructions, and is not seen in the final displayed version of the text.

master page [N-COUNT-U14] A master page is a layout that is used as a template for multiple pages in a document, so that each page contains the same design elements.

mirrored [ADJ-U12] If a two-page layout is mirrored, it has a layout in which one page has the reverse design of the other page.

model [N-COUNT-U15] A model is a small or non-functional version of something that has the same features and scaling as the regular version.

Modernism [N-UNCOUNT-U1] Modernism is an art movement featuring art that rejects realism and traditional values.

monospaced [ADJ-U7] If a font is monospaced, its letters each take up an equal amount of space on a page.

movement [N-COUNT-U1] An art movement is a style of art that follows a similar pattern and has similar goals.

navigation [N-UNCOUNT-U9] Navigation is the act of moving from one webpage to another.

negative [N-COUNT-U2] A **negative** is an image that is stored on film in which light and dark areas appear reversed.

Neoclassicism [N-UNCOUNT-U1] **Neoclassicism** is an art movement featuring art that is based on styles from ancient Greece and Rome.

optical zoom [N-COUNT-U3] An **optical zoom** is a setting on a camera that physically extends the lens to make an image seem closer.

orientation [N-COUNT-U12] An **orientation** is the placement or position of something in relation to other things.

ornamental [ADJ-U7] If something is **ornamental**, its purpose is to make something more attractive.

outline [N-COUNT-U6] An **outline** is a font setting in which only the edges of the letters are shown, without color in the middle.

overlap [V-T-U11] To **overlap** something is to extend over part of something.

page layout [N-COUNT-U13] A **page layout** is the arrangement of contents and design elements on a page.

paper size [N-COUNT-U14] **Paper size** is the measurement of a paper's width and length.

PDF [N-COUNT-U14] A **PDF** is a file format for text and images that is easily sent and printed.

photo editing [N-UNCOUNT-U4] **Photo editing** is the process of changing and manipulating photographic images on a computer.

photographer [N-COUNT-U2] A **photographer** is someone who uses a camera to create pictures.

photography [N-UNCOUNT-U2] **Photography** is the act of using a camera to create pictures.

Photorealism [N-UNCOUNT-U1] **Photorealism** is an art movement featuring art that is designed to look like photography and is very realistic.

photorealistic rendering [N-COUNT-U15] A **photorealistic rendering** is the process of creating still or moving images that show very realistic representations of actual objects and processes.

pixel [N-COUNT-U4] A **pixel** is a square of color on a computer screen that is typically one of many that make up an image.

PNG [N-COUNT-U4] A **PNG** is a type of raster graphic in a file format that is effective for saving photographs and also retains image quality when it is compressed and saved. It does not support animation.

point [N-COUNT-U6] A **point** is a unit that measures the size of a font.

point-and-shoot [ADJ-U3] If a camera is **point-and-shoot**, it is a simple camera that is designed so that the image seen in the viewfinder is slightly different from the image that is actually captured and stored.

Pop Art [N-UNCOUNT-U1] **Pop Art** is an art movement featuring art that uses popular culture and contemporary media as its subjects.

portrait [N-UNCOUNT-U12] **Portrait** is a page orientation in which the page is taller than it is wide.

Postmodernism [N-UNCOUNT-U1] **Postmodernism** is an art movement featuring art that blends contemporary styles with traditional styles and emphasizes functional art or applied arts.

print [N-COUNT-U13] A **print** is a paper copy of a design or of text.

programming language [N-COUNT-U10] A **programming language** is a system of communication that tells a computer what to do, usually involving how to process or display information from a markup language.

proportional [ADJ-U7] If something is **proportional**, it is related to the relationship between different dimensions of something, such as its length and width.

publish [V-T-U13] To **publish** something is to produce and issue it either over the Internet or on paper.

QR code [N-COUNT-U10] A **QR code** is a type of barcode that is used to store electronic information about something, such as a webpage.

raster graphic [N-COUNT-U4] A **raster graphic** is an image that is made up of a fixed set of pixels, so the image can appear to be a series of squares when it is enlarged.

recompose [V-T-U5] To **recompose** an image is to rearrange certain parts of an image while leaving other parts unaffected.

red eye [N-UNCOUNT-U5] **Red eye** is a photographic effect in which the pupils of photographic subjects appear red.

reflex mirror [N-COUNT-U3] A **reflex mirror** is a reflective part inside a camera that allows a photographer to look through the viewfinder and see what will be photographed.

relative [ADJ-U12] If something is **relative** to something else, it refers to the comparison or relationship of something with the other thing.

resize [V-T-U5] To **resize** an image is to make it larger or smaller.

retouch [V-T-U5] To **retouch** an image is to improve its appearance by adding, removing, or changing features.

Roman type [N-UNCOUNT-U7] **Roman type** is the regular version of a font or typeface that is not bold, thin, or italic.

Romanticism [N-UNCOUNT-U1] **Romanticism** is an art movement featuring art that emphasizes emotional responses, such as fear and awe.

row [N-COUNT-U11] A **row** is a section of a page that extends from left to right.

sans-serif [ADJ-U7] If font is **sans-serif**, its letters have plain tips, without additional small lines.

scaling [N-UNCOUNT-U5] **Scaling** is the process of making something larger or smaller without changing the relationships between the different parts or dimensions.

script [N-UNCOUNT-U7] **Script** is writing in which letters of the same word are connected to each other.

SD card [N-COUNT-U3] An **SD card** is an electronic memory device that stores digital information, such as photographs.

search engine [N-COUNT-U9] A **search engine** is a computer program that is used to locate information on the Internet.

serif [ADJ-U7] If a font is **serif**, it has small lines at the tips of its characters.

set [V-T-U8] To **set** something is to put something in a particular position.

shadow [N-COUNT-U6] A **shadow** is a dark shape that appears where an object blocks the light, or an image that produces a similar appearance.

sharpen [V-T-U5] To **sharpen** an image is to make lines, edges, and details appear clearer or more defined.

shoot [V-T-U2] To **shoot** something is to take a picture of something with a camera.

shutter speed [N-UNCOUNT-U2] **Shutter speed** is the length of time that light enters a camera while a photograph is taken, and affects the way that changes in light or movement appear in the photograph.

sidebar [N-COUNT-U11] A **sidebar** is a block of text or other material that is set apart from the main body of the page.

software [N-UNCOUNT-U15] **Software** is a program that performs a particular function or series of functions on a computer.

spread [N-COUNT-U12] A **spread** is a layout that covers two or more pages, usually across two pages that face each other in a bound publication.

stamp [V-T-U5] To **stamp** something is to impress a pattern or mark on something.

stationery [N-UNCOUNT-U8] **Stationery** is supplies, such as ink and paper, that are used to produce written material.

straighten [V-T-U5] To **straighten** an image is to adjust it so that its edges are aligned with the edges of the larger page.

strikethrough [N-COUNT-U6] A **strikethrough** is a continuous, horizontal line through the center of something.

style sheet [N-COUNT-U14] A **style sheet** is a set of formatting instructions for text that ensures design consistency. It often includes features like font, kerning, and text color.

subscript [N-UNCOUNT-U6] **Subscript** is a setting or style in which a letter, number, or symbol is printed below and to the side of another, and is usually smaller.

superscript [N-UNCOUNT-U6] **Superscript** is a setting or style in which a letter, number, or symbol is printed above and to the side of another, and is usually smaller.

Surrealism [N-UNCOUNT-U1] **Surrealism** is an art movement featuring art that depicts vivid and surprising images or unusual objects together.

SVG [N-COUNT-U4] An **SVG** is the most common type of vector graphic in a file format, is often used on websites, and does not lose image quality when it is enlarged or compressed.

technical drawing [N-COUNT-U15] A **technical drawing** is a precise, realistic drawing of something.

template [N-COUNT-U11] A **template** is a pattern or document that is used as the basic form of many other documents.

text [N-UNCOUNT-U12] **Text** is written material.

thumbnail [N-COUNT-U5] A **thumbnail** is a very small version of a picture on a computer screen.

TIFF [N-COUNT-U4] A **TIFF** is a type of raster graphic in a file format that retains an image well when it is compressed and saved, but is not available on a wide variety of devices.

trim [N-COUNT-U5] A **trim** is the final cut of a page.

tripod [N-COUNT-U2] A **tripod** is a support stand with three legs that is used to hold a camera.

type [N-UNCOUNT-U8] **Type** is writing that is printed mechanically or electronically.

type design [N-UNCOUNT-U8] **Type design** is the process of developing and producing a typeface.

type family [N-COUNT-U8] A **type family** is a group of typefaces with the same design, but may vary in weight, angle, or width.

type foundry [N-COUNT-U8] A **type foundry** is a company that creates and distributes typefaces.

typeface [N-COUNT-U8] A **typeface** is a set of letters that have a particular shape and appearance.

underline [V-T-U6] To **underline** something is to put a continuous line underneath something.

usability [N-UNCOUNT-U9] **Usability** is a measure of how easily something can be used.

vector graphic [N-COUNT-U4] A **vector graphic** is an image that is made up of vectors, or a series of straight lines, curved lines, and points. This allows the image to appear clear when it is enlarged.

visibility [N-UNCOUNT-U9] **Visibility** is a measure of how quickly and easily a website can be located.

web content management system [N-COUNT-U10] A **web content management system** is software that allows people to create and manage webpages without extensive knowledge of programming and markup languages.

web design [N-UNCOUNT-U9] **Web design** is the process of planning the appearance and function of a website.

web development [N-UNCOUNT-U9] **Web development** is the technical process of building a website.

webpage [N-COUNT-U9] A **webpage** is a particular page on a website, with its own unique web address.

website [N-COUNT-U9] A **website** is a part of the Internet that includes information about a particular person, business, or other subject, and usually contains multiple connected webpages.

website wireframe [N-COUNT-U10] A **website wireframe** is a framework or outline of a website's layout and navigational systems.

weight [N-UNCOUNT-U7] **Weight** is the measure of how thick letters are in relation to their height.

white balance [N-UNCOUNT-U3] **White balance** is the adjustment of colors in a photograph so that white areas do not take on inaccurate tints.

WYSIWYG [ADJ-U13] If a document is **WYSIWYG** (what you see is what you get), it is represented on a computer screen exactly as it will appear on paper.

XHTML [N-UNCOUNT-U10] **XHTML** is a family of markup languages that are extended or advanced versions of HTML.

XSL [N-UNCOUNT-U10] **XSL** is a programming language that is used to transfer certain types of formatting into readable forms.

CAREER PATHS

Art & Design

Virginia Evans - Jenny Dooley - Henrietta P. Rogers

Book
3

Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Education 1	Letter	apprentice, diploma, foundation year, internship, liberal arts, multimedia, placement, portfolio, printing, theory, traditional, undergraduate	Describing experience
2	Education 2	Website	continuing education, design management, equivalency, full-time faculty, graduate, part-time faculty, prerequisite, seminar, specialty, technology, thesis, tuition, workshop	Expressing disappointment
3	Business Types	Job listings	commission, firm, freelancer, generalist, partnership, promotional, proprietor, referral, sole proprietorship, specialist, staffer, studio,	Asking for details
4	Motion Design	Webpage	abstract, animation, broadcast design, bumper, flying logo, kinetic, motion, narrative, optical house, reel, title, trailer	Asking for a recommendation
5	Editorial Design	Employee handbook	art director, deadline, editorial, frequency, graphics editor, journalism, junior designer, magazine, newspaper, periodical, publication	Giving a reminder
6	Corporate Design	Business letter	branding, business card, concise, corporate identity, corporate philosophy, corporation, customer, formula, grid, logo, standards manual, trademark	Disagreeing with an opinion
7	Music Industry Design	Review	album cover, booklet, box set, CD, collectible, emblematic, genre, jewel box, liner notes, LP, packaging, record label	Expressing a preference
8	Video Game Design	Webpage	3D modeling, animator, arcade, background artist, character artist, concept artist, console, mobile gaming, motion capture, polygon, texture artist, video game	Making a correction
9	Information Design	Email	chart, clarity, clutter, graph, information flow, information graphics, International style, map, pictorial sign symbol, statistic, utility, visual organization	Checking for understanding
10	Publishing Design	Article	binding, house style, illustrator, interior, jacket, mass market, professional, publishing, textbook, trade, typography	Describing pros and cons
11	Advertising Design	Job description	ad space, advertising, agency, billboard, brand, campaign, commercial, copywriter, creative director, flyer, niche, print ad	Making comparisons
12	Environmental Design	Letter to the editor	banner, coordinated, direct, environmental design, exhibition, functional, informative, kiosk, ordinance, public, sign, wayfinding	Describing consequences
13	Interior Design	Brochure	backdrop, commercial, construction, draft, fixture, furniture, interior decorator, interior designer, lighting, period, residential, structural	Describing order of events
14	Fashion Design	Résumé	accessory, collection, draping, fashion designer, garment, haute couture, mass-market, pattern, ready-to-wear, runway show, stylist, textile designer	Giving advice
15	Interactive Design	Article	animated, collateral, complement, digital media, interactive, interface, link, navigation system, revise, time-based media, virtual, wireless	Requesting more information

Table of Contents

Get ready!

1 Before you read the passage, talk about these questions.

1 What does an art student create during his or her studies?

2 What type of design involves working in television?

To whom it may concern:

I am writing to express my strong interest in your graduate design program. I believe that I would be an excellent student for your course. I majored in **liberal arts** as an **undergraduate** and earned a **diploma** in Art History. My undergraduate studies in Art History gave me a strong understanding of design **theory**. I minored in design, so I have also completed a **portfolio** of design projects. These projects showcase my ability to design for all forms of media and many types of projects. I also completed an **internship** with a web design company during my junior year. All of this experience has prepared me for my graduate studies.

I appreciate the aspects of your curriculum that are **traditional**. I enjoy working on **multimedia** projects. However, I am more interested in learning the basics of manual **printing**. I hope to be able to study both during my **foundation year**. I also appreciate the opportunities for **placement** your program offers. I hope to be an **apprentice** during my time in graduate school.

I thank you for taking the time to consider my application. I hope to hear from you soon.

Sincerely,
Cynthia Tolchuck

diploma

printing

portfolio

multimedia

apprentice

Reading

2 Read the letter. Then, choose the correct answers.

1 What is the purpose of the letter?
   A to ask questions about diploma requirements
   B to give information about the features of a graduate program
   C to give feedback on design projects
   D to explain why the applicant is good for the program

2 What was NOT part of the writer's previous education?
   A experience as an apprentice
   B her portfolio
   C an internship
   D a diploma in Art History

3 What is the letter writer interested in doing in graduate school?
   A pursuing liberal arts
   B learning the basics of manual printing
   C building a stronger portfolio
   D majoring in Art History

Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

WORD BANK

apprentice   liberal arts   placement
theory   traditional   undergraduate

1 _____ makes it easier for students to find internships or apprentice positions.

2 It is important to understand the _____ of design before creating a design.

3 A design program that teaches printing skills is more _____ .

4 A(n) _____ works to earn his or her bachelor's degree.

5 A(n) _____ works for free but gains experience that is valuable.

6 Students studying _____ are not studying technical fields.

4

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 portfolio / diploma

A A _____ is given to a student after completion of his or her bachelor's degree.

B A student's _____ is intended to showcase his or her design work.

2 multimedia / printing

A A traditional design program usually teaches _____ .

B A design intended for film or television is called a _____ design.

3 foundation year / internship

A A(n) _____ allows students to work in different types of design.

B A(n) _____ provides hands-on work experience for students.

5 🎧 Listen and read the letter again. What kind of work experience does the woman have?

Listening

6 🎧 Listen to a conversation between a prospective student and a dean of admissions. Mark the following statements as true (T) or false (F).

1 __ The woman is interested in traditional design.

2 __ The woman interned with a multimedia design company.

3 __ The man plans to look at the woman's portfolio.

7 🎧 Listen again and complete the conversation.

Student:	Well, I like how the program focuses on traditional design forms like **1** _____ .
Dean:	Yes, that is one of our strengths. Have you worked with printing presses?
Student:	I have. I was an **2** _____ with a printing company last year.
Dean:	That's great! Are you familiar with **3** _____ design as well?
Student:	Yes. I'm familiar with some digital design programs, but I'm eager to **4** _____ _____ .
Dean:	That's a good attitude. Do you have a **5** _____ ?
Student:	Yes. My portfolio was included in my application.
Dean:	Great. I'll take a look at it during the **6** _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Tell me a little about ...

Have you worked with ...?

I'm familiar with ...

Student A: You are a student applying to a design program. Talk to Student B about:

- what interests you about their program
- what design experience you have
- what materials you have included in your application

Student B: You are a dean of admissions for a design program. Talk to Student A about his or her qualifications for your program.

Writing

9 Use the letter and the conversation from Task 8 to write a letter of application to a design program. Include your educational experience, your goals in the design field, and why the program interests you.

theory

thesis | technology | graduate | seminar

Get ready!

1 Before you read the passage, talk about these questions.

1 What do students complete in their final year of school?

2 What do students attend during the school year?

Reading

2 Read the website. Then, choose the correct answers.

1 What is the purpose of the website?

A to describe different seminars that students can take

B to give an overview of a graduate degree program

C to list contact information for School of Design faculty members

D to compare the North Valley School of Design to other design schools

2 Which of the following is NOT offered by the continuing education department?

A night and weekend workshops

B thesis workshops

C management courses

D introductory courses in design

3 When can graduate students begin work on their theses?

A in their first year

B in their second year

C in their third year

D once they have completed their application

HOME | STUDIES | ABOUT | CONTACT

North Valley
School of Design
– Degree Program and Admission Requirements –

Admission Requirements

Students must have an undergraduate degree in art, design, or a related field. **Equivalency** earned from work experience is accepted, but first must be approved by the admissions board. Students must submit an application, application essay questions, and a portfolio of completed works. Assistance with **tuition** is available for accepted students. Applicants should include a tuition assistance form with each application.

Degree Program Information

First-year **graduate** students complete **prerequisites** on a variety of design topics. During their second year, students can choose **seminars** on topics of their interest. In their third year, students can declare their **specialties** and begin work on their **theses**. At this time, students may also enroll in a thesis workshop, if they choose to. We employ a highly rated **full-time faculty** and **part-time faculty.** Our school provides students with excellent opportunities for learning and practical experience. All graduate students have access to state-of-the-art **technology** in our computer labs.

Continuing Education

Our continuing education department offers a variety of courses for the busy student. We offer introductory courses in design as well as courses in **design management**. Courses can be taken at nights or on weekends. We also offer intensive **workshops** on a variety of design-related topics.

Diploma

tuition

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ continuing education   4 __ specialty   6 __ thesis

2 __ design management   5 __ technology   7 __ tuition

3 __ graduate

A a specific topic of interest within a given field

B indicating that a student has already completed an undergraduate degree

C a final project required for completion of most graduate degrees

D the means by which the creative processes of design are controlled and supported

E the hardware or software needed for digital design projects

F the money paid to a school for instruction

G classes intended for adults who are not enrolled in a degree program

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 prerequisites / equivalency

   A Introductory courses are usually _____ to seminars.

   B Students can sometimes use work experience as _____ to fulfill a degree requirement.

2 seminars / workshops

   A The continuing education department offers weekend _____ on design management.

   B Graduate students can work closely with professors in _____ with small class sizes.

3 full-time faculty / part-time faculty

   A The _____ are instructors who work outside of the classroom as well.

   B The _____ are instructors whose primary job is to teach.

5 🎧 Listen and read the website again. What are some admissions requirements for graduate degree programs?

Listening

6 🎧 Listen to a conversation between two design students. Mark the following statements as true (T) or false (F).

1 __ The man will attend graduate school after graduation.

2 __ The man hopes to get a job in design.

3 __ The woman has submitted her final portfolio.

7 🎧 Listen again and complete the conversation.

Student 1:	I'm hoping to find a job. I can always take **1** _____ _____ courses in the meantime.
Student 2:	That's a good plan. You didn't apply to any **2** _____ schools?
Student 1:	No. The **3** _____ is so high right now that I wouldn't be able to afford it.
Student 2:	That's too bad. Well, at least you can still take **4** _____ _____ .
Student 1:	Yeah. Hopefully I can get a job in design.
Student 2:	I'm sure you'll find something. You have a really strong **5** _____ .
Student 1:	Thanks. I haven't seen yours yet. Did you submit the **6** _____ _____ ?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you figured out ...?

I'm hoping to ...

It's too bad ...

Student A: You are an undergraduate student in design. Talk to Student B about:

- what his or her plans are for after graduation
- what your plans are for after graduation
- the benefits and disadvantages of each plan

Student B: You are an undergraduate student in design. Talk to Student A about your plans for after graduation.

Writing

9 Use the website and the conversation from Task 8 to write a description of continuing education courses in design for a school's website. Include: the benefits of continuing education and the courses offered.

specialty

Get ready!

1 Before you read the passage, talk about these questions.

1 Where do designers work?
2 What kind of designer is not employed full-time by a company?

referral

studio

promotional

TRAVEL WITH US!

partnership

freelancer

firm

Sole Proprietorship seeks freelancer

I generally work alone but I need freelancers for a large design **commission**. This work will be done on an item-by-item basis. The position will last for the duration of the project. I expect it to be completed in about two months. Send applications to Wilford Designs.

Small Design Firm Seeks Staffers

Smithfield Designs seeks energetic and creative individuals to join our staff. Our firm needs **specialists** in all areas of design. We are a small firm but there is room to grow. Please send a complete résumé and portfolio with references to the **proprietor**.

Freelancer Wanted

Two Brothers Designs seeks freelancer to create **promotional** materials for our new **partnership**. The right candidate will have the opportunity for full-time work. If we like your work, we may ask you to join our **studio** as a full-time staffer. Apply in person. Bring a résumé, portfolio, and cover letter.

Established Design Studio Seeks Staffers

We are looking for a **generalist** to handle incoming **referrals**. Responsibilities include consultation with clients and supervision of the design process. Competitive salary. Complete application available at HarrisDesignStudio.net.

Reading

2 Read the job listings. Then, choose the correct answers.

1 What is the purpose of the passage?
   A to list available jobs in design
   B to give tips to job seekers
   C to tell design firms about available employees
   D to give information about design schools

2 Which of these is NOT required to apply for the position at Two Brothers Designs?
   A portfolio   C résumé
   B references   D cover letter

3 What kind of worker is the small design firm seeking?
   A generalists   C managers
   B freelancers   D specialists

Vocabulary

3 **Fill in the blanks with the correct words:**
firm, freelancer, generalist, promotional,
proprietor, specialist, staffer, studio.

1   A _____ is capable of doing all kinds of
jobs for a design company.

2   Because Allen was a _____ , he was not
considered a member of the staff.

3   New clients can learn about different design
companies through _____ material.

4   Jamie was happy to be the _____ of the
business that he had started.

5   The small group of designers worked together
in a _____ .

6   A _____ focuses on one specific thing.

7   A design company that is large and serves
multiple functions is called a _____ .

8   A temporary worker who does high-quality work
may be asked to join a company permanently
as a _____ .

4 **Read the sentences and choose the correct
words.**

1   Because Steve preferred to work alone, he set
his business up as a **partnership/sole
proprietorship**.

2   The designer and the client agreed on a fee for
the **commission/studio**.

3   Two designers can start a business together as
a **freelancer/partnership**.

4   Small studios receive some of their projects on
sole proprietorship/referral.

5 🎧 **Listen and read the job listings again.
What kind of job is offered by the sole
proprietorship?**

Listening

6 🎧 **Listen to a conversation between an
employer and a job applicant. Mark the
following statements as true (T) or false (F).**

1   __ The man is still in design school.

2   __ The man's experience is primarily with large
design firms.

3   __ The woman has not finished looking at the
application materials.

7 🎧 **Listen again and complete the
conversation.**

Applicant:	I specialized in print design, but I'm comfortable with all **1** _____ _____ _____ .
Employer:	What about your **2** _____ _____ ?
Applicant:	Well, I worked for a small design **3** _____ , but I'm hoping to work somewhere larger.
Employer:	Okay. Tell me more about what your **4** _____ were at the studio.
Applicant:	I was responsible for handling all the incoming **5** _____ .
Employer:	I see. Have you done any **6** _____ _____ between then and now?
Applicant:	I've picked up a few projects here and there, but nothing major.

Speaking

8 **With a partner, act out the roles below
based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

I brought ...
Tell me more about ...
Have you done any ...?

Student A: You are an employer. Talk to
Student B about:

•   his or her work experience

•   his or her education

•   why he or she wants to work for your company

Student B: You are a job applicant. Talk to
Student A about their qualifications for the job.

Writing

9 **Use the job listing and the conversation
from Task 8 to write a job listing for a
design job. Include: the type of business,
the projects the employee will work on, and
the documents needed to apply.**

Northern Star Optical House

title

broadcast design

optical house

Title Design and other Multimedia Design Services

HOME | **SERVICES** | ABOUT | CONTACT

Northern Star **Optical House** is ready to meet all of your **kinetic** design needs. Our designers have substantial experience in **broadcast design**. They have a wealth of knowledge and creativity to bring to your project. For more information on particular departments, email the managers listed on our contact page. Rates vary depending on the project. Estimates can be provided after an initial consultation. To see some of Northern Star's completed work, check out our "Sample Videos" page.

Television Services	Let us design **titles** and **bumpers** to accompany your television show or news broadcast. We specialize in **motion**, including **animations** and **flying logos**.
Major Motion Pictures	Our staff is experienced in title design for major motion pictures. We develop unique and interesting titles that are either **narrative** or **abstract**. We also create exciting **trailers** that are sure to draw audiences to your films.
Other Video Projects	We provide editing services for other film-related projects, including commercials, music videos, and more.

Designers who wish to work for Northern Star Optical House can apply by mail. Send a **reel** of completed projects and a résumé.

Get ready!

① Before you read the passage, talk about these questions.

1 What type of design is involved in television production?

2 What area of design involves moving pictures?

Reading

② Read the webpage. Then, choose the correct answers.

1 What is the purpose of the webpage?
   A to instruct users how to edit videos at home
   B to describe the services of an optical house
   C to promote video editing software
   D to provide information about starting an optical house

2 Which of the following is NOT available from the company?
   A printed promotional materials
   B development of narrative and abstract titles
   C design of flying logos
   D commercial editing

3 How can a designer apply for a job at the company?
   A by sending a reel and résumé
   B by editing a commercial
   C by emailing the manager on the contact page
   D by looking at the "Sample Videos" page

GBC NEWS Next on our program
Weather broadcast
Fashion news
movie 2012

flying logo

bumper

scene 1   scene 2   scene 3

animation

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1	__ animation	5	__ kinetic
2	__ broadcast design	6	__ motion
3	__ bumper	7	__ optical house
4	__ flying logo	8	__ trailer

A   capable of motion

B   a sequence intended to play between shows

C   the art of designing media for use on television

D   an animated station identifier

E   the discipline of design in which designers create moving elements

F   a short feature designed to advertise for a movie or television show

G   a moving image that can be narrative or abstract

H   a studio of designers who create titles and trailers

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1   **abstract / narrative**

   A   A(n) _____ title design works to tell a story.

   B   The _____ titles featured colorful designs alongside the credits.

2   **reels / titles**

   A   Designers can use _____ of their previous projects to apply for motion and broadcast design jobs.

   B   _____ list the cast and credits of a movie or television show.

5 🎧 Listen and read the webpage again. Where can Northern Star's completed work be seen?

Listening

6 🎧 Listen to a conversation between a designer and a client. Mark the following statements as true (T) or false (F).

1   __ The woman wants abstract titles for her movie.

2   __ The man recommends another studio to design the trailer.

3   __ The woman is interested in seeing a reel DVD.

7 🎧 Listen again and complete the conversation.

Designer:	Tell me **1** _____ _____ _____ project you have for us today.
Client:	Well, I have a short film that I need **2** _____ for.
Designer:	Okay. Did you have any specific style in mind?
Client:	Yeah. I definitely **3** _____ _____ _____ to be abstract.
Designer:	Okay. Can you tell me **4** _____ _____ _____ the film?
Client:	It's a dark film. It's sort of a mystery.
Designer:	I see. Have you thought about using **5** _____ _____ ?
Client:	I hadn't considered it. It **6** _____ _____ a good idea though.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I definitely want ...

Have you thought about ...?

Would you recommend ...?

Student A: You are a designer. Talk to Student B about:

• what kind of project he or she is working on

• what kind of title design options are available

• what kind of bumper design options are available

Student B: You are a client. Talk to Student A about what you need designed for your project.

Writing

9 Use the webpage and the conversation from Task 8 to describe the services offered at an optical house. Include: the services offered for films, the services offered for television, and how prospective clients can view past work.

Blue Ridge Daily News

Employee Handbook

Welcome to the design team at Blue Ridge Daily News!

art director

junior designer

You now work for the finest **publication** in the region. Designers in **journalism** face unique challenges. But the job also comes with plenty of rewards. Here are a few things to keep in mind:

graphics editor

- **Graphics editors** and **junior designers** should always report to the **art director**. The art director is responsible for the overall design of the paper. They will know exactly how your project should look.

- The **newspaper** is published at a very high **frequency**, so **deadlines** come up fast. Remember to keep track of your projects so that your deadlines don't sneak up on you! Always work on the project with the nearest deadline first.

deadline

- Work with the journalists who wrote the story or **editorial** you are designing. They may have interesting ideas for graphics or designs to go with the story.

- Do you want to explore designing a different type of publication? The Blue Ridge Daily News releases a weekly **magazine** with our Sunday newspaper. We also publish a monthly politics **periodical**. Tell your editor if you are interested in working on it.

- Remember to be creative and inventive with your designs. Have fun!

MONTHLY
ART & DESIGN
EXCLUSIVE DESIGN FOR EXCLUSIVE DESINERS
#137-DECEMBER

COLORFUL
EDUCATION

Video Game Design STEP by STEP

magazine

newspaper

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some publications designers work for?

2 What do newspapers work to?

Reading

2 Read the employee handbook. Then, choose the correct answers.

1 What is the purpose of the handbook?

A to introduce the requirements of a design job

B to give instructions on how to create designs

C to tell journalists how to work with designers

D to list jobs available for designers

2 Which of these is NOT a suggestion for designers?

A keep track of deadlines

B work with journalists

C use traditional designs whenever possible

D talk to editors about working on a magazine

3 Who should junior designers report to?

A the graphics editor

B the art director

C the editor in chief

D the journalist who wrote the story

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

1 __ art director
2 __ editorial
3 __ frequency
4 __ graphics editor
5 __ junior designer
6 __ magazine
7 __ newspaper
8 __ publication

A a designer responsible for creating information graphics

B an essay that represents the opinion of the author

C a publication that focuses on a particular subject

D a publication that focuses on news

E a worker who creates features, columns, and inserts for a magazine

F any type of printed or digital periodical

G the person who manages a magazine's overall design

H the rate at which a publication is printed

4 Write a word that is similar in meaning to the underlined part.

1 Designers who wish to work in <u>the production of publications</u> should apply for jobs at newspapers and magazines. _ _ _ r _ _ l _ s _

2 Designers need to keep track of projects to make sure they are completed by the <u>date or time by which work needs to be completed</u>. _ _ a _ l _ n _

3 John likes to read sports <u>digital or printed publications that are published on a regular timely basis</u>. _ _ r _ _ d _ _ a _ s

5 🎧 Listen and read the employee handbook again. What are some things new designers in journalism should keep in mind?

Listening

6 🎧 Listen to an experienced designer and a new designer. Mark the following statements as true (T) or false (F).

1 __ The man has missed an important deadline.

2 __ The man worked in broadcast design before his current job.

3 __ The man dislikes his art director.

7 🎧 Listen again and complete the conversation.

Designer 2:	Yeah, but when I worked on brochures the **1** _____ didn't come up so fast.
Designer 1:	I guess that's true. You'll get used to it.
Designer 2:	I hope so. The work has been pretty exhausting **2** _____ .
Designer 1:	**3** _____ _____ _____ that this is the busiest time too. In a few months you won't feel so overwhelmed.
Designer 2:	I hope so. It's been hard keeping up with **4** _____ _____ _____ .
Designer 1:	It'll get better. How is your **5** _____ _____ ?
Designer 2:	Likely, she's **6** _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you had any trouble ...?

How are you handling ...?

Give me a call if ...

Student A: You are an experienced designer. Talk to Student B about:

• how he or she is adjusting to the job at a magazine

• what the deadlines are like

• what the writers are like

Student B: You are a new designer at a magazine. Talk to Student A about how you are adjusting to your new job.

Writing

9 Use the employee handbook and the conversation from Task 8 to write a note to a new junior designer at a magazine. Include: tips on handling deadlines, suggestions about working with the writers, and how the new designer can get in touch with you.

Get ready!

1 Before you read the passage, talk about these questions.

1 How do companies create a recognizable identity for their company and products?

2 How do customers identify a product as being from a particular company?

Radford Technological Corporation

logo

grid
1. recipient
2. salutation
3. closure
4. signature and title
5. enclosure

1 To: Murden Design Firm

2 Dear Mr. Murden:

We are very excited to be introducing a new **branding** scheme for the Radford Technological **Corporation**. We hope that your design firm will be able to provide us with the new **corporate identity** we are looking for. Our priority is making sure that our design schemes represent our **corporate philosophy**. This philosophy needs to be clear in every aspect of the designs. The new **logo** will appear on everything, from our office signs to our **business cards**.

We are entering a new age of business practice with our graphic redesign. We are looking for a logo that is modern and **concise**. Our **trademark** should give **customers** a strong sense of our corporation. The typefaces and design elements should make our identity clear.

What we need from your firm is a new and complete **standards manual**. This should include **formulas** and **grids** for all stationary, including reports. We believe this partnership will be beneficial both for our corporation and for your firm. We look forward to working with your designers on this exciting venture.

3 Sincerely,

4 Audrey Rohde

4 C.E.O., Radford Technological Corporation 5

5862 Cromo Suite 207   El Paso, TX 79912   (915) 585-9921 - (915) 585-9951

corporation

business card

Reading

2 Read the business letter. Then, mark the following statements as true (T) or false (F).

1 __ The corporation wants to change its corporate identity.

2 __ The corporation does not need new business card designs.

3 __ The corporation wants to keep its old trademark.

Vocabulary

3 Fill in the blanks with the correct words or phrases: *branding*, *business card*, *concise*, *formula*, *grid*, *logo*.

1 Each employee can have a _____ printed with his or her name and contact information.

2 A _____ is a corporation's identifying symbol.

3 A _____ can be used to create stationery and business cards.

4 Good _____ creates a cohesive and recognizable style for a corporation.

5 Corporate designs must hold people's attention, so they must be _____ .

6 A _____ designates places for content and graphics in a document.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **standards manual / customer**

A Designers use a(n) _____ as a guide for their corporate designs.

B The new logo will draw the attention of the _____ .

2 **corporate philosophy / corporate identity**

A A clear _____ makes a corporation easy for customers to recognize.

B A business uses a _____ to set goals and values.

3 **trademark / corporation**

A A _____ should be instantly recognizable to a customer.

B A _____ is a legal entity.

5 🎧 **Listen and read the business letter again. What will the design firm create for the corporation?**

Listening

6 🎧 **Listen to a conversation between two designers. Choose the correct answers.**

1 What is the purpose of this conversation?

   A to discuss design ideas for a particular corporation

   B to compare designs from different corporations

   C to review feedback from a corporate client

   D to interview a designer for a corporate design job

2 What is the purpose of the silver typeface?

   A to make the logo appear traditional

   B to satisfy the client's request

   C to make the business cards look good

   D to make the design look sleek

7 🎧 **Listen again and complete the conversation.**

Designer 1:	Do you have any ideas about **1** _____ _____ ?
Designer 2:	Yeah, I think we need to go with something really modern.
Designer 1:	Me too. This **2** _____ _____ _____ a non-traditional logo.
Designer 2:	I agree. I was also thinking we could use a **3** _____ _____ to make it look sleek.
Designer 1:	That sounds good, but will it work on the **4** _____ _____ ?
Designer 2:	I think so, but we can make up some samples to see.
Designer 1:	Yeah, we probably should. Have you started working on the **5** _____ _____ _____ ?
Designer 2:	Yeah. **6** _____ _____ _____ _____ of using a two-column layout in the report grid?

Speaking

8 **With a partner, act out the roles below based on Task 7. Then, switch roles.**

USE LANGUAGE SUCH AS:

Do you have any ideas about ...?
I was also thinking ...
I guess we could ...

Student A: You are a corporate designer. Talk to Student B about:
• design elements to use for a new corporate design
• the best layout for the information
• what designs will look best

Student B: You are a corporate designer. Talk to Student A about designs you are developing for a corporation.

Writing

9 **Use the business letter and the conversation from Task 8 to write a description of prospective designs for a corporation. Include: the colors and typefaces you will use, the grid and formulas you will use, and how your design will represent the corporate philosophy.**

branding

annual report

15

R E V I E W E R ' S   C O R N E R

Spotlight on
Album Covers

CD

album cover

jewel box

LP

MUSIC

Julianne Palau – Whisper Songs

Though this is a beautiful **CD**, its **packaging** does not represent it well. It comes in a standard **jewel box** with a small **booklet.** The packaging provides virtually no information about the artist or the album's production. The **album cover** is similarly bland. When I look at this CD, I can't even determine what **genre** the music is. Julianne Palau's **record label** needs to consider more **emblematic** designs for her next record. I would also like to see the lyrics printed in the **liner notes**.

Complete Box Set – The Smiling Words

This highly anticipated **box set** does not disappoint. Fans of this classic band will surely be pleased with the way the band's albums are presented. With this collection, the packaging is just as enjoyable as the music. All of the band's classic albums have been re-mastered and re-released with extended liner notes. The CDs are packaged in printed sleeves instead of jewel cases. The booklet includes previously unreleased photos of the band and interviews with producers. As an extra treat, fans can choose between CDs and **LPs**. This boxed set promises to be one of the most popular **collectibles** of the season.

Get ready!

1 Before you read the passage, talk about these questions.

1   What are CD's packaged in?

2   What usually comes included with a CD or LP?

Reading

2 Read the reviews. Then, choose the correct answers.

1   What is the main idea of the reviews?

   A   design problems with a boxed set

   B   the style of a particular music industry designer

   C   the quality of the packaging for two releases

   D   information about how to create an album cover

2   Which of the following is NOT included in the box set described?

   A   interviews with producers

   B   extended liner notes

   C   photos of the band

   D   jewel cases

3   How can the record label improve Julianne Palau's next release?

   A   by including lyrics in the liner notes

   B   by re-mastering the songs

   C   by using a jewel case

   D   by choosing a bland album cover

Vocabulary

3 Read the sentences and choose the correct words.

1   A(n) **record label/album cover** should be representative of the music on an album.

2   A(n) **jewel box/LP** protects a CD from getting scratched or broken.

3   Lyrics are often included in a CD's **genre/booklet**.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **CD / LP**

 A A(n) _____ is intended to be played on a phonograph.

 B A(n) _____ is often packaged in a jewel box.

2 **collectible / emblematic**

 A A good album cover is _____ of the music it represents.

 B A box set can be a(n) _____ .

3 **genre / liner notes**

 A The style or content of music tells its _____ .

 B Information about a recording can be found in the _____ .

4 **packaging / record label**

 A All of the items that protect a CD are collectively known as its _____ .

 B A _____ oversees the recording of music albums.

5 🎧 Listen and read the reviews again. What are some features of the box set?

Listening

6 🎧 Listen to a conversation between a musician and a designer. Mark the following statements as true (T) or false (F).

1 __ The man did not like the album cover sketches.

2 __ The woman does not want to make the band's name bigger.

3 __ The musician does not want a sketch on the back cover.

7 🎧 Listen again and complete the conversation.

Designer:	Hey, have you had a chance to take a look 1 _____ _____ _____ _____ I left you?
Musician:	Oh yeah. They looked really good.
Designer:	Good. Which one 2 _____ _____ _____ best?
Musician:	Well, the first one was good, but I think it's a little too dark 3 _____ _____ _____ .
Designer:	Probably the third one would be better then.
Musician:	Yeah. I liked the third one a lot. Can you make the band's name bigger, though?
Designer:	I guess so. 4 _____ _____ _____ to do a little rearranging to fit it all in.
Musician:	I think you can make it work.
Designer:	I'll work on that and send you an 5 _____ _____ .
Musician:	Okay. Can you do some layouts for the 6 _____ _____ too?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

They looked ... / If you don't mind ... / I'm looking forward to ...

Student A: You are a designer. Talk to Student B about:
- sketches you made for an album cover
- what changes need to be made to the sketches
- what other things need to be designed

Student B: You are a musician. Talk to Student A about designs for your album cover.

Writing

9 Use the reviews and the conversation from Task 8 to write a review of an album's packaging. Include: a description of the album cover, materials included in the liner notes, and the type of packaging.

17

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some ways of playing a computer game?

2 What is used to make a character's movements lifelike?

3D modeling

polygon

HOME   SERVICES   CONTACT

console

mobile gaming

motion capture

arcade

Sun Systems
Video Game Developers

Video games have come a long way since the days of the **arcade**. Now video game players can play on **consoles** from the comfort of home. They can also take advantage of **mobile gaming** on their cell phones.

Our development team works to be at the forefront of game development. We use only the most advanced **3D modeling** systems. Our team makes sure that every **polygon** of our games is perfect.

Concept Artists – We provide our concept artists with an environment that is receptive to innovative and challenging video game ideas.

Character Artists – Our character artists understand the importance of strong characters in a game. They work to develop all aspects of our characters so that they look relatable and interesting.

Animators – Sun Systems animators are trained to use the most advanced **motion capture** technology. This creates animations that are both lifelike and beautiful.

Background Artists – We want all our games to be detailed and realistic. Our background artists are experts in developing settings for video games and designing them digitally.

Texture Artists – Our texture artists work closely with our team of background artists. This ensures that the worlds created in our games are rich and realistic.

Reading

2 Read the webpage. Then, choose the correct answers.

1 What is the main idea of the webpage?
   A the video games created by a game developer
   B some famous characters from video games
   C the roles of different designers at a game development company
   D how to get a job in video game design

2 Which of the following is NOT a goal of Sun Systems Video Game Developers?
   A to be at the forefront of video game development
   B to provide concept artists with a receptive environment
   C to open arcades in multiple locations
   D to make sure every detail of a game is perfect

3 How do animators create lifelike animations?
   A with motion capture technology
   B with the help of background artists
   C through 3D modeling
   D by developing interesting characters

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1 __ background artist   5 __ texture artist

2 __ concept artist   6 __ video game

3 __ mobile gaming   7 __ arcade

4 __ polygon   8 __ 3D modeling

A any game that is played digitally on a screen

B a designer who creates surface details for a video game

C the person responsible for designing video game scenery

D an establishment where patrons can play coin operated games

E the person who comes up with the initial idea for a video game

F video games formatted to be played on a portable device

G a process that creates 3D images on a screen

H the shape used in video game design

4 Read the sentences and choose the correct words.

1 A(n) **console/arcade** allows people to play video games in their home.

2 **Motion capture/3D modeling** uses actors as the basis for character movements in games.

3 A(n) **animator/character artist** is responsible for creating character movements.

4 **Character artists/Animators** decide how a character will look.

5 🎧 Listen and read the webpage again. Who is responsible for how the setting of the game looks?

Listening

6 🎧 Listen to a conversation between an intern and a designer. Mark the following statements as true (T) or false (F).

1 __ The man confuses the background artist with the concept artist.

2 __ The textures in level seven aren't working.

3 __ The concept artist will likely want to see the test notes.

7 🎧 Listen again and complete the conversation.

Intern:	But isn't the **1** _____ _____ _____ for designing the levels?
Designer:	Yeah, but the texture artist takes care **2** _____ _____ _____ .
Intern:	Okay. I see. What about the **3** _____ _____ ?
Designer:	It depends. Are the notes about the character's design or the character's **4** _____ ?
Intern:	These are about what the character is wearing, so I guess they're about the design.
Designer:	Okay. Those go to the **5** _____ _____ .
Intern:	Okay. Do I need to show these test notes to **6** _____ _____ ?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can I ask you ...?

Actually ...

Do I need to ...?

Student A: You are an intern. Talk to Student B about:

• the responsibilities of different designers

• whom to go to with certain problems

• what to do with notes about the game

Student B: You are a designer. Talk to Student A about the responsibilities of different designers.

Writing

9 Use the webpage and the conversation from Task 8 to write a reminder from a designer to an intern. Include: the names of two jobs, what each person is responsible for, and what technology each designer works with.

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some ways to show statistics on a document?

2 What can be used to show easily understood ideas?

map

chart

To: nzeman@webmail.net
From: ekogan@webmail.net
Date: Mon 15 May
Subject: Document Edits

Hey Natasha,

I just got a chance to look over the designs you submitted. Thanks for putting the conference brochures in **international style**. I really like the way you used **pictorial sign symbols**. I'm glad that you've remembered the **utility** of the document.

There are a few things that need to be changed, though. Basically, it needs to be revised for **clarity**. The **information flow** is off, and people might be confused about the purpose of the conference. I know of one way you can fix this. Try presenting some of the **statistics** in the form of a **chart** or **graph**. These **information graphics** will make everything much easier to understand and will take up less space. Be aware of the **visual organization** of the document when you insert these graphics.

I also think you could just describe the directions instead of including a **map**. The map creates too much **clutter**. The directions aren't that complicated, so people should be able to understand them.

I don't think these changes should take you too long. Try to send a revised draft to me by Friday.

-Erik

Reading

2 Read the email. Then, choose the correct answers.

1 What is the purpose of the email?
   A to give an estimate on the cost of a design project
   B to suggest changes to a document
   C to give statistics to be used on a graph
   D to compare design styles

2 Which of the following is NOT needed?
   A removal of the map from the document
   B presentation of statistics as a chart or graph
   C revision for clarity
   D removal of pictorial sign symbols

3 How can the designer reduce clutter in the document?
   A by enlarging the graphics
   B by adding more pictorial sign symbols
   C by adjusting the layout of the text
   D by removing the map

Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

word BANK

clarity   graph   international style
pictorial sign symbol   statistics
visual organization

1 An unusual typeface can reduce the _____ of a document.

2 _____ uses simple typefaces and design elements.

3 A(n) _____ can be used to convey numerical information.

4 The placement of images is part of a document's _____ .

5 Charts can be created using _____ .

6 A(n) _____ may indicate the location of a restroom or a telephone.

clutter

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 chart / map

A Include a _____ on the pamphlet to show where the business is located.

B The _____ displays company sales by month.

2 clutter / utility

A _____ in a document should be reduced for clarity.

B An informative document's main purpose is _____ .

3 information flow / information graphics

A _____ use images or charts to present information.

B _____ is a means of organizing information in a way that makes sense to a reader.

5 🎧 Listen and read the email again. What changes should be made to the document?

Listening

6 🎧 Listen to a conversation between an editor and a designer. Mark the following statements as true (T) or false (F).

1 __ The man removed the clutter from a previous draft.

2 __ The woman suggests adding more graphs to the document.

3 __ The man is unfamiliar with international style.

7 🎧 Listen again and complete the conversation.

Editor: I liked it overall, but I think you really need to reduce the 1 _____ _____ _____ _____ .

Designer: Okay. How do you I recommend I do that?

Editor: Well, I don't think you really need 2 _____ _____ _____ .

Designer: But if I take them out, some of the information will be missing.

Editor: You can take some of them out and just write the 3 _____ _____ _____ .

Designer: Okay. I'll work on it. Is there 4 _____ _____ ?

Editor: Yeah. I think it will look a lot better if you remove some of the 5 _____ _____ _____ .

Designer: Really? I thought they looked really good.

Editor: Yeah, but imagine how clean your document will look when you remove them. 6 _____ _____ I mean?

graph

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'd love to hear ...
I'll work on ...
See what I mean?

Student A: You are a designer. Talk to Student B about:
- what changes to make to a document
- how to reduce clutter on a document
- what parts of a document to remove

Student B: You are an editor. Talk to Student A about what changes to make to a document.

Writing

9 Use the email and the conversation from Task 8 to write a note to a designer about improving the visual organization of a document. Include: elements that should be removed, how to represent different types of information, and parts of the document that look good.

pictorial sign symbol

statistics

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some parts of a book?
2 Who draws and colors pictures for books?

interior

illustrator

mass-market

typography

Art in Action

Monthly Newspaper

Friday 25 October 2013

binding

Pushing Paper:
Creativity and Careers in Publishing

By Anita North

A job is a necessity, but having a job doesn't have to be a burden. Many people find jobs that allow them to express their creativity while still paying the bills. **Publishing** is an interesting industry that offers opportunities for rewarding careers.

All parts of a book, from the **jacket** to the **interior**, require the work of dedicated professionals. **Illustrators** create drawings or paintings to accompany the text. Editors make sure that the text of a book meets publishing standards. Professional designers create page layouts, design headings, and choose **typography** that is appropriate for the book. Others design the **binding** and construction of a book and see that it is properly bound.

Most books are printed in a style designated by a publisher, known as a **house style**. However, there is still room for creativity in publishing. Even books that have already been published may be published in another format, such as a **trade** paperback. Since **mass-market** paperbacks are produced in such high volume, there is always a demand for designers to work on them. Even though it's the same book, it requires the same level of design needed on the original edition. Specialized industries also offer opportunities to work on **professional** books and **textbooks**.

Reading

2 Read the article. Then, choose the correct answers.

1 What is the purpose of the article?
   A to assess a candidate's qualifications for a publishing job
   B to review available careers in publishing
   C to discuss the education needed for book design jobs
   D to advertise available jobs for editors

2 Which of the following is NOT a duty of an interior book designer?
   A creating page layouts
   B selecting typography
   C designing page headings
   D designing the binding

3 What is true about house style?
   A most firms use the same house style
   B books from major publishers are usually printed in a house style
   C a designer can decide which house style to use
   D a house style is not typically used in textbook publishing

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

1 __ interior   5 __ trade
2 __ professional   6 __ typography
3 __ publishing   7 __ illustrator
4 __ textbook

A a book that is primarily used for study
B the industry of producing books and publications
C intended for a general audience
D the pages and inside cover of a book
E intended for an audience in a particular industry
F the person who creates drawings for a book
G the design of a text inside a book

4 Read the sentences and choose the correct words.

1 The book had a bright and appealing **binding/ jacket**.
2 A very popular book will often be printed as a **house style/mass-market** paperback.
3 If a book's **binding/typography** is weak, the pages of the book will fall out.
4 A company's **textbook/house style** determines the layout of a book's pages.

5 🎧 Listen and read the article again. What decides how the text of a book will look on the page?

Listening

6 🎧 Listen to a conversation between two designers. Mark the following statements as true (T) or false (F).

1 __ The woman wants to design interior layouts.
2 __ The woman would make less money designing textbooks.
3 __ The woman is tired of designing jackets.

jacket

7 🎧 Listen again and complete the conversation.

Designer 1:	Are you **1** _____ _____ _____ a new job?
Designer 2:	Yes. I'm pretty tired of **2** _____ - _____ _____ .
Designer 1:	I saw some great job listings in **3** _____ _____ .
Designer 2:	I saw those. I don't know if I'm **4** _____ _____ for that, though.
Designer 1:	I don't think it's too **5** _____ _____ publishing mass-market paperbacks.
Designer 2:	Yeah, but I think you have to be more **6** _____ _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you looked at ...?
On the other hand ...
You should look into ...

Student A: You are a designer. Talk to Student B about:
- opportunities in other areas of publishing
- the benefits and drawbacks of different areas of publishing
- what aspects of publishing you would enjoy working on

Student B: You are a designer. Talk to Student A about the opportunities in other areas of publishing.

Writing

9 Use the article and the conversation from Task 8 to write a job listing for a designer. Include: the parts of the book the designer will work on, the benefits of working in a particular industry, and the publishing experience required.

23

Get ready!

1 Before you read the passage, talk about these questions.

1 What are some types of advertising?

2 What do advertising agencies buy in newspapers?

ad space

copywriter

billboard

commercial

Reading

2 Read the job description. Then, mark the following statements as true (T) or false (F).

1 ___ The new creative director will also work as a copywriter.

2 ___ The new creative director will launch the company's first spec campaign.

3 ___ The company requires experience in social media advertising.

Duke Lovegreen Advertising

TRAVEL WITH US!

flyer

Job Description: Creative Director

Our **agency** is seeking an experienced creative director. The creative director will work hand in hand with a **copywriter** to create ad **campaigns**. He or she will create high profile campaigns for large national **brands.** This involves creating **print ads**, **billboards**, **flyers**, and television **commercials**. The creative director may also be asked to work on radio campaigns. He or she will translate ideas into instructions for our graphic designers. Creative directors will give concise and constructive feedback to the creative team.

Our creative directors do not strictly work on campaigns for existing accounts. Many also create spec campaigns for potential clients. These prospective **advertising** campaigns help us bring in new clients. They are just as important to the company as working on existing accounts, if not more. We currently have several campaigns in production and hope to expand our clientele significantly.

We are seeking a candidate with a keen eye for detail and strong management skills. The ideal candidate will know how to utilize **ad space** effectively. He or she will also have a working knowledge of current advertising trends. The candidate will help us identify profitable **niches** in the market. We will only hire applicants with a relevant degree and experience in the social media advertising. To apply, please send a cover letter with your current résumé and portfolio to jobs@lgreenad.com.

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

1 ___ brand   4 ___ print ad   7 ___ copywriter

2 ___ niche   5 ___ agency   8 ___ commercial

3 ___ flyer   6 ___ billboard

A a company that creates advertising for other companies

B a specially targeted market

C an identifying feature to distinguish a company's products

D a television or radio advertisement

E an advertisement in a newspaper or magazine

F a small printed advertisement that is hand delivered to the public

G a person who writes the textual content of advertisements

H a large sign for advertisement that is visible from the road

4 Read the sentences and choose the correct words.

1 After college, Jason pursued a career in **commercial/advertising**.

2 Melissa designed an innovative **campaign/niche** for a toothpaste company.

3 The new **creative director/brand** did not get along with his copywriter.

4 Duke Lovegreen purchased **agency/ad space** on behalf of its client.

5 🎧 Listen and read the job description again. What specific qualifications does the company want applicants to have?

Listening

6 🎧 Listen to a conversation between two managers. Choose the correct answers.

1 What is the conversation mostly about?

   A an issue with a candidate's application for the creative director position

   B possible changes to the creative director's job description

   C the qualifications of the top candidates for a position

   D whether to hold interviews now or to wait for more applicants

2 What qualification does Amy Crane have for this position?

   A a longer career in advertising than the other candidate

   B a Bachelor's degree from a prestigious institution

   C experience working on prospective advertising campaigns

   D experience with the viral advertising niche

3 What will the managers likely do next?

   A discuss the leading candidates for a different position

   B conduct an in-depth comparison of the two top candidates

   C schedule interviews with their favorite candidates

   D change the published job description for creative director

7 🎧 Listen again and complete the conversation.

Manager 1:	Hi Jennifer, are you ready to review the candidates for the **1** _____ _____ position?
Manager 2:	Sure, Michael. I'm ready. I was just **2** _____ _____ _____ .
Manager 1:	Okay. It seems to me that Christopher Leavitt and Amy Crane are the two best candidates.
Manager 2:	I agree. They definitely have the strongest résumés. Which one are you **3** _____ _____ ?
Manager 1:	It's a tough call. Either of them would do an excellent job, I think.
Manager 2:	I agree. But Christopher Leavitt has two more years of **4** _____ _____ than Amy Crane.
Manager 1:	That's true, but Amy Crane has designed several successful **5** _____ _____ campaigns.
Manager 2:	Yes, she has. She's also done high profile campaigns for Chess Footwear and Stephen Cross.
Manager 1:	Well, I think **6** _____ _____ _____ _____ of them.
Manager 2:	Yes, definitely.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

Student A: You are a manager. Talk to Student B about:

- candidates for a creative director position
- the candidates' credentials
- the next step in the application process

Student B: You are a manager. Talk to Student A about candidates for a creative director position.

Writing

9 Use the job description and the conversation from Task 8 to write a letter of recommendation for the creative director position. Include: which candidate you recommend for the position, his or her qualifications, and why you selected this candidate over the others.

print ad

25

kiosk

sign

OXFORD 14

10 WYCOMBE

1 MARLOW

LONDON 29

ordinance

The Maybury Times
Letter to the Editor

Poor design is affecting local tourism

Every Maybury resident knows that **environmental design** downtown is a mess. But during the Native Art **Exhibition**, it's a nightmare. Visitors complain about getting lost, and even locals have a hard time. **Public** spaces are always chaotic, with only one or two city employees to **direct** traffic. People come from all over the state for Native Arts. But in recent years, bad planning and disorganized event staff have led to visitors staying away.

During the Native Arts Exhibition, there is usually just one large **banner** by the entrance. But if people can't find the entrance, it's no good. The city needs to construct more **signs** for **wayfinding** in the downtown and university areas. Parking is also an issue, as local **ordinances** prohibit parking on the street. The city needs to provide dedicated parking areas for this year's exhibition. We also need city and event staff to be more **coordinated** and helpful to visitors.

Visitors to Maybury for the Native Art Exhibition are also interested in local history. I recommend installing an information **kiosk** on the pedestrian mall. **Informative** signs on historic landmarks would also make the city more tourist-friendly. Attractive and **functional** signs will improve the tourist experience and also bring more customers to local businesses.

Get ready!

1 **Before you read the passage, talk about these questions.**

1 What tells people where something is?

2 What decides where signs and banners can and cannot go?

Reading

2 **Read the letter to the editor. Then, choose the correct answers.**

1 What is the letter mostly about?

A how parking ordinances in other cities are more effective

B tourists having to ask directions from locals

C a lack of signs and other informational features downtown

D tourists causing damage to public property downtown

2 What does the writer think will bring tourists to local businesses?

A attractive and functional signs

B helpful and coordinated event staff

C dedicated event parking areas

D information kiosks on the pedestrian mall

3 Which of these is NOT a problem mentioned in the letter?

A visitors and locals getting lost in the downtown area

B a high volume of tourists keeping locals from attending an event

C a lack of staff to direct traffic and answer questions during the event

D bad planning having a negative impact on tourism

Vocabulary

3 **Match the words (1-8) with the definitions (A-H).**

1 __ kiosk

2 __ direct

3 __ sign

4 __ public

5 __ banner

6 __ exhibition

7 __ functional

8 __ wayfinding

A a large fabric sign that displays a message

B available or open to everyone

C a small desk or structure with merchandise or information

D to show people which way to go

E designed for practical use

F a display that conveys various kinds of information

G a public event showcasing items or performances

H using signs to help people orient themselves

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 environmental design / informative

   A Signs in public areas should be attractive and

      _____ .

   B Poor _____ has a negative impact on the visitor experience.

2 ordinance / coordinated

   A The staff at the amusement park were well _____ .

   B A local _____ prohibits dogs on the plaza.

5 🎧 Listen and read the letter to the editor again. Why does the writer suggest installing an information kiosk?

Listening

6 🎧 Listen to a conversation between two city planners. Mark the following statements as true (T) or false (F).

1 __ Falling signs caused property damage.

2 __ Temporary banners will replace the damaged signs.

3 __ The man is going to send an email to the design department.

7 🎧 Listen again and complete the conversation.

Planner 1: Morning, David. What's on the agenda today?

Planner 2: Well, the big issue today is the new **1** _____ _____ for University Hill.

Planner 1: Yes, I heard something about **2** _____ _____ _____ . What happened?

Planner 2: Well, there were unusually **3** _____ _____ last weekend. Three signs blew over and caused some property damage.

Planner 1: Oh, no. That's terrible.

Planner 2: Yeah, we have to come up with a replacement design right away.

Planner 1: Definitely. If we don't replace those before the students come back in the fall, **4** _____ _____ _____ _____ _____ .

Planner 2: Exactly. We need signs that can stand up to the **5** _____ _____ .

Planner 1: Right. What are you thinking of?

Planner 2: Well, for now we're going to put up temporary **6** _____ _____ _____ .

Planner 1: Good idea. That gives us time to design the new signs.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

The big issue today ...

If we don't ...

For now ...

Student A: You are a city planner. Talk to Student B about:

- necessary environmental design changes
- problems with the current design
- when the changes need to be made

Student B: You are a city planner. Talk to Student A about changes to a city's environmental design.

Writing

9 Use the letter to the editor and the conversation from Task 8 to write an email to the city design department. Include: what went wrong with the original design, what to take into consideration for the new designs, and when the new designs should be submitted.

SLOW

direct

exhibition

Get ready!

1 **Before you read the passage, talk about these questions.**

1 What must a designer do before interior design work can begin?

2 What fixtures are easily moveable?

Cutler-Ross
CR Interiors

furniture

construction

commercial   draft

residential

Cutler-Ross is the premier local design firm for **commercial** and **residential** needs. Our staff will work with you every step of the way. First, we **draft** a design according to your preferences. When you are satisfied with it, we perform the **construction** and final decorating. Unlike other firms, we don't give you a book of floor plans to choose from. Every Cutler-Ross design is 100% customized. We want to make your design dreams come true!

Cutler-Ross' **interior designers** mold their custom designs to suit your aesthetic and **structural** needs. If you can imagine it, we can create it. We are also the only local firm with specialized knowledge in **period** designs. Cutler-Ross wants everything in your home or business to be a work of art. Even utilitarian **fixtures** get special attention from us. We also create unique plumbing fixtures and **lighting** solutions.

Once your dream space has been constructed, our **interior decorators** will step in. With your constant feedback, they will create a unique **backdrop** for your home or commercial space. They can also provide suggestions for **furniture**, color schemes, and home accessories. With Cutler-Ross you get your space, your way — no matter what!

For more information, call or visit our office. We can't wait to meet you!

Reading

2 **Read the brochure. Then, choose the correct answers.**

1 What is the main idea of the brochure?
   A the firm's previous design projects
   B the different services a design firm offers
   C a price comparison of two interior design firms
   D design suggestions for particular spaces

2 What does this company have that other local firms do not?
   A in-house interior designers and decorators
   B innovative plumbing and lighting fixtures
   C the ability to work one-on-one with clients
   D specialized knowledge in period designs

3 Which is NOT something the company's interior decorators do?
   A create a unique backdrop for every client
   B conform spaces to clients' structural and aesthetic needs
   C provide suggestions for overall color schemes
   D help with choosing furniture and home accessories

Vocabulary

3 **Match the words (1-8) with the definitions (A-H).**

1 __ period   5 __ construction
2 __ fixture   6 __ furniture
3 __ draft   7 __ interior designer
4 __ lighting   8 __ interior decorator

A a permanent, functional part of an interior
B the arrangement of light sources
C to draw a plan for something
D the process of building a commercial space or home
E related to design styles from a particular segment of history
F a person in charge of the changeable aspects of an interior
G moveable, functional objects within a design
H a person in charge of the structural aspects of an interior

4 Read the sentences and choose the correct words.

1 Kitchen and bathroom design is an important part of **residential/lighting** interiors.

2 Wood and steel are examples of **lighting/structural** materials.

3 An attractive **construction/backdrop** completes a good design.

4 **Period/Commercial** spaces are designed for business purposes.

5 🎧 Listen and read the brochure again. Why doesn't the company provide a book of potential floor plans?

Listening

6 🎧 Listen to a conversation between a designer and a client. Mark the following statements as true (T) or false (F).

1 __ The woman is having work done on a residential space.

2 __ One of the clients wants to change the lighting plans.

3 __ The woman will meet the interior decorator after the design is finished.

7 🎧 Listen again and complete the conversation.

Designer:	Hi there, it's good to see you again. What can I help you with today?
Client:	Hi, I was hoping we could **1** _____ _____ the drafts for my loft.
Designer:	Oh, absolutely. I have them right here.
Client:	Oh, great.
Designer:	What is it in particular you wanted to talk about?
Client:	Well, it's about the **2** _____ in the bedroom area. My husband wants more accent lighting.
Designer:	Okay, we can do that. Did he have anything specific **3** _____ _____ ?
Client:	He didn't say specifically. **4** _____ _____ _____ _____ to make changes, is it?
Designer:	No, you're fine. We have to finish removing the current **5** _____ before we can start new construction anyway.
Client:	Oh, I see. How much longer before the construction will be finished?
Designer:	At least **6** _____ _____ _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What can I ...?

I was hoping ...

How much longer ...?

Student A: You are a client. Talk to Student B about:

- design plans for your home or business
- what design features you have in mind
- when the construction will be finished

Student B: You are a designer. Talk to Student A about interior design plans.

Writing

9 Use the brochure and the conversation from Task 8 to write an email to the construction team. Include: information about the design plans, any changes to the plans, and when construction must be completed by.

runway show

draping

accessory

pattern

Résumé

Kim Gerstein
Fashion Designer
2957 Mahogany Street, #12

Eva Figueroa

Principal Stylist and Assistant **Fashion Designer**
2004 – present
Stylist for fashion editorials and **runway shows**. The position involves working directly with Ms Figueroa on **ready-to-wear** and **haute couture** designs. The fashions consist mainly of men's and women's evening wear. Working in the position requires up-to-the-minute knowledge of current and past fashion trends.

Braun & Black

Assistant Fashion Designer 2000 - 2004
Assistant to Mr. James Braun. The position involved administrative duties as well as design. Assisted Mr. Braun and Mr. Black with **draping**. Draping required a strong grasp of clothing construction. Fashions were men's and women's ready-to-wear. Most **collections** were casual day wear and knitwear.

Happie

Pattern Maker 1997 - 2000
Created **garments** and **accessories** for the **mass-market**. Worked primarily in women's day wear and handbags. The job sometimes involved producing **patterns** for home sewing, including day wear, evening wear, and costumes. On rare occasions, the company produced costume patterns for theatrical use.

Bradshaw's

Intern to **Textile Designer** *1995 - 1996*
Designed textiles for mass-market fashions. Internship involved learning the history of fashion textile trends. Worked on materials for the Bradshaw's 1996 children's swimwear collection. (WC: 192)

garment

Get ready!

1 **Before you read the passage, talk about these questions.**

1   Who prepares a model for the runway?
2   What do people wear to complement their outfit?

Reading

2 **Read the résumé. Then, complete the table.**

Company	Job Description
1 _____ _____	Stylist for fashion editorials, worked directly with head designer
Bradshaw's	2 _____ _____
3 _____ _____	Assisted with draping, performed administrative duties
4 _____ _____	Occasionally produced theatrical costume patterns.

Vocabulary

3 **Match the words (1-8) with the definitions (A-H).**

1 __ stylist   5 __ accessory
2 __ draping   6 __ runway show
3 __ pattern   7 __ fashion designer
4 __ garment   8 __ haute couture

A   a person who creates the original plans for fashion items

B   a piece of clothing

C   fashion that is custom made for an individual

D   a person who chooses clothes for photographs and fashion shows

E   a decorative fashion item

F   the process of creating a mock-up garment on a mannequin

G   a paper template from which garment pieces are cut

H   a formal presentation of a fashion collection

4 Write a word that is similar in meaning to the underlined part.

1 Most fashions produced today are for the <u>general public</u>. _ a s _ - _ _ r _ e t

2 On Saturday, a designer will unveil the new <u>set of items designed around a central theme</u>. c _ _ _ e _ t _ _ _

3 Lisa wants to become a <u>person who designs weave and patterns for fabric</u>. _ _ x t _ _ _ d _ s _ _ _ e r

4 They make clothes that are <u>fashions made in small quantities using quality materials</u>. r _ _ d _ - t _ - _ _ a _

5 🎧 Listen and read the résumé again. Which job was connected with costume design?

Listening

6 🎧 Listen to a conversation between a designer and a job recruiter. Mark the following statements as true (T) or false (F).

1 __ The man is concerned about the woman's lack of experience.

2 __ The woman is qualified for a job as a pattern maker.

3 __ The woman developed her own brand.

7 🎧 Listen again and complete the conversation.

Designer:	Hi, I'm Joanna. It's so nice to meet you, Mr. Brenner.
Recruiter:	Please, call me Brian. I was just **1** _____ _____ your resume.
Designer:	Oh, great. What do you think?
Recruiter:	Well, your qualifications are **2** _____ _____ . You obviously have a lot of experience with both textiles and pattern making.
Designer:	Yes, I'm comfortable with both.
Recruiter:	If you ask me, I'd say **3** _____ _____ _____ - _____ for a position as a pattern maker. But you'd also be a very good candidate to be a textile designer.
Designer:	Fantastic. **4** _____ _____ _____ _____ ?
Recruiter:	Well, I guess that depends. What are your long-term career goals?
Designer:	I'd like to have **5** _____ _____ _____ some day.
Recruiter:	Well, are you more interested in fabrics, or the finished product?
Designer:	I guess I'd rather design fabrics.
Recruiter:	Okay. Well, if I were you, I would pursue that **6** _____ _____ position.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Your qualifications are ...

What do you ...?

If I were you ...

Student A: You are a designer. Talk to Student B about:

- your job qualifications
- what positions are available to you
- which position you should apply for

Student B: You are a recruiter. Talk to Student A about his or her job qualifications.

Writing

9 Use the résumé and the conversation from Task 8 to complete a cover letter to a fashion design company. Include: information about your work history, why you want to work for this company, and special skills or knowledge you can offer.

stylist

Get ready!

1 Before you read the passage, talk about these questions.

1 What is one of the reasons for the growth of interactive design?
2 What kind of interface attracts a consumer's attention?

The Design WORLD

TECHNOLOGY CHANGES THE GAME FOR DESIGNERS

Not *too long ago, graphic designers could finish a project and walk away. In the age of digital media, it's not so simple.*

Interactive design is the new buzzword. In days past, most designers couldn't have dreamed of the technology they use today. A **link** from an email message can open a browser window on a cell phone. And every aspect of that person's user experience is designed.

The web design process is more than just creating a good **navigation system**. Interactive design often calls for creating a **virtual** replica of a physical object. Consumers want to see carefully **animated interfaces**, even on **wireless** devices. Working with **time-based media** is now standard, and consumers have high expectations of quality. There are also challenges in more text-based websites. Many news-oriented sites are peppered with links to **collateral** materials. **Complements** to an article could appear around the clock. Web-based content can change from moment to moment. This means that designers have to be ready to **revise** their designs at any time. For the first time, large companies are employing full time web designers. Instead of finishing a project and moving on, some designers spend years working on a single web site.

Reading

2 Read the article. Then, choose the correct answers.

1 What is the article mostly about?
   A education needed for a job in interactive design
   B why design clients are asking for animated website features
   C how technology affects the work of graphic designers
   D techniques for creating attractive and functional web designs

2 What is NOT a recent change in the graphic design industry?
   A designers no longer spend years on a single project
   B designers often work with time-based media
   C designers create interfaces for computers and wireless devices
   D designers must be prepared to revise and update their designs

3 According to the article, why must designers frequently revise their designs?
   A web-based content can change quickly
   B consumers will grow bored with current designs
   C clients expect designers to spend years on a single website
   D consumers will make suggestions for design improvements

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

1 __ link   4 __ wireless   7 __ navigation system
2 __ revise   5 __ collateral   8 __ time-based media
3 __ virtual   6 __ complement

A capable of transmitting data without a physical connection
B related to or supplementary to the primary document
C media in which time is a necessary element
D a document that completes another
E existing only as electronic information
F the system by which information is organized on a website
G to change or update a design
H a reference to a web based document

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 interactive / digital media

   A _____ has created a demand for more design work.

   B Web design must be both attractive and _____ .

2 animated / interface

   A Clients often request for design features to be _____ .

   B A good _____ takes form and function into account.

5 🎧 Listen and read the article again. What are the challenges of text-based websites?

Listening

6 🎧 Listen to a conversation between a journalist and a designer. Mark the following statements as true (T) or false (F).

1 __ The man is relatively new to the interactive design field.

2 __ The woman asks about the man's work in time-based media.

3 __ The man used to design logos and printed materials.

7 🎧 Listen again and complete the conversation.

Journalist:	Now Robert, I understand you're an expert in 1 _____ _____ .
Designer:	Yes, I've been in the field for about 2 _____ - _____ _____ now.
Journalist:	So you got started in 3 _____ _____ around the time it began, is that right?
Designer:	4 _____ _____ _____ , yes.
Journalist:	What attracted you to the field?
Designer:	I was fascinated by the possibilities. I think I'm still fascinated.
Journalist:	5 _____ _____ _____ _____ by that?
Designer:	Well, back then, the web was just this interesting new thing. I wanted to be a part of it.
Journalist:	And today?
Designer:	Today? Well, I've become a huge fan of 6 _____ - _____ _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I understand you're ...

What do you mean ...?

I wanted to be ...

Student A: You are a journalist. Talk to Student B about:

• his or her field of work

• what attracted him or her to the field

• what keeps him or her interested in the work

Student B: You are a designer. Talk to Student A about your field of design.

Writing

9 Use the article and the conversation from Task 8 to write a brief article about the television interview. Include: the guest's credentials, what he or she enjoys about interactive design, and what he or she expects for the future.

MP3   AVI

33

Glossary

3D modeling [N-UNCOUNT-U8] **3D modeling** is a process which allows video game designers to represent three-dimensional objects on a screen.

abstract [N-ADJ-U4] If something is **abstract**, it has little or no narrative content.

accessory [N-COUNT-U14] An **accessory** is a decorative fashion item that is not a necessary article of clothing.

ad space [N-UNCOUNT-U11] **Ad space** is open space in a publication or broadcast that companies can purchase to show advertisements.

advertising [N-UNCOUNT-U11] **Advertising** is the act of publishing announcements designed to call attention to a product, service, or idea.

agency [N-COUNT-U11] An advertising **agency** is a company that creates and implements advertising for other companies.

album cover [N-COUNT-U7] An **album cover** is the front of the packaging of an LP or CD.

animated [ADJ-U15] If media is **animated**, it means it contains moving pictures that are drawn rather than photographed.

animation [N-COUNT-U4] An **animation** is a moving image that can be narrative or abstract.

animator [N-COUNT-U8] An **animator** is a designer who designs the movement for characters and other elements in a video game.

apprentice [N-COUNT-U1] An **apprentice** is a person who agrees to work at a low wage or at no cost in order to learn the skills of a trade.

arcade [N-COUNT-U8] An **arcade** is a business that runs a variety of coin-operated games.

art director [N-COUNT-U5] An **art director** is the person who manages the overall design of a publication as well as the design department of the publication.

backdrop [N-COUNT-U13] A **backdrop** is the texture, color, or overall look of the walls or other background objects in an interior.

background artist [N-COUNT-U8] A **background artist** is a designer who creates and designs video game background scenery.

banner [N-COUNT-U12] A **banner** is a temporary display usually made of fabric or another soft material.

billboard [N-COUNT-U11] A **billboard** is a large sign visible from the road that is available for advertisements.

binding [N-COUNT-U10] A **binding** is a covering that holds the pages of a book together.

booklet [N-COUNT-U7] A **booklet** is a small book typically packaged with CDs that contains information about the CD.

boxed set [N-COUNT-U7] A **boxed set** is a collection of several CDs that are packaged together into one box and often come with additional booklets or other promotional material.

brand [N-COUNT-U11] A **brand** is a unique name or identifying feature that distinguishes the products of one company from any other.

branding [N-UNCOUNT-U6] **Branding** is the practice of using consistent design elements to create a cohesive and recognizable style for all of a corporation's documents and printed goods.

broadcast design [N-UNCOUNT-U4] **Broadcast design** is the art of designing station identifiers, logos, titles, and other media for use on television.

bumper [N-COUNT-U4] A **bumper** is a short promotional sequence designed to run between two television programs.

business card [N-COUNT-U6] A **business card** is a small document printed with a person's name, contact information, and business logo.

campaign [N-COUNT-U11] An advertising **campaign** is a collection of advertisements that are focused around one central theme.

CD [N-COUNT-U7] A **CD** (compact disc) is a circular plastic disc on which albums are recorded and released.

character artist [N-COUNT-U8] A **character artist** is a designer who designs and draws characters for a video game.

chart [N-COUNT-U9] A **chart** is a means of organizing information visually in the form of a table, diagram, or other system.

clarity [N-UNCOUNT-U9] **Clarity** is the quality of being clear or easily understood.

clutter [N-UNCOUNT-U9] **Clutter** is a collection of elements that make something appear messy or difficult to understand.

collateral [ADJ-U15] If information is **collateral**, it is supplementary to the primary document.

collectible [N-COUNT-U7] A **collectible** is an item that is considered valuable by collectors or by people who enjoy a particular subject or art form.

collection [N-COUNT-U14] A fashion **collection** is a set of garments or accessories that are produced at the same time and usually designed around a central theme.

commercial [ADJ-U13] If a space is **commercial**, it is designed for business purposes.

commercial [N-COUNT-U11] A **commercial** is a recorded advertisement for television or radio.

commission [N-COUNT-U3] A **commission** is a job that a company does for a client, usually for a set fee that is agreed upon in advance.

complement [N-COUNT-U15] A **complement** is a design facet that combines with another to create a cohesive whole.

concept artist [N-COUNT-U8] A **concept artist** is a designer who develops the overall ideas for characters and settings in a video game.

concise [ADJ-U6] If something is **concise**, it is able to communicate a lot of information with just a few words or images.

console [N-COUNT-U8] A **console** is the physical component of a home video game system.

construction [N-UNCOUNT-U13] **Construction** is the process of building, usually homes or commercial spaces.

continuing education [N-UNCOUNT-U2] **Continuing education** is education consisting primarily of short-term or part-time courses provided for adults who are no longer enrolled in formal education.

coordinated [ADJ-U12] If a group of people are **coordinated**, they work well together and have a common purpose.

copywriter [N-COUNT-U11] A **copywriter** is the person in charge of writing the text or slogan for an advertising campaign.

corporate identity [N-COUNT-U6] A **corporation's corporate** identity is a combination of color schemes, designs, words, etc., that a firm uses to make a visual statement about itself and its business philosophy.

corporate philosophy [N-COUNT-U6] A **corporate philosophy** is a set of missions and values determined as goals and standards by a corporation.

corporation [N-COUNT-U6] A **corporation** is a legal entity set up for commercial processes.

customer [N-COUNT-U6] A **customer** is someone who buys a product or service from a company.

creative director [N-COUNT-U11] A **creative director** is the person in charge of the artistic aspect of an advertising campaign.

deadline [N-UNCOUNT-U5] A **deadline** is the date or time by which work needs to be completed.

design management [N-UNCOUNT-U2] **Design management** is a means by which creative processes are controlled and supported in a business environment.

digital media [N-UNCOUNT-U15] **Digital media** is media stored electronically in a discontinuous format.

diploma [N-COUNT-U1] A **diploma** is a degree conferred to indicate that a student has completed a given course of study.

direct [V-T-U12] To **direct** people means to show them which way to go.

draft [V-T-U13] To **draft** something is the process of drawing a detailed plan for a project.

draping [N-UNCOUNT-U14] **Draping** is the process of pinning fabric together on a mannequin to create a working model of a garment.

editorial [N-COUNT-U5] An **editorial** is an article that is representative of the opinion of the author.

emblematic [ADJ-U7] If an album cover is **emblematic**, it represents, either literally or symbolically, the album it accompanies.

Glossary

environmental design [N-UNCOUNT-U12] Environmental design is the process of planning and creating man-made features to complement the existing natural or man-made environment.

equivalency [N-UNCOUNT-U2] Equivalency is an alternative means of fulfilling a given course or degree requirement.

exhibition [N-COUNT-U12] An exhibition is an organized event at which items or demonstrations of skill are presented to the public.

fashion designer [N-COUNT-U14] A fashion designer is a person who conceptualizes and creates fashion items.

firm [N-COUNT-U3] A firm is a design company that is more business-oriented or multidisciplinary than a design studio.

fixture [N-COUNT-U13] A fixture is a permanent, immovable part of an interior, usually part of the lighting or plumbing.

flyer [N-COUNT-U11] A flyer is a form of small printed advertisement that is posted in prominent places or delivered by hand to consumers.

flying logo [N-COUNT-U4] A flying logo is a network identifier that has been animated.

formula [N-COUNT-U6] A formula is a convention which indicates designated areas for content and graphics in corporate design.

foundation year [N-UNCOUNT-U1] A foundation year is a year in which students sample many types of design and art forms.

freelancer [N-COUNT-U3] A freelancer is a worker who is hired as temporary staff or on a job-by-job basis.

frequency [N-UNCOUNT-U5] Frequency is the rate at which a publication is published.

full-time faculty [N-COUNT-U2] Full-time faculty are faculty members whose full-time job is teaching.

functional [ADJ-U12] If a design is functional, it was planned with practical use in mind.

furniture [N-UNCOUNT-U13] Furniture is moveable items that serve a functional and decorative purpose, such as chairs, tables, and desks.

garment [N-COUNT-U14] A garment is an item of clothing.

generalist [N-COUNT-U3] A generalist is a worker who is hired for various jobs.

genre [N-COUNT-U7] A genre is a category of music characterized by similarities in style or content.

graduate [ADJ-U2] If a student is a graduate student, he or she has completed an undergraduate degree and chosen to continue their education to earn a graduate degree such as a doctorate or a master's degree.

graph [N-COUNT-U9] A graph is a means of conveying information in the form of an organized diagram.

graphics editor [N-COUNT-U5] A graphics editor is a worker who is responsible for producing information graphics such as charts, graphs, or maps.

grid [N-COUNT-U6] A grid is an established layout which corporate designers use to create stationery, business cards, and other documents for a company.

haute couture [N-UNCOUNT-U14] Haute couture is a kind of fashion where items are custom made for an individual, using the highest quality materials and highly skilled workers.

house style [N-COUNT-U10] A house style is a company's preferred layout for its publications.

illustrator [N-COUNT-U10] An illustrator is a person who draws or designs images and pictures for publications.

information flow [N-UNCOUNT-U9] Information flow is the way information is presented or organized that affects how easily it is understood.

information graphics [N-COUNT-U9] Information graphics are visual representations of knowledge or data for the purposes of communicating information.

informative [ADJ-U12] If a sign is informative, it means that it conveys information.

interactive [ADJ-U15] If a design is interactive, it means it will respond to the input of a user.

interface [N-COUNT-U15] An interface is the system through which a user interacts with a program or web page.

interior [N-COUNT-U10] An interior is the part of a book that includes the pages and inside covers.

interior decorator [N-COUNT-U13] An **interior decorator** is a person who plans the moveable aesthetic components of an interior, such as color, furnishings, and window treatments.

interior designer [N-COUNT-U13] An **interior designer** is a person who plans the overall look and structure of an interior, such as wall and window placement.

international style [N-UNCOUNT-U9] **International style** is a style of informative design that favors the use of few typefaces and grids and is based on mathematical proportions.

internship [N-COUNT-U1] An **internship** is a temporary job in which students can gain practical work experience.

jacket [N-COUNT-U10] A **jacket** is the outside or wrapping that goes around a book.

jewel box [N-COUNT-U7] A **jewel box** is a square plastic case in which CDs are packaged.

journalism [N-UNCOUNT-U5] **Journalism** is the practice of writing or editing for the purposes of publishing a periodical.

junior designer [N-COUNT-U5] A **junior designer** is a worker who is responsible for creating the design components of a publication, including features, columns, and inserts.

kinetic [ADJ-U4] If an image is **kinetic** it is an image that has motion.

kiosk [N-COUNT-U12] A **kiosk** is a small desk or display structure where people can purchase goods or get information.

liberal arts [N-UNCOUNT-U1] **Liberal arts** is an area of academic study that is knowledge based and distinct from technical studies.

lighting [N-UNCOUNT-U13] **Lighting** is the arrangement of light sources within a design.

liner notes [N-COUNT-U7] **Liner notes** are collections of information found in a CD booklet or on an album cover, usually listing the artist, producer, lyrics, and other information about the CD.

link [N-COUNT-U15] A **link** is a connection or reference point that users can follow to another document such as a web page.

logo [N-COUNT-U6] A **logo** is a symbol which identifies a company clearly, instantaneously, and memorably.

LP [N-COUNT-U7] An **LP** (long-play) is a grooved disc that is larger than a CD and is used to play music on a phonograph.

magazine [N-COUNT-U5] A **magazine** is a periodical that comes out on a weekly or monthly basis and focuses on a particular subject.

map [N-COUNT-U9] A **map** is a graphic representation of geographical data.

mass-market [N-COUNT-U14] The **mass-market** is the general public, to whom products are sold in large numbers at low prices.

mass-market [ADJ-U10] If a book is **mass-market**, it is printed in a small paperback edition, usually cheaply and in high volumes.

mobile gaming [N-UNCOUNT-U8] **Mobile gaming** is a format of video gaming which can be played on cell phones or other mobile devices.

motion [N-UNCOUNT-U4] **Motion** design is the discipline practiced by designers who create moving graphics either for titles or for graphic elements.

motion capture [N-UNCOUNT-U8] **Motion capture** is a technique in which actors wear special suits that capture their movements in a way that can be used to animate digital characters in video games or movies.

multimedia [N-UNCOUNT-U1] **Multimedia** is a design platform that exists beyond a webpage or printed page, such as television, film, and video.

narrative [ADJ-U4] If something is **narrative**, it follows a logical sequence according to a story.

navigation system [N-COUNT-U15] A **navigation system** is the system by which users can locate information within a web page or program.

newspaper [N-COUNT-U5] A **newspaper** is a publication that is published daily, weekly, or monthly and focuses on news.

niche [N-COUNT-U11] A **niche** is a specially targeted market for advertising, such as people of a certain profession or age range.

optical house [N-COUNT-U4] An **optical house** is a studio of designers who create titles and trailers.

ordinance [N-COUNT-U12] An **ordinance** is a municipal law or regulation.

packaging [N-UNCOUNT-U7] **Packaging** is any material used to wrap or protect goods.

part-time faculty [N-COUNT-U2] **Part-time faculty** are faculty members who teach part time but work full time in the design industry.

partnership [N-COUNT-U3] A **partnership** is a group of two or more individuals who agree to work together.

pattern [N-COUNT-U14] A **pattern** is a paper template from which pieces of material are cut.

period [ADJ-U13] If something is **period**, it is related to design styles from a particular segment of history.

periodical [N-COUNT-U5] A **periodical** is any printed publication that is published on a regular basis.

pictorial sign symbol [N-COUNT-U9] A **pictorial sign symbol** is an easily recognizable icon used in graphic design to represent a simple concept.

placement [N-UNCOUNT-U1] **Placement** is the act of assigning a student to an internship or apprenticeship.

polygon [N-COUNT-U8] A **polygon** is a basic shape which is used as a building element in digital video game design.

portfolio [N-COUNT-U1] A **portfolio** is a collection of completed works by a student intended to represent a student's talent and skill.

prerequisite [N-COUNT-U2] A **prerequisite** is a course that must be completed before admission to a program or class.

print ad [N-COUNT-U11] A **print ad** is an advertisement in a newspaper or magazine.

printing [N-UNCOUNT-U1] **Printing** is the means of production by which paper designs are published.

professional [ADJ-U10] If a book is **professional**, it is designed for an audience in a particular job or industry.

promotional [ADJ-U3] If material is **promotional**, it is designed and distributed with the purpose of advertising a company, product, or service.

proprietor [N-COUNT-U3] A **proprietor** is a person who owns a design firm.

public [ADJ-U12] If an area is **public**, it is open to everyone.

publication [N-COUNT-U5] A **publication** is a printed or digital newspaper, magazine, or other type of periodical.

publishing [N-UNCOUNT-U10] **Publishing** is the art of designing, printing, binding, and marketing a book or other publication.

ready-to-wear [N-UNCOUNT-U14] **Ready-to-wear** is a kind of fashion where a small number of items are made from high quality materials and by highly skilled workers, but not custom tailored for an individual.

record label [N-COUNT-U7] A **record label** is a company that oversees the recording and production of music albums.

reel [N-COUNT-U4] A **reel** is a portfolio of film or television work.

referral [N-COUNT-U3] A **referral** is the act of directing a client to a design studio or firm that can satisfy the needs of a project.

residential [ADJ-U13] If a space is **residential**, it is designed to be a private home.

revise [V-T-U15] To **revise** something is to update or change it.

runway show [N-COUNT-U14] A **runway show** is a formal exhibit of a fashion collection in which models walk down a catwalk wearing items from the collection.

seminar [N-COUNT-U2] A **seminar** is a course taught on a specific topic that generally has a smaller class size than lectures.

sign [N-COUNT-U12] A **sign** is a display that has text or symbols to convey information.

sole proprietorship [N-COUNT-U3] A **sole proprietorship** is a type of business which is owned and operated by an individual.

specialist [N-COUNT-U3] A **specialist** is a worker who is hired to work in a specific area of an industry.

specialty [N-COUNT-U2] A **specialty** is a specific concentration within a program of study.

staffer [N-COUNT-U3] A **staffer** is an employee who works regularly for a company and is paid a salary.

standards manual [N-COUNT-U6] A **standards manual** is a guide that tells what layouts, typefaces, and colors should be used in designs for a specific company.

statistic [N-COUNT-U9] A **statistic** is a piece of information that is expressed as numerical data.

structural [ADJ-U13] If part of a design is **structural**, it means it provides support and generally cannot be moved without affecting the integrity of the building.

studio [N-COUNT-U3] A **studio** is a group of designers working together.

stylist [N-COUNT-U14] A **stylist** is a person who selects garments and accessories to be worn by models in photographs and runway shows.

technology [N-UNCOUNT-U2] **Technology** is the hardware and software required to complete digital design projects.

textbook [N-COUNT-U10] A **textbook** is a book that provides technical information and is used in educational environments.

textile designer [N-COUNT-U14] A **textile designer** is a person who designs the weave and pattern of materials from which fashion items are made.

texture artist [N-COUNT-U8] A **texture artist** is a designer whose job is to add detail and texture to the surfaces of 3D art in video games.

theory [N-UNCOUNT-U1] Design **theory** is an understanding of what design is used for and how it functions.

thesis [N-COUNT-U2] A **thesis** is a research project, which is usually the final degree requirement for a graduate degree.

time-based media [N-UNCOUNT-U15] **Time-based media** is media in which time is a necessary dimension, such as audio or video.

title [N-COUNT-U4] A **title** is the sequence preceding or following a movie or television show.

trade [ADJ-U10] If a book is **trade**, it is published by a commercial publisher and intended to appeal to a general readership.

trademark [N-COUNT-U6] A **trademark** is a unique logo that represents a company.

traditional [ADJ-U1] If a course of study is **traditional**, it allows students to work on design projects manually as well as digitally.

trailer [N-COUNT-U4] A **trailer** is a short film intended to promote a television show or a movie.

tuition [N-UNCOUNT-U2] **Tuition** is the money charged by a school for instruction.

typography [N-UNCOUNT-U10] **Typography** is the style and appearance of text in printed matter.

undergraduate [N-COUNT-U1] An **undergraduate** is a student who is working towards earning his or her bachelor's degree.

utility [N-UNCOUNT-U9] **Utility** is the extent to which something is useful or informative.

video game [N-COUNT-U8] A **video game** is a game played electronically on a television screen or other digital display.

virtual [ADJ-U15] If content is **virtual**, it exists only as electronic data.

visual organization [N-UNCOUNT-U9] **Visual organization** is the means by which information is placed on a page in order to be appealing and easy to understand.

wayfinding [N-UNCOUNT-U12] **Wayfinding** is the process of using signage to help people orient themselves in an environment.

wireless [ADJ-U15] If a device is **wireless**, it means it can communicate with other devices without needing a physical connection.

workshop [N-COUNT-U2] A **workshop** is an intensive course of a short duration intended to address a specific topic.

Art & Design

Career Paths: Art and Design is a new educational resource for art and design professionals who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. *Career Paths: Art and Design* addresses topics including fundamentals of drawing, photography, digital editing, web design, and career options.

The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of realistic reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

The **Teacher's book** contains a full answer key and audio scripts.
The **audio CDs** contain all recorded material in American English and British English.

Books 1-3 of *Career Paths: Art and Design* are rated for the Common European Framework of Reference for Languages at A1, A2 and B1 respectively.

Express Publishing