EAP in Fine Arts & Design I

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ACKNOWLEDGEMENTS

FOREWORD

This book has been designed for first year university level students who pursue their academic studies in an English medium higher education institution. It aims to equip students with the necessary academic skills by exposing them to the content of Fine Arts and Design. It follows a content-based integrated approach in which listening, speaking, reading and writing skills are explained, illustrated and practiced. "*EAP in Fine arts and Design*" consists of two books. These books are modular in nature and they follow the process from academic input (listening/reading) to academic output (speaking/writing) throughout the units.

Book I consists of *Listening and Note-taking* and *Academic Speaking Skills* modules, whereas Book II consists of *Academic Reading* and *Academic Writing Skills* modules.

In the first module of **"EAP in Fine Arts and Design I",** Listening and Note-taking skills are developed by training students in making written records in note form of important/relevant information from a lecture or discussion and then using this information in the output task at the end of each unit.

In the second module, Academic Speaking Skills are developed by training students in coping with the challanges of researching and giving a coherent academic presenation on a topic that relates to their field of study.

I truly believe that this book will be a great asset for Freshman students who are studying at the Faculty of Fine Arts and Design.

Aynur Yürekli, Coordinator
Izmir University of Economics
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TABLE OF CONTENTS

1 INTRODUCTION TO ACADEMIC SKILLS

Objectives:

By the end of this unit students will be able to:

- Understand the course

- Explain what academic skills are

- Explain the connection between input and output

Part A: Speaking

1 Consider alone and then in groups the following questions:

a) In groups, list at least 5 of the skills which you consider as "academic".

_____

_____

_____

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_____

b) Discuss to what extent you think you are capable of doing these in English. Give yourself a score out of 5. 5= very good, 4=good, 3=average, 2=bad, 1=very bad. Then calculate your group average for each skill.

Part B: Reading

1 Read the following text and choose the best description. Be prepared to justify your choice.

a. The text explains how long the course takes and what students will have to do. It tells us which courses to choose and why.

b. The text explains the difference between studying at school and studying at university and explains each part of the course.

c. The text explains the connection between what we study in our departments and learning English. It also tells us about academic skills.

WELCOME TO ENG 101

ACADEMIC SKILLS IN ENGLISH I & II is a one-year course which will help you deal with life at University.

1 Maybe when you were at High School, the most important thing for you was to get a good mark and pass your exams. What was the best way to do this? Well, most of the time you learnt everything your book and textbook told you until you knew it by heart and then repeated exactly the same information in the exams.

2 This technique was probably very successful at school but won't work at University. Why not? Well, university isn't just something to pass. It is also a preparation course for adulthood. The big difference between children and adults is the ability to think for yourself, NOT just repeat exactly what your professor tells you in lectures. The key things you will be tested on is your ability to find out different pieces of information, evaluate them and then use them to create your own opinions, ideas or creations. The task of this course is to give you the skills that will enable you to do this.

3 Another difference between University and school is that everything finishes with a real OUTPUT (production), for example, a paper, a presentation or a creation like a piece of art, or a model etc. To do this, you will need to do research quickly and effectively, take notes from reading and lectures, take part in discussions and be able to use source texts effectively, which will be the INPUT for your task. However, the most important part is putting everything together, analyzing and synthesizing the information you gathered and turn it into an output. These are the skills ENG 101 and ENG 102 will help you to develop.

4 There are four modules spread over the two semesters. The length and content of these modules will depend on your faculty. However, for everyone, the course will start with the "Introduction to Academic Skills" unit, which you are doing now. This will give you a general idea of the course, what is expected of you in your departments and help you to understand the skills that you will need to collect information for output. This will mean looking at how we process information that comes from oral/written input, how we use books and articles and how we evaluate the information we have.

5 In the first semester two main modules will be covered:

The first one, the Listening and Note-taking Module focuses on the skill of academic listening and how you record important information from a lecture or discussion and then use this information for output. It also shows subskills for making note-taking more efficient and easy, like using charts and abbreviations.

6 The module called Speaking for Academic Purposes starts with an Introduction to Research Unit, in which you will be familiarized with the basics of doing research. However, the module particularly focuses on two different situations, general speaking skills related to an academic context and giving presentations. Both of these tasks you will be called on to do during your time at this university so you need to know how to present your ideas and opinions coherently and persuasively. At the end of the first semester, you will also be expected to give a short presentation as part of your final grade.

7 In the second semester you will cover two other main modules as well:

The Academic Reading Module focuses on how to select the appropriate texts, how

to read quickly and effectively and how to take relevant information from texts and use it for output. It offers you practice in various skills such as identifying main ideas, understanding an author's point of view, skimming, scanning.

8 Finally, Academic Writing is a key module. Most of the output you will be required to do in this module will be written and you will need to make sure that your writing is coherent, concise, persuasive and makes good use of sources and information to support your arguments. At the end of the second semester, you will be asked to write an essay as part of your final assessment.

9 ENG 101 is not an English course. We assume that if you have passed the Entrance Exam or Proficiency Exam, then you are capable of following an academic course using the English language. Therefore, it will be up to you to make up for any deficiencies you might have in your use of English. However, we do recognise that there is a different type of vocabulary needed to study in English and you will be given support in learning the necessary words (the AWL or Academic Wordlist) for your respective faculties.

10 In conclusion, this course will help you develop the necessary academic skills so that you can efficiently gather information from different sources, select the pieces of information that you need to do a given task, and organize/produce your output. It is a important course in the sense that you will be required to do tasks that relate directly to your department needs.

2 Read the text again and complete the following chart with the subskills involved in the first semester modules.
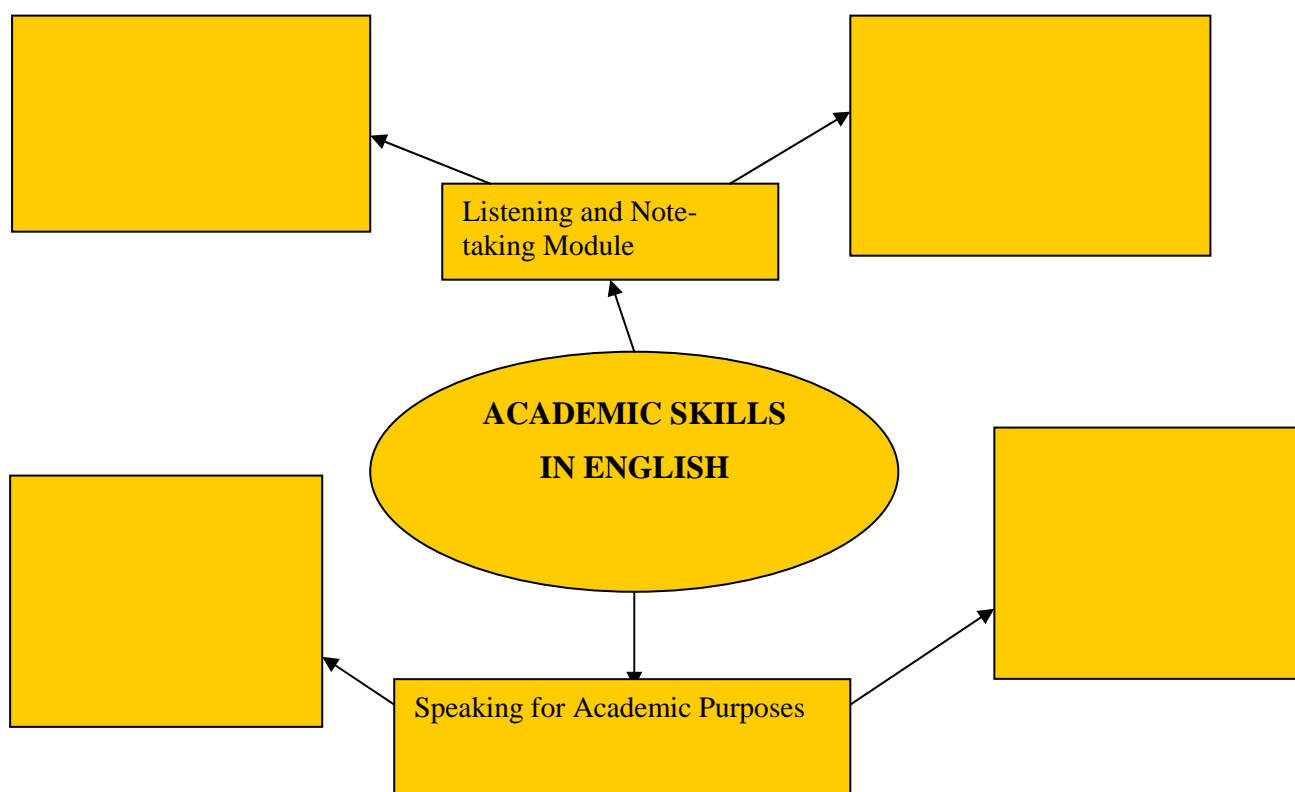
3 a) Label the objectives in the box with the right modules. One has been done for you.

1. Academic Reading
2. Speaking for Academic Purposes
3. Listening and Note taking
4. Academic Writing

By the end of the course I will be able to…..

Identify the main idea – 1&2   Develop an argument

Understand important points   Take notes

Write an essay   Participate in a discussion

Quote correctly   Describe process and developments

Understand supporting ideas   Use sources

Use abbreviations   Understand an author's point of view

Use graphs when giving a speech   Cite references

Read efficiently   Get the general idea of a lecture

Differentiate between facts and opinions   Make a presentation

b) With your partner, choose two objectives for each module that you want to develop in this course. Justify your choice to the class..

1. Academic Reading

a) _____

b) _____

2. Speaking for Academic Purposes

a) _____

b) _____

3. Listening and Note taking

a) _____

b) _____

4. Academic Writing

a) _____

b) _____

3 *Below is a chart that shows the input-output process. Read paragraph 3 again and together with a partner, fill in the missing information.*

I N P U T

_____

Listening

_____

Analyzing & _____

O U T P U T

_____

_____

presentation

_____
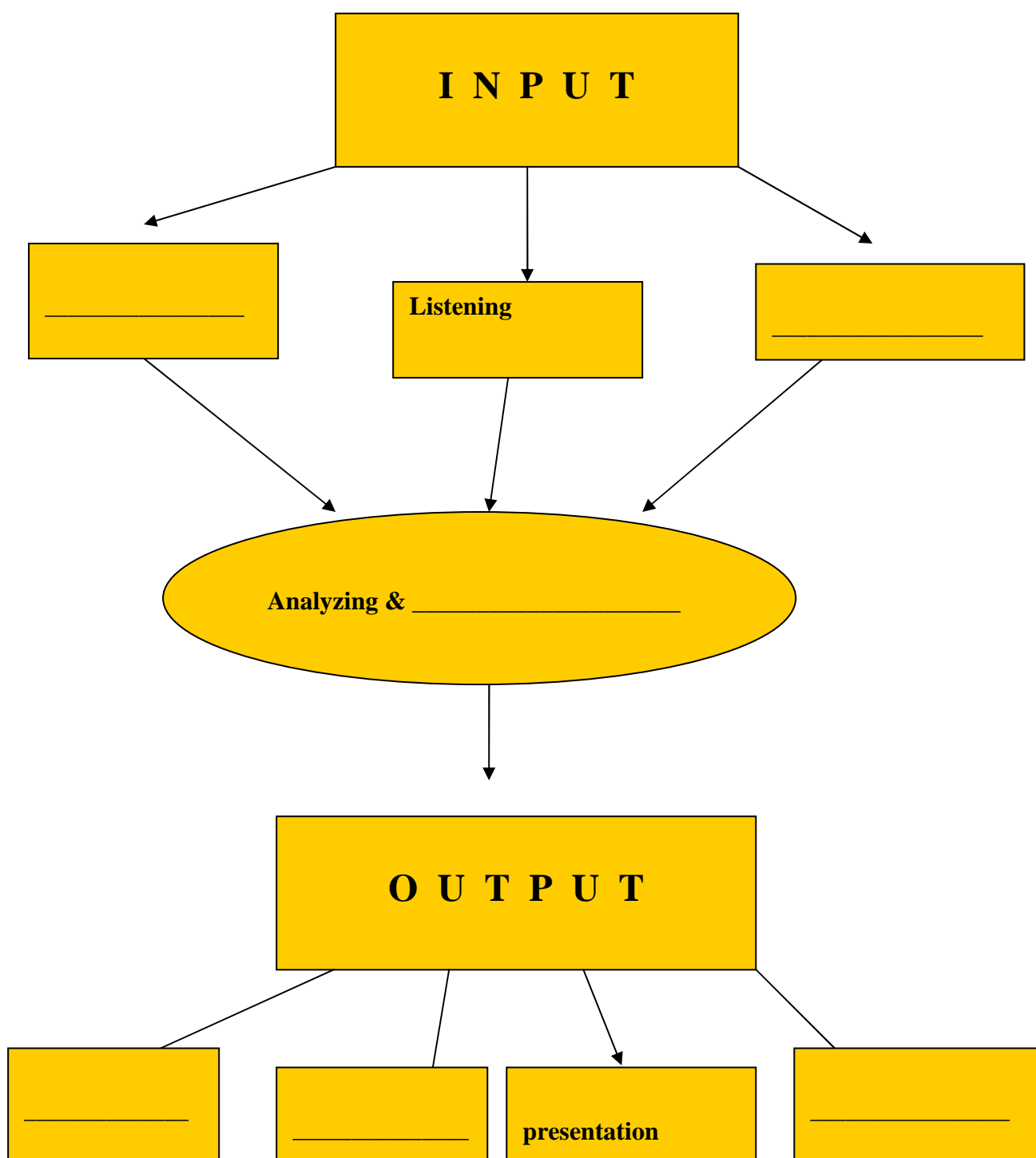
Part C: Speaking

In groups, prepare a short introduction to Academic Skills in English course for students who may know nothing about the course. Make sure you include the following information:

Differences between school and university

Modules

Input /Output

Part D: Writing

Answer the following questions:

What do you hope to improve by the end of the course?

During your university life, how do you think this course will help you?

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MODULE ONE

Listening & Note-taking Skills

UNIT I: INVENTIONS AND PATENTS

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- understand the importance of note taking
- use symbols and abbreviations while note taking
- use a suggested method while note-taking

TARGET OUPUT

At the end of this unit, I will be asked to:
write a summary of the patent process.

Part A: DISCUSSION
a)Match the inventions with the years.

Thermometre	1964
Printing press	1463
Basketball	1893
Artifical teeth	1791
Scissors	1876
Steam train	1829
Telephone	1714
Sailboard	1500

b) Work in groups. Decide which invention is the most interesting, useful, fun, strangest? Write your answers below.

Most useful	Most interesting	Most fun	Strangest

Part B: READING

1. Tick the words and phrases you think are connected with inventions.

Experiments	traditional	breakthrough	ladder	innovation	never been done before
refining	remain	improving	designing	new forms	frighten	create	lose

.

2 Which of the words above can you find in the text?

Sailboard Inventor	NOTES
Commercial artist Newman Darby's personal, lifelong passion for boatbuilding led to his **creation** of the first sailboard, better known as a windsurfer. "In 1942 or 1943 I bought a small boat with a keel and rudder. I wanted to go to a local island where there were Indian relics. But the water was shallow, so I took off the keel. I found that I could steer by moving the sail left or right, so I got rid of the rudder, too," says Darby By 1964 Darby's experiments with sailing **techniques** led to a breakthrough: his girlfriend (later wife) Naomi Albrecht sailed his latest design while standing on a board. Unlike the sails on conventional sailboats, the sail on this one could be tilted on a pivoting mast to change direction and control the boat without using a rudder. It had never been done before. Darby kept refining the design. His most important **innovation** was a special kind of universal joint for connecting the sail to the board, which allowed for greater control of speed and steering."You can feel the power of the wind and by feeling it, you can control it. It's the simplest form of sailing in the world. And now millions of people can do it," says Darby. Newman Darby created a sailboard simulator to teach people how to use his invention. Darby says that, in some ways, using his simulator is just like windsurfing. "It teaches sail positions and gives learners confidence. But when you're out on the water, the wind comes in gusts from different directions and the board bounces up and down. "You just have to develop a feel for it." So what's the hardest thing about windsurfing? Darby says it depends on the **equipment** you're using."If you're using a small sail and a wide board in a light wind, you couldn't fall off if you wanted to. But big sails are heavy and hard to pull out of the water. And narrow boards can be tippy. **Despite** the fact that lots of people quit the sport because they're exhausted after a couple of hours, it is possible to succeed with these boards." Darby has never stopped improving the **features** of the sailboard, as well as building and designing other boats. He's invented new forms of trimarans, catamarans, kayaks, and other personal watercraft. A recent **project** is the Windspear--a combination of rowboat, kayak, and sailboard with a paddle and fin-for cruising and paddling. http://invention.smithsonian.org/CENTERPIECES/iap/inventors_spe.html	

Glossary Keel= piece of wood on bottom of the boat to stabilise it Rudder= handle for steering a boat Mast= long pole on boat for sails		

*Remember all bolded AWL words are on your course wordlist and need special attention.

3. *Look at the four words for each academic word. Cross out the word is not a collocation (does not usually go with the word). Then add another collocation.*

project	difficult, ambitious, recent, ~~lonely~~	prestigious
create	a programme, evidence, problems, a new boat	
technique	effective, new, dark, traditional,	
equipment	technological, damaged, underwater, authoritative	
innovation	recent, traditional, remarkable, effective	
despite	failure, bad luck, interesting, damage	
feature	hesitating, beautiful, unusual, design	

ACADEMIC SKILLS TIP BOX: ABBREVIATIONS

An abbreviation is a shortened form of a word or phrase. Usually, but not always, it consists of a letter or group of letters taken from the word or phrase. For example, the word *abbreviation* can itself be represented by the abbreviation *abbr.* or *abbrev.*

Examples *Prof. = Professor, Dr =Doctor, km.= kilometre, p.= page*

- Abbreviations can (but do not have to) be followed by a full stop, e.g. *Mr* or *Mr.*
- If the original words begin with a capital, the abbreviations should use capitals, eg *UK, USA.* If the original has no capital, neither does the abbreviation eg *tel* (telephone), *pm* (afternoon)

4. *Where would/wouldn't you use abbreviations? List at least three occasions for each.*

Not use abbreviations ☹	Use abbrevations ☺
• Essays	• Notes

5 Read the text again and complete the following notes.

1943
Bought sml_____ 2 go 2 _____. Water shallow, so removed _____
and_____.   Steered by_____ L and R

1964
Darby's experiments led 2_____ . Wife sailed latest design. Sail moved on
_____ 2 control boat w/o _____ 4 1st time ever

Recent activity
Darby continued _____ sailboard, + building, designing _____. eg new trimarans,
catamarans, _____, etc. New project: Windspear, _____ rowboat, kayak, & _____w/
paddle & fin

Part C : DISCUSSION

If you developed a new design, what would you do to make sure no one stole your idea?
Discuss in groups. Think about

Secrecy: Who would you tell?
Production: How would you produce your invention?
Profits: How could you make sure no one else copied and marketed your design?
Originality: How could you be sure no one else had produced the design before?

Part D: LISTENING

1. Look at the notes below, write a definition of a patent.
_____
_____
_____

2. Listen and check your answers.

What is a patent?

Set of rights granted by state (i.e. nat gov) 2 inventor 4 ltd time in exchange 4 giving
invention 2 pub.

Procedure 4 granting pats ≠ b/tween countries, according 2 nat. laws & internat agrmnts. Pat
app. must include 1 or >1 claims: i.e. new, inventive, useful or ind. applicable.

Many countries, some subjects are excl. from pats, e.g. bus. mthds and mental acts. Right 2
inventor in most countries = right 2 stop others make, use, sell, or distribute pat. invent. w/o
permn.

3. Use the symbols from Exercise 5 and others that you already know to complete the table below. Add any others that you use to the bottom of the list.

=	Equals	↓	Decrease
≠	Not equal	↑	Increase, More
	Therefore	#	Number
b/c		etc.	And so on (et cetera)
	And	def.	Definition
	More than	nec.	Necessary
<	Less than	w/	
→	Causes, Produces	w/o	Without
←	Is the result of	@	
~	About, Approximately	b/4	Before
i.e.	That is (id est)	MI	Main Idea
e.g.	For Example		To, too,
	pages	wk	
prof			are
	Regarding, about	b	
	chapter	professn	profession

6. Listen to the second part of the talk and fill in the gaps in the notes below.

Applying for a patent in the US

1 Novelty or New

Patent **rejected** if

- identical (or similiar) invention _____ by others, or patented /described in printed pub. in US or a _____ country, b4 ur invention
- If same inv. _____ in printed publication anywhere in world, or 4 sale in US b4 _____ of ur invention

If u described invention in _____ or used publicly, or placed 4 sale, u must apply 4 patent b4 1 yr, if not, _____ rights

2 Useful

Invention must have _____, ie ur invention has useful purpose, & must b operative. U must _____ describe use, ur invention must meet ur claims 2B _____ useful.

3 Nonobvious

Invention must b _____ different from what used or described b4, must b nonobvious 2 person w/ ordinary _____ in tech area related 2 inv. e.g, size changes not patentable**.**

4 Proving it

U must fully _____ ur invention so smb. in same_____ could make/use invention & read/ understand ur pat. app. Inventor must make clear & _____ claims re invention. Specification _____ descriptions, claims,& _____. Ideas cannot B patented i.e. U must B able 2 show how invention works so that exp. can _____ if & how it works.

ACADEMIC SKILL TIP: BRANCHING NOTES
- Mind Maps are a useful way to help you make your notes clearer.
- By using Mind Maps, you show the structure of the subject and the connections between points.
- Mind Maps show information in a way that your mind will find easy to remember.
- Mind Maps do not use lists.
- They are shorter than normal notes, and often do not need more than one side of paper.
- If you find out more information after you have drawn the main Mind Map, then you can easily add it into the map.
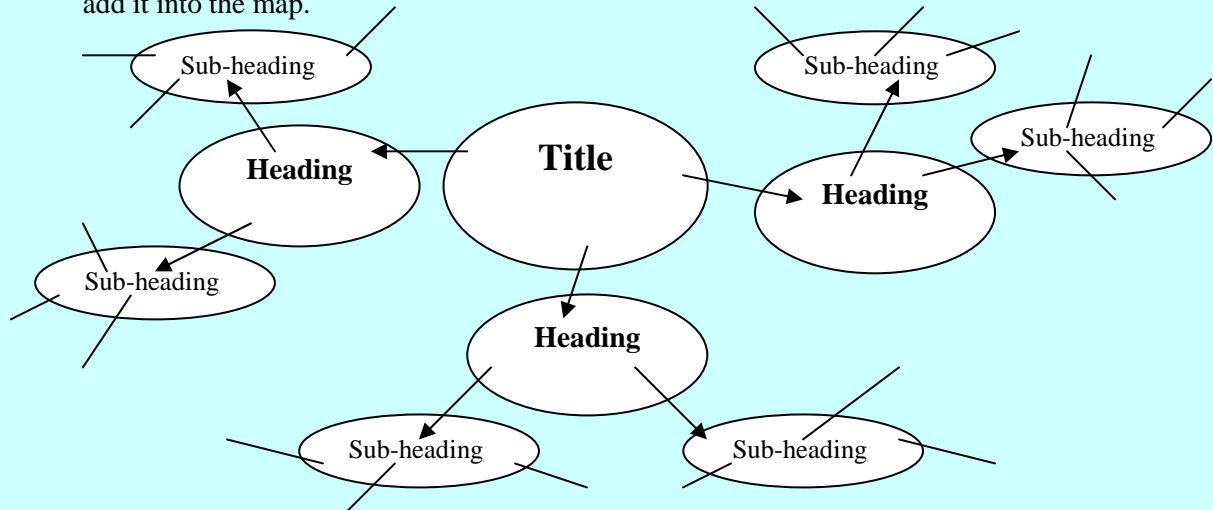
8. Look at the notes given in the previous listening exercise, and in groups rearrange them using the mind map below. Be prepared to explain your map to the rest of the class. Add extra boxes if necessary.
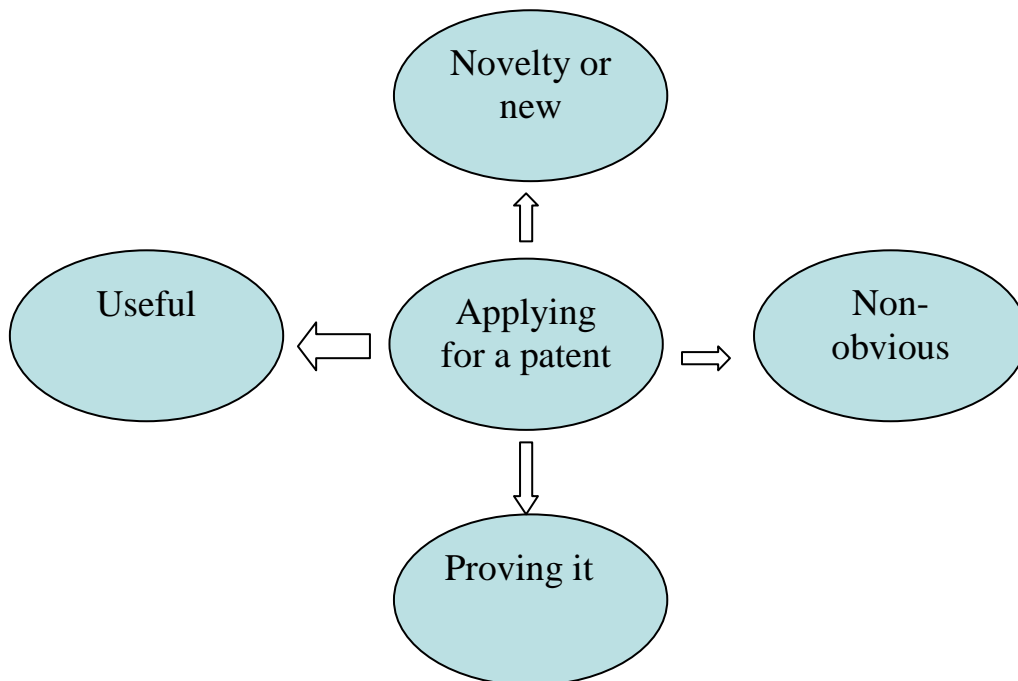
ACEADEMIC SKILL TIP: SUMMARIZING

- Read the original text thoroughly to make sure that you understand its overall meaning.

- Be aware that sometimes you might have to understand implications in order to pick up 'hidden' information.

- Underline or highlight the main points of the text, ignoring any unnecessary facts, descriptions or opinions. Make a note of the most important details.

- Summarise by linking together the key points using sentences or paragraphs as appropriate.

- Read your draft to make sure that you haven't lost the overall point of the original information. Make amendments to your draft as necessary.

A summary

- is a brief, 'easy to read' version of a longer piece of writing.

- contains the main points of the original text and it should be written in your own words. Don't just copy out 'chunks' of the original version.

- does not need to contain information, descriptions or opinions that do not support the general meaning of the text.

Look at this summary of the reading passage. Is it a good summary?

Darby first created the sailboard in the 1940s when he removed parts from a small boat and discovered he could steer it by moving the sail. After years of refining the design, including a special joint that connects the mast to the boat, he arrived at the design we have today. He created a simulator to teach people to use the sailboard. He continues to work on boat designs.

Part E: WRITING
Looking only at your mind map, write a short summary of the main ideas of the talk about patents. Include at least three of the AWL words from below in your writing.

reject	area	(non)obvious	specification	area	publication

_____

_____

_____

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UNIT II: HOW TO BE A SUCCESSFUL DESIGNER

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UNIT OBJECTIVES:

By the end of this unit I will be able to:

- identify important points/main ideas in a lecture
- distinguish between different parts of a talk
- identify signal words that show lecture organization
- distinguish between main ideas and supporting ideas
- take notes using key words and phrases
- paraphrase at paragraph level

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TARGET OUPUT

In this unit, I will be asked to:

write a response to the question:
'Which is the best way to become a successful designer?'

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Part A: DISCUSSION

1.Imagine you want to be a famous designer.
Rank the following advice in order of importance and be ready to justify your answer.

1 Get a degree in Design
2 Start your own business
3 Get a degree in Business Studies
4 Choose a good name for your brand
5 Get experience with CAD
6 Get a Masters Degree
7 Specialise in one area of design
8 Always wear fashionable clothes
9 Drop out of university and start work

2.Discuss your answers in groups

Part B: LISTENING (1)

1 Before listening to a lecture about the life and work of Ralph Lauren, which of the following topics do you think will be mentioned?

His education	family	favorite color	pets	his brand name (Polo)
his childhood	his dress style	his favorite food	his wealth	his age his shoe

---

ACADEMIC SKILL TIP: PARAPHRASING

Be careful when using other people's ideas. Do not simply copy directly from the text. You must extract the idea and then write it in your own words. Paraphrasing involves changing a text so that it is quite dissimilar to the source yet retains all the meaning. This means rewriting in your own words, but of course not claiming that it is your own work. You must include information on whose idea it is. Paraphrasing is similar to summarizing in that it is written in the writer's own words, but unlike summarizing, paraphrasing includes all the information NOT just the main ideas.

Some strategies for paraphrasing

- **Use synonyms eg** *style= fashion*

- **Use antonyms eg** *it is weak= it lacks strength*

- **Use different grammar structures eg active→ passive**

- **Use different forms of the same word eg** *invited* (v)→*invitation* (n)

- **Change the order of information eg cause +effect (***Late trains result in unhappy passengers)→***effect +cause (***Passenger dissatisfaction results from late trains***)**

- **Changing word order eg.** *These days business is difficult→ Business is difficult these days*

*Note you need to use a combination of these. Changing only vocabulary or structures or word order is not enough, you need to use a range of different strategies.

CHECKLIST FOR PARAPHRASING

_____ 1. Have you used your own words?

_____ 2. Is the meaning the same?

_____ 3. Have you included all of the ideas?

_____ 3.Have you included a source?

---

2. Look at the extract from the listening below and the paraphrase, and list the changes made.

Original: Lauren chose the name *Polo* because of the power, style and intrigue that the brand has always been associated with.

Paraphrase: The brand has always had associations of   strength, fashion and mystery, so the name Polo was chosen by Lauren.

Differences
Synonyms/antonyms: power→strength
Word forms:
Grammar:
Other:

3. Write a paraphrase of this section of the listening text

Polo prefers licensing over manufacturing ;it oversees many licensees as well as more than 350 contract manufacturers worldwide. The firm operates about 275 retail and outlet stores in the US and licenses more than 100 others worldwide.

_____

_____

_____

_____

_____

_____

_____

4. Read the tip box, then identify the main ideas and underline key words in the extract from the talk in exercise 2 and 3.

ACADEMIC SKILLS TIP: RECOGNIZING THE LECTURER'S MAIN IDEAS & KEY WORDS

- In a talk, there are certain key words and phrases which signal the topic in the introduction, main ideas and the conclusion. In a lecture you will often hear words such as *today I am going to talk about…*, *in terms of (education), to sum up the reasons for…* When you hear these ideas, you can often predict what will come next.
- Key words carry the general meaning of the message and without these key words you cannot understand the topic or main ideas. For example in the section on Lauren's childhood, key words are *father, school, family, age (eg 12 years old) etc.*
- Key words are often repeated and are content specific words. For example in the following lecture, the word *success* and related words eg *innovative, style, fashion, stylish*, are repeated.
- Identify the key words by asking: *What is it about? or What is the point?*

5.Listen to the talk and write down the key words and main idea of each section of the talk in the chart below.

	Section heading	Main Idea/key words
1.	Childhood	
2.	Education	
3.	The Polo Brand	
4.	An example of his determination to succeed in business	
5.	Business Successes	

6. Summarize the talk in no more than two or three sentences.

_____

_____

_____

_____

_____

7. The following academic words all appear in listening 1. Choose the word that has a meaning which is different from each academic word. The first one has been done.

AWL words		Different word
apparent	obvious, clear, ~~shining~~	shining
innovation	possibility, change, improvement,	
founded	set up, discovered, established	
ultimately	eventually, finally, dangerously	
licence	permission, permit, prediction	
image	network, symbol, representation,	
circumstances	conditions, factors, components	

Part C: LISTENING (2)

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ACADEMIC SKILL TIP BOX: IDENTIFY SIGNAL WORDS THAT SHOW LECTURE ORGANIZATION
When giving a talk or lecture, there are certain structures that people may use to show the organisation of the speech
These structures show what the talk is about and how it is divided into parts
- *Today I'm going to talk about…*
- *I have divided my talk into three sections*

They show when one part is finishing and another is being introduced, and they show the close of the talk
- *I would like to start with*
- *Having looked at... I'd now like to consider*
- *In conclusion, I'd like to emphisise that*

Listening for these structures may help you identify how a lecture is going to be presented, and may help the organisation of your notes

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1. Listen to the Introduction of a talk by Dr. Barry Sheen, and take notes on the topic and main points of the lecture using <u>keywords and phrases.</u>

Topic: _____

Main Points:
*1.*_____

*2.*_____

*3.*_____

2. Put the expressions below into the appropriate part of the talk. Then listen to the whole talk and check your answers.

to conclude, … the last point to mention …   that completes my lecture on…. Now let me move on…   In my talk today…

Part of Talk	
Introduction	What I'd like to do is to discuss…
Body	The next point…
Conclusion	

3. The signal expressions below can also be used in lectures. What part of the talk are they most likely to be found in? Add them to the appropriate part of the lecture.

That's all I want to say about X.

Having looked at …, I'd now like to consider …

What I intend to say is…

The final point I want to talk about is…

In my talk today,…

The last item to mention is…

That completes my lecture on…

Now, let me move on to…

In conclusion, I'd like to emphasise that…

Finally, I will talk about …

Today, I would like to give you…

My last main point is…

ACADEMIC SKILL TIP: DISTINGUISH BETWEEN MAIN IDEAS AND SUPPORTING IDEAS

Main Ideas: Every talk has a topic that is explained by main ideas that are:
- usually general ideas that are the key concepts of the topic.
- usually stated in the introduction and developed in the rest of the talk.
- often introduced with signal words, i.e., *three main parts, first, another.*

Supporting Ideas:
- are more specific and explain the main idea of that section of the talk.
- are mentioned after the main idea.
- are introduced with transitions to show the connection and relationship to main idea.
- are often followed by more specific supporting details, i.e., *examples, facts, data.*

4. Listen to the talk again and take notes on the supporting ideas for the 3 main ideas mentioned in the introduction.

5. Compare your notes with a partner and agree on your supporting points. Be prepared to explain why you have chosen these points, and present your ideas to the class.

Advice for Industrial Designers

1. Degree

3. Self-employment

2. Work
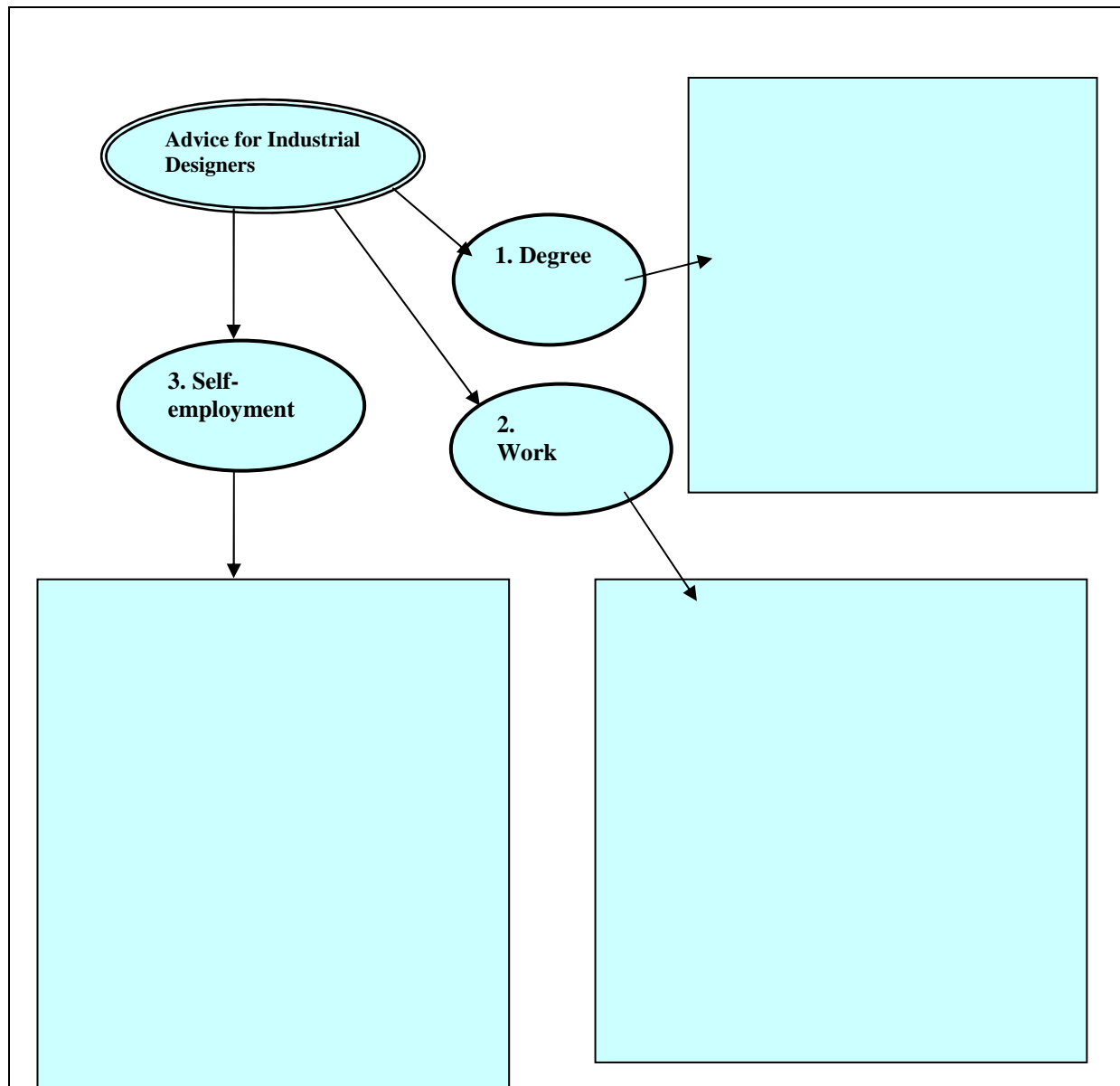
Part D: WRITING

1. The listenings give two different views of how to be a successful designer, one from the career of a successful designer, and the other as advice to a young person about to start on a career in design. Looking back at your notes for each listening, make notes on the differences and similarities.

Similarities	Differences
Dr Sheen recommends starting your own business. Lauren did this.	Dr Sheen says study Design, but Lauren studied business.

2. Using your own ideas and ideas from the listening, answer the following question: 'Which is the best way to become a successful designer in your opinion?'

_____

_____

_____

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_____

UNIT III: ROBOT DESIGNS

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- differentiate important and irrelevant information
- identify information markers on: background, visuals, and digression
- write a description

TARGET OUPUT

At the end of this unit, I will be asked to:

write a description paragraph about a future robot of your own.
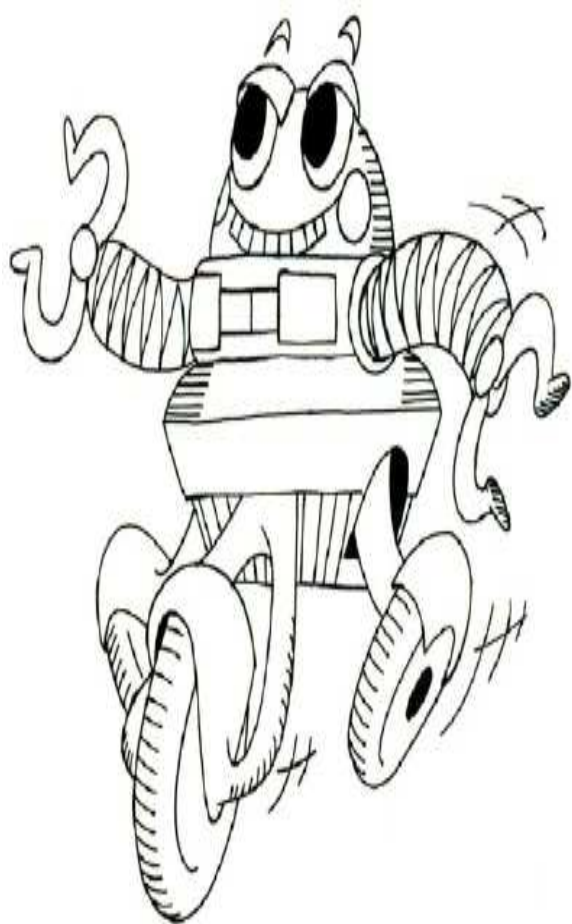
Part A: DISCUSSION
1. Consider the following:

- *swim*
- *think*
- *entertain people*
- *run*
- *sing*
- *dream*
- *lift things*
- *make cars*
- *dance*
- *manage people*
- *detonate a bomb*
- *make orange juice*
- *compose music*
- *teach*
- *train dentists*
- *model clothes*
- *predict the future*
- *talk to people*

a) Which of these can robots do now?
_____
_____

b) Which of these may robots be able to do one day?
_____
_____

c) What will they never be able to do?
_____
_____

2. Discuss your answers in groups.
3. Be prepared to present your answers to the rest of the class.

Part B: READING AND LISTENING

1. *Look at the titles and pictures below, and guess which words are associated with which robot: the rollercoaster ride, the model robots or the dental patient robots.*

accelerate	safety	hair	patient	flexibility	equipment
	mouth	dress	passenger	thrill	

1.The Kuka ROBOCOASTER Takes Industrial Design for a Ride

2. Mannequin robots to replace fashion models...

3. Japan's latest invention: The dental training robot that can "feel pain"

The Kuka ROBOCOASTER Takes Industrial Design for a Ride

The <u>Kuka</u> RoboCoaster brings industrial design from the factory floor to the amusement park. This vertically articulated robot has two passenger seats and a nearly 23 ft reach. It is powered by six electric motors.

The industrial design elements turn the Robocoaster experience into one wild ride. Its six axes of freedom provide **unconstrained** movement. Passengers can be turned upside down, spiraled, dipped - all at break-neck speeds. The Robocoaster can accelerate more than 1.9Gs and move 16ft/s.

The Robocoaster's flexibility extends to programming. It can be easily customized to fit the wishes of the passengers or operator. It comes with five preprogrammed thrill rides and it is **capable** of hundreds of alternative ride combinations. This type of flexibility is typical for Kuka robotic design.

The Robocoaster is the world's first passenger-carrying robot. Kuka kept safety at the forefront when building this ride. The robot had to endure every **inspection** and test that Kuka's industrial robots pass through, and more.

The Robocoaster only takes up 900 sq. ft. of floor space. This space-efficiency allows for placement in multiple **contexts**. The amusement robot can be installed on a trailer. It can move along a robot track or be placed with other Robocoaster rides.

Posted: October 15, 2007, <u>http://www.robots.com/blog.php?tag=40</u>

2 .Read text 1 and fill in the first part of the table.

Text	Robot appearance	purpose	advantages
1			
2			
3			

3. Listen to text 2 and complete the table. Check your answers

4. Do the same for text 3.

5. Match the academic words from the reading and listening texts in the box below with their synonyms (in bold) in the sentences which are paraphrases of the text.

virtual	expertise	demonstration	context
inspection	capable	automation	unconstrained

Match each word with the paraphrased version of the sentence from the texts.

1 She does not like the way **technology and machinery** has changed fashion design. **Automation**

2 In an **exhibition**, a young dental trainee pushed her instrument into the Simroid's mouth._____

3 'We focus on patient comfort, and not only on technical **skill**'. _____

4 The robot had to pass at least every **check** and test given to Kuka's industrial robots. _____

5 The robot shouts if the dentist's equipment hits the **simulated** nerves. _____

6 It has the **capacity** to create of hundreds of different ride combinations._____ ____

7 **Unlimited** movement is provided by its six axes of freedom. _____

8 This efficient use of space enables placement in many different **locations**. _____

Part C: LISTENING

ACADEMIC SKILL TIP: SIGNPOSTING

During a lecture a lecturer will give you signposts or signals showing what is coming next. Four signals often used in lectures are for background information, digression, visuals and referring back to previously given information.

BACKGROUND INFORMATION
At the start of a lecture your lecturer might refer to background information. This is general information that all educated people are aware of. They do this to get you thinking about the subject before they give you new information. This background information may be introduced using phrases such as: *As we know*

REFERING BACK
A lecturer will remind the listener of points already made with phrases such as *As we have already seen...*

VISUALS
During a lesson your lecturer may use visual aids i.e. handouts, overhead slides, PowerPoint presentations etc.They will use phrases to introduce them, and to tell you when to look at them. Visual information may be referred to using phrases such as: *Here we can see ...*

DIGRESSION

Sometimes your lecturer may stop talking about the subject of the lecture and talk instead about another subject or something personal, then carry on with the subject at a later time: this is called digressing. Phrases indicating digression may be introduced using phrases such as: *By the way*

Some phrases that could be used to give background information, introduce visuals, and digressions are given in the box below. Place the phrases under the appropriate headings.

Incidentally	As we know	As we have already seen	In this photo
Take a look at this	The … shows	Before I forget	As you can see
We all understand	While I remember	It's clear that	By the way
It is understood	Here we can see	As was mentioned before	That reminds me

Background/referring back	Visuals	Digression

1. Match the signal with the rest of the sentences. Then listen to the lecture to check your answers.

signal	
1 As we all know	A. robots can model clothes, give rides and train dentists.
2 As I mentioned before	B. some people are already worried about what will happen when robots become as emotional as we are.
3 As we have already seen	C. the robot Aibo.
4 By the way,	D. Asimov wrote some classic science fiction stories, including the Foundation series.
5 In this photo, we can see	E robots are part of our lives.

2. Look at the visuals the lecturer uses below. Can you guess who or what each one is?

1
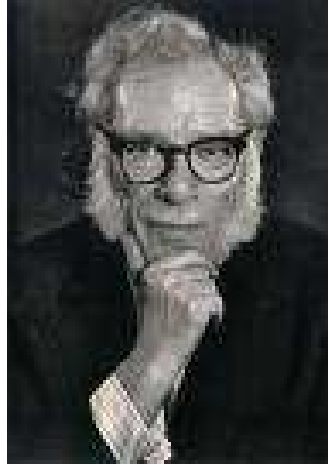
2

3

4

4. Listen to the talk again. Write how the speaker introduces each visual and make notes about the topic.

1 Introduction to visual

_____

Capek's 2 ideas about robots

a_____

b_____

*2 Introduction to visual*_____

Asimov's view of Robots

He imagined a future

_____

_____

_____

3 Introduction to visual

_____

The United Nations report

*More than a third of robots*_____

_____

_____

*4 Introduction to visual*_____

Aibo

a Produced by_____

b. Software allows Abio to _____

_____

Part D: WRITING

Imagine and describe the best selling robot of the year 2060. Is it a machine to do dirty and dangerous jobs, a humanoid robot that is a friend for people or a machine that helps us do complex work? Is it a threat to people or not? Does it interact with humans, or is it simply a machine that does what you tell it?

Use the description checklist below to help when writing your description.

CHECKLIST FOR DESCIPTIONS

_____ **Does it include specific concrete details that create an image?**

_____ **Does it include feeling or emotion if the description is subjective?**

_____ **Does it have a variety of interesting adjectives, adverbs, and verbs?**

_____ **Does it provide description that appeals to the senses?**

_____ **Does is *show*, and not just *tell*, what the object is like?**

Use at least 3 of the AWL words from the box below in your answer.

labour	device	unique	virtual	expertise
demonstration	context	inspection	capable	automation

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT IV: OFFICE SPACE DESIGN

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- identify discourse markers and their functions
- identify fact and opinion
- quote other people's ideas

TARGET OUPUT

In this unit, I will be asked to:

Write an answer explaining how I think office spaces should be designed.

Part A:
DISCUSSION
1. Look at the office designs opposite showing open office space (top), cubicles (middle), and individual rooms (bottom).

In your opinion,which is:
noisiest/ quietest?
cheapest/most expensive?
easiest to work in?
most/least private?
easiest to communicate in?
least/most comfortable?
easiest to control/monitor?
least/most stressful?

2. Compare your answers in groups. Then discuss the following:
Which kind of office would you most/least like to work in? Why?

Part B: LISTENING

1. You are going to listen to a short lecture on office designs. In pairs, note down what you know about the topic and any questions you would like to be answered.

_____

_____

_____

_____

ACADEMIC SKILL TIP: LISTENING FOR DISCOURSE MARKERS
Sometimes, lecturers use words or phrases that show the connections between ideas. Listening for these words and phrases can help you understand the lecture.

The lecturers may….

- **give the order of new points by using various links, e.g.** *To begin with*.
- **define terms. It is important to note them down as the words you know can have specific meanings in different subjects.**
- **give further information about a topic by using linkers, e.g.** *moreover, such as*.
- **present contrasting information, e.g.** *In contrast*.
- **make classifications, e.g.** *X may be classified according to*.
- **focus on the causes or the effects of a certain problem, e.g.** *because of*.
- **restate information to explain difficult ideas by repeating it in different words, e.g.** *in other words*.

---

2. Look at the signals given in the table below and categorize them under defining, listing, giving further information, giving contrasting information, classifying and giving causes and effects.

X consists of N categories…   Besides…Furthermore….   To begin with… Not only/but also…
Also…   In the second place…   On the other hand…   X is called… Alternatively…   Such as…   Lastly…   X is known as… In other words… X is… This term is used generally to mean…
Therefore…   X may be classified according to… The reason for…X may be defined as… The next point I'd like to make is….In order to…   Another way to say it is…

LISTING	FURTHER INFORMATION	CONTRASTING INFORMATION
First of all…	Moreover…	However…

RESTATING / CLARIFYING	DEFINING and CLASSIFYING	CAUSE & EFFECT.
To put it another way…	Y and Z are types of X	So…

3. Underline any functional language in the text below and label it according to the categories given above. The first one has been done.

Function Labels

OFFICE DESIGNS THAT WORK

- <u>But first of all, let's start</u> with the term _____.

- A much _____definition is all office/work station areas, general support _____ and circulation _____, etc.

- I want to point out the _____ of _____-_____ office spaces.

- Can be divided into 3 advantages of well-designed spaces:
1. Positive _____ image
2. Inspires_____ do well
3. Favorable impression on potential _____

- In other words, _____ benefits from a good office design: the business, employees, and customers.

- For example, the design industry created more _____ strategic management environments.

- Because of changes to _____of working, new designs allow for _____ or movement of desks, storage, etc.

- Another crucial design _____ is _____. Study showed communication was improved by _____ walls, also eliminated _____ offices and created informal gathering _____ such as copy and _____ rooms.

- Conflicting demands must also be _____ with not only the need to make interiors that enhance, establish, or _____ company image, but also _____ employees to function at optimal _____.

Listing _(example)_

_____

_____

_____

_____

_____

_____

_____

_____

4. Listen to the lecture and fill in the gaps in the notes above.

ACADEMIC SKILL TIP: DISTINGUISHING FACT FROM OPINION

The difference between fact and opinion is:
- A fact is a statement based on something that is known to be true or to have happened. It is something that can be proven with evidence.
  e.g., *All people must breathe to live.*
- An opinion is a statement that someone believes, thinks or feels to be true and can't be proven. *e.g., All people love basketball.*

---

5 a) Using the completed notes in task 4, ,indicate which statements below are fact (f) and which are opinion (o).

___ Office work space is defined as all work areas, support space and circulation paths.
___ Informal gathering places like coffee rooms are crucial for communication.
___ There are three benefits from well-designed offices.
___ Low walls help communication.

5 b) Is the professor optimistic or pessimistic about the future applications of office design? Give reasons for your answer.
_____
_____
_____
_____
_____
_____

Part C: READING

1. Read the article below and, in groups and the questions.
a) According to the author, how has office space been allocated in the past? How and why is that changing?
_____
_____

b)Complete the table with information from the text.

	Advantages	Disadvantages
Cubes (Cubicles)	more flexibility and employee collaboration _____ _____	

Caves (private offices)	The "cave" provides privacy	
Hotelling		• Employees feel rootless • restricts_____ _____

WORK SPACE DESIGN

1 Businesses large and small now realize that physical work space influences employee behavior. As a result, businesses are redesigning their buildings and workplaces with the intent of reshaping employee attitudes and behavior. As firms redesign their offices, they **focus** on three main factors that have a strong **impact** on employee behavior: how much space employees have, how the space is arranged, and how much privacy employees have.

SIZE

2 In relation to work space, size is defined by the number of square feet per employee. Historically, the amount of space an employee had was related to the employee's status. The higher an individual was in the organization, the larger the office he or she got. That, however, no longer seems to be true. As organizations seek to develop more equality, the trends have been toward reducing space dedicated to specific employees, lessening or eliminating space allocations based on hierarchical position, and making more space available for groups to meet in.

3 According to recent estimates, the amount of personal office space organizations give to administrative employees has shrunk by 25 to 50 percent over the past decade. This change is due in part to economies. Space costs money and reducing space cuts costs. But a lot of this reduction can be **traced** to changes in the organizations. As traditional hierarchies replaced with teamwork, the need for large offices have lessened.

4 When extra space is being **allocated**, rather than giving it to specific individuals, the trend today is toward setting it aside to create a place where people can meet and teams can work. These "public spaces" can be used for socializing, small group meetings, or as places where team members can work through problems.

ARRANGEMENT

5 While size is a measure of the amount of space per employee, the term arrangement refers to the distance between people and facilities. The arrangement of the workplace is important primarily because it significantly influences social interaction.

6 Research has shown that people are more likely to interact with those individuals who are physically close to them. Employees' work **locations**, therefore, are likely to influence the information to which they are exposed and their inclusion or **exclusion** from various activities
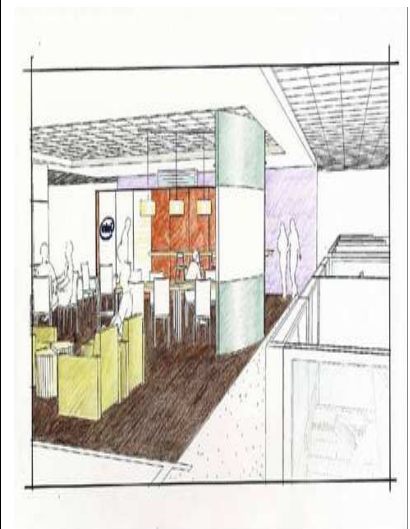
and events within the organization.

PRIVACY

7   Privacy is in part a function of the amount of space per person and the arrangement of that space. But, walls, screens, and other physical barriers also influence it. In recent years, a widespread workspace design trend has been to **phase** out closed offices and replace them with open offices that have few, if any, walls or doors. The two very different **perspectives** on office space are sometimes described as the "cave versus cube" debate. The "cave" provides privacy while the "cube" facilitates open communication. In the United States alone, an estimated 40 million people, or nearly 60 percent of the whole country's white-collar workforce, now work in cubes.

8   Caves limit interaction. So organizations have sought to increase flexibility and employee collaboration by removing physical barriers such as high walls, closed offices, and doors. Yet, while the trend is clearly toward cubes, organizations are making exceptions for employees engaged in work that requires deep **concentration**. Companies such as Microsoft, Apple Computer, and Adobe Systems, for example, continue to rely primarily on private offices for software programmers.

9   An extension of the open office concept is called "hoteling." Employees book reservations for space with the company office manager, get assigned a workplace, pull over a desk-on-wheels, and begin their work. The only space that employees actual1y cal1 their own is typical1y a bin or locker where they can keep their personal belongings. Employees "check out" each day when they depart. However, hoteling has some serious downsides. Employees often feel rootless and complain that hoteling **restricts** the informal socializing and learning that come from having a fixed workplace location.

10   What about individual differences? The desire for privacy is a strong one for many people. Yet the trend is clearly toward less privacy at the workplace. Further research is needed to determine whether or not organizational efforts to create open work spaces are incompatible with individual preferences for privacy and result in lower employee performance and satisfaction.

Adapted from Rabbins, S. P. (2001). *Organizational Behavior* (9th ed.) (pp. 456-459). Upper Saddle River, NJ: Prentice Hall International.
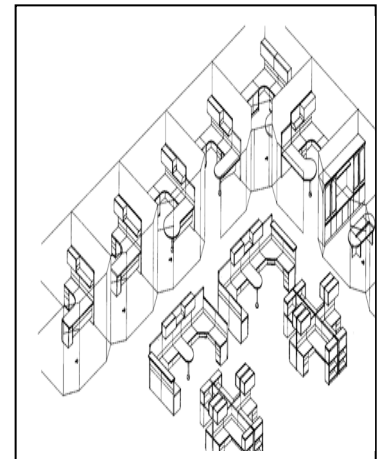
AWL vocabulary is printed in bold

2.Complete the table below by referring to the mini-dictionary in the back of the book for the definition, and synonyms (if any) then look in the text for collocations (words that go with the academic word). Then add some more collocations. These may also be found in the mini-dictionary.

Word and synonym	Dictionary Definition:	Collocation in the text	Other collocations
Focus (on) (v) =		*Focus on three main factors*	*Focus on the important points/key issues*
Impact (n) =			
Trace (v) =Follow			
Perspective (n) =			
Concentration (n) =	*The ability to think carefully about something for a long time.*		
Allocate (v) =			*Time, money, resources*
Restrict (v) =Limit			*Movement*
Phase (out) (v) =			
Exclusion (n) =			

Part D: LISTENING

1. Listen to the introduction to the panel discussion and write down the general topic and main question asked.
Moderator: Pauline Horn, reporter

_____

_____

2. Listen to the discussion the first time and write down each person's opinion about cubicles.

3. Listen a second time and take notes on their reasons for their opinions.

<u>*Susan Miller*</u>*, office worker in an insurance company:*
Opinion: _____
Reasons:

<u>*Jennifer Davis*</u>*, office design consultant*
Opinion: _____
Reasons:

<u>*Jeffrey Brown*</u>*, psychologist*
Opinion: _____
Reasons:

4. *Listen to the last part of the discussion and take notes below on Jennifer's suggestions for good office design.*

Jennifer Davis

5. *In pairs, compare your notes. To do this, use the following checklist.*

CHECKLIST
a) How are your notes organized?
b) Is there enough or too much information?
c) Have you made use of symbols and abbreviations?
d) How have you highlighted important information?
e) Have you highlighted anything you want to check later?
e) Have you shown the relationship between ideas? If yes, how?
f) Do the notes use the speaker's exact words or are they paraphrased?

Part E: WRITING

Write an answer to the following question and use information from the listenings, reading, and your notes to support your answer. Make sure to include at least one quote.

ACADEMIC SKILL TIP: QUOTING

If you use more than three consecutive words from a writer or speaker, you need to use quotation marks. When using a quote, you need to make sure that there is a clear reason for using the writer's/speaker's exact words. You also need to include information about the author. Also, make sure that the quote has been set up so that it blends into the rest of your writing.

Example: Another important issue is the lack of space. According to Rabbins (2001) 'the amount of personal office space organizations give to administrative employees has shrunk by 25 to 50 percent over the past decade.' (p.457)

CHECKLIST FOR QUOTATIONS

_____ 1.Does the quote help you explain your point?

_____ 2. Are there quotation marks?

_____ 3. Have you given the author's name and date of publication, and page number?

_____ 4. Has the quote been introduced/set up properly?

focus	impact	traced	allocated	locations
exclusion	phase	perspectives	concentration	restricts

Look at the quotes from the writer and speakers. Are they in favour or against cubes (cubicles)? Mark each one a 'for' or 'against' or 'neutral'.

John Evans (Listening 1)
'With good designs, people work better, and they are integral to the corporate culture we live in.' **_Neutral_**

'A crucial design goal is communication. Designers have lowered walls to increase visual as well as vocal contact.' _____

S. P. Rabbins (2001) (Reading)
'Caves limit interaction. So organizations have sought to increase flexibility and employee collaboration by removing physical barriers such as high walls, closed offices, and doors.' _____

(Listening 2)
Pauline Horn (Interviewer)
*'Cubicles are numbered just like a parking garage'.*_____

Susan Miller (Insurance worker)
'There's no opportunity to concentrate or think' (in offices with cubes).
*'I need walls to be creative and productive.'*_____

Jennifer Brown (design consultant)
*'Business embraced the cubes' simple functionality and relative cost saving.'*_____

*'A new breed of workers has pushed companies to rethink the cubicle. For many, the cubicle is an old-fashioned idea that needs replacing.'*_____

Jeffery Brown (psychologist)
*'Research shows that cubicle drawbacks are far less than those presented by open space offices.'*_____

*'There's nothing wrong with the general idea of the cube. The problem is that too many companies have squeezed too many cubes and too many people into densely packed offices.'*_____

If you were designing an office, which designs would you use? Cubes or cave? Open or closed floor space, or combinations of these? Support your ideas with at least 2 of the quotes above. What other space would you include, eg Gym, games room, café, washrooms, meditation room?   Example opinion and quote:

> I would use cubes in my office design, but I would not put them too close together, because, as Brown states, 'companies have squeezed too many cubes… into densely packed offices.'

MODULE TWO

Speaking for Academic Purposes

INTRODUCTION TO RESEARCH I

By the end of this unit, I will be able to:

- use different sources for research
- identify cases of plagiarism
- define the basics of an academic presentation

TARGET OUTPUT

By the end of this unit, I will be asked to:

Write a summary on how to structure a presentation
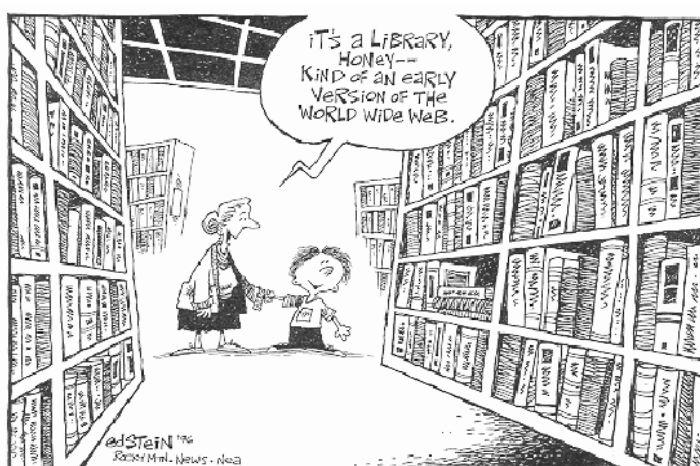
Part A: DISCUSSION

1. Discuss the following in groups of three or four:

Suppose that you are going to give a presentation on "the dangers of global warming". Which sources would you use to do your research? List the three most useful ones in order of importance.

a._____

b._____

c._____

2. Based on the decision of your group, prepare a brief summary of the reasons for your choices.

_____

_____

_____

_____

_____

3. Both the internet and the library are useful sources for information. However, both have their disadvantages as well. In groups, try to come up with as many disadvantages as possible for both.

DISADVANTAGES OF	
The Internet	*The Library*

Part B: READING

WIKIPEDIA – IS IT REALLY RELIABLE?	NOTES
By Discoverie - Posted on July 11th, 2006	

Wikipedia is a free, widely used online encyclopedia, wherein the entries can be modified by *anyone*.

That is where the catch is.

I am not totally against Wikipedia. Wikipedia gives the opportunity for anyone to create an encyclopedia entry, which was once a class project in college. It can be used as a quick - yet crude - research tool, just to get a general idea of a topic. Some professors sometimes borrow images from Wikipedia to illustrate certain points in class. Many articles are reviewed, or **scrutinized**, by the world; Wikipedia's hope/argument is that since the people who read Wikipedia include those who are knowledgeable on the subject(s), any mistake found on the article can be easily corrected by them. In time, the information presented in the article will be "balanced" or almost (or totally) accurate. I think that Wikipedia provides a good service to the global community by providing easily accessible information.

However, as a warning to college students, Wikipedia is not truly peer-**reviewed** like academic journals, such as *Nature*, *Science*, and *Journal of Counseling Psychology* (which you usually have to subscribe to or access through a library/university). Many professors do not accept Wikipedia as a reference in college research papers. Since the articles can be **modified** by anyone, some of the information can actually be false or inaccurate; vandalism can occur. (If you **cite** a certain statement from an entry, there is a chance that it may be altered by the time your professor checks it out.) Also, you do not know who the authors are, which is important when doing your Reference List.

Just like Google, you cannot trust everything on Wikipedia. It is still OK to check it out for a rough idea of a particular subject and maybe borrow pictures or get some information. However, bare in mind that the information you get from any kind of source, including Wikipedia, is not yours, which means that it has to be cited. Otherwise, you might run the danger of 'stealing' information, which is called plagiarism and is an academic offense. So, if you would like to do a presentation and/or research paper with good quality and reliable information, you can use the library, e-journals, and/or databases as long as you acknowledge the source.

from: http://www.progressiveu.org/000633-wikipedia-is-it-really-reliable

- **Remember all bold words are on your course wordlist and need special attention.**

1. Match the words with their synonyms.

a) scrutinize   _____ adapt

b) modify   _____ quote, mention

c) cite   _____ examine, analyze, study

WHERE HAVE ALL THE LIBRARIES GONE?	NOTES
In recent years the WWW revolution has made people, especially students, question the importance of using books as part of their study. The WWW is now not only able to provide articles and journals direct to your desk but even whole books can be read online. Such a situation relieves students of having to walk up and down corridors of dusty libraries, trying to find one book in a million which may not even be there because someone has either taken it out, lost it or stolen it. It also means that students will not have to learn the confusing **coding** systems that librarians spend many happy hours creating so as to further disorientate and confuse new students. After all, which librarian actually wants their books to leave the library where they can be damaged or even never returned.

Optimistic computer geeks may well believe that computers could mean the end of libraries in universities but they are dead wrong. That is neither the aim of the WWW nor is it likely to ever happen.

Firstly, recent medical research strongly suggests that reading from a computer screen is far more damaging to the eyes than reading off paper. To avoid this, students would be forced to print out everything which means hours and hours of waiting and tons of ink to buy.

Secondly, although many articles do exist on the internet, most of these articles and the journals they come from **require** the researcher to become a paying subscriber. To my knowledge, all university libraries are still free and this is a key issue if you are students struggling to make ends meet.

Finally, university libraries, if efficiently run, usually stock those books that are recommended by the university departments. This means that if there is a book you really need for your course, chances are that it will not only be in the library, but there will be multiple copies of it.

Having said all this, not all university libraries are efficiently run and the **challenge** sounded by the WWW makes it imperative that university libraries really do get their acts together and make sure they are providing university students with all their needs, and consequently that universities are supplying enough money to the librarians to make sure the right books are on the shelves.

Universities' libraries are going nowhere, but the WWW will go a long way to ensuring that university libraries try harder to satisfy their customers, the students. (Kenwood, 2008) | |

* Remember all bold words are on your course wordlist and need special attention

2. Match the words with their definitions.

a) code _____ something that tests strength, skill, or ability, especially in a way that is interesting

b) require _____ to put a set of numbers, letters, or symbols on something to show what it is or give information about it.

c) challenge _____ a law or rule says you must do it or have it

3. Read the two texts above and take notes on the advantages and disadvantages of Wikipedia and libraries in the boxes given.

Advantages:

_____

_____

_____

_____

_____

Disadvantages:

_____

_____

_____

_____

_____

WIKIPEDIA

SOURCES OF INFORMATION

LIBRARY

Advantages:

_____

_____

_____

_____

_____

Disadvantages:

_____

_____

_____

_____

_____
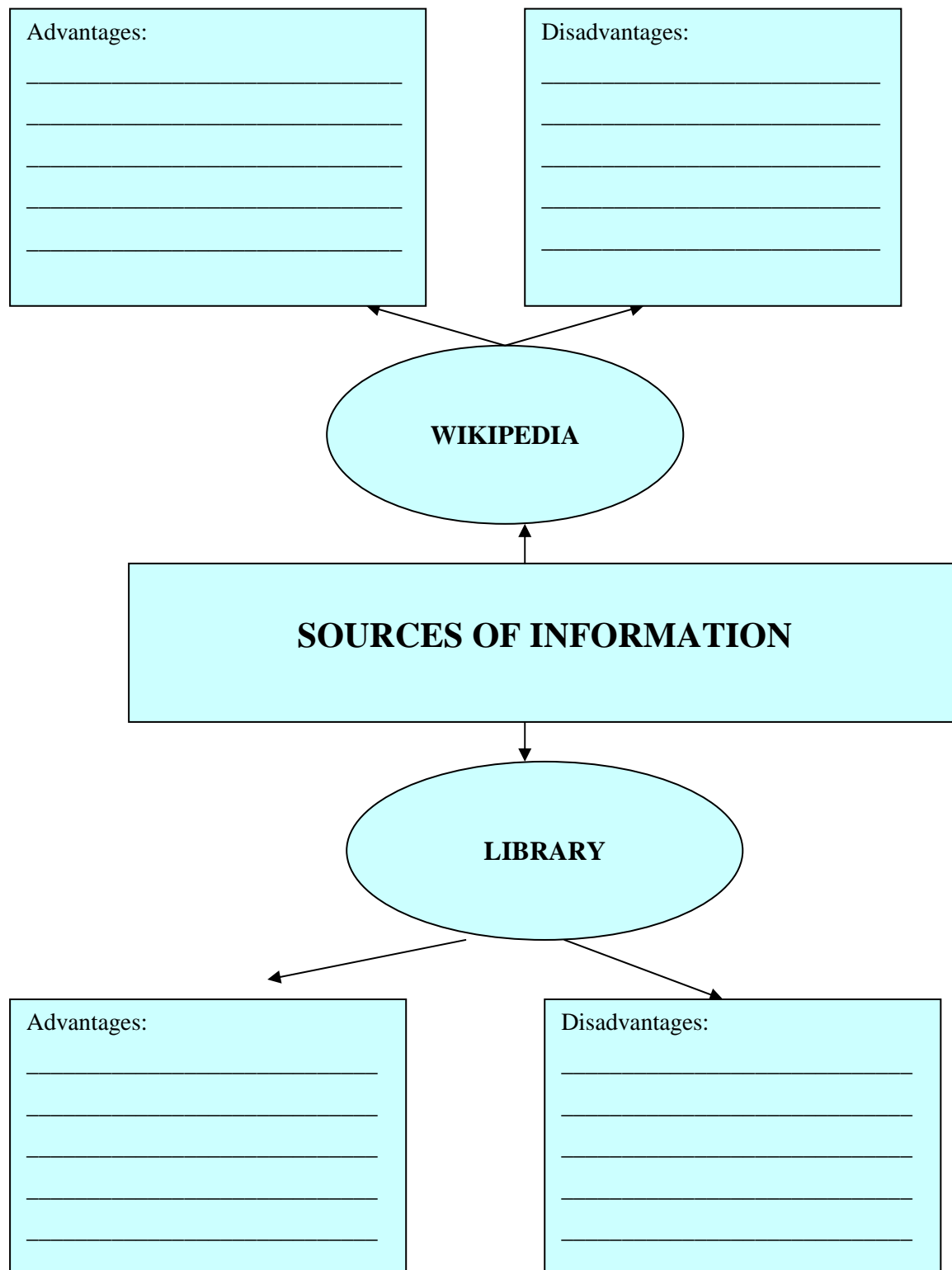
4. Check your answers with a partner, and add any other advantage or disadvantage that you can think of.

5. The text below describes the situation of a student. Read the situation and in groups, discuss:

a) what the problem is.

b) how this situation relates to the last paragraph of the text on Wikipedia.

Chris just found some good stuff on the Web for his science presentation about sharks. He highlights a paragraph that explains that most sharks grow to be only 3 to 4 feet long and can't hurt people. Chris uses this information in his presentation and adds some other information from Wikipedia as well. He talks about every single detail of sharks, as if he has been a shark expert throughout his life.

Uh-oh. Chris just made a big mistake. Suddenly he finds himself in trouble, not only with his teacher but with the whole school.

Take notes of your discussion here:

6. Report your answers to the class.

Part C: LISTENING

1. Below is a list of statements about giving a presentation. Write "DO" next to the ones which you think should be done, and "DON'T", next to the ones that should be avoided. Complete the statement with your justification. The first one has been done as an example.

DO/DON'T	STATEMENT	REASON
DO	introduce yourself and your topic	*Because the audience needs to know who you are and what you will be talking about*
	Memorize your presentation	
	Look at the audience all the time	
	Speak in a very loud voice	
	Wear interesting and different clothes	
	Write the whole presentation on a piece of paper	
	Use same tone of voice throughout the presentation	
	Prepare an outline for your presentation	
	Use as many visuals as possible	
	tell your audience how long your presentation will be	

2. Share your answers with the class.

3. You will watch a video by Rosemary Jane and John Cross on how to give a successful academic presentation. The video consists of five sections. After each section do the task that follows.

Section 1 THE INTRODUCTION

a) What does a speaker need to cover in the introduction of a speech?

    _____

    _____

    _____

    _____

Section 2 TRANSITIONS AND SIGNPOSTING

a) What is signposting?

_____

_____

b) Note down the transition words that Rosemary Jane and John Cross mention as examples.

    _____   _____

    _____   _____

    _____   _____

Section 3 HELPING THE AUDIENCE TO UNDERSTAND

a) What are some ways of helping the audience to understand and follow the presentation?

    _____   _____

    _____   _____

    _____   _____

Section 4 THE CONCLUSION

a) How does John Cross signal that he is starting the conclusion?

    _____

b) What are the things that John Cross covers in his conclusion?

    _____

    _____

Section 5 QUESTIONS

a) How does John Cross invite the audience to ask questions?

    _____

4. Check your answers with the class.

5. Using the answers to the questions above, write a summary about the basic of giving an academic presentation. Make sure you include information about all five sections mentioned in the video.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT I: ADVERTISING: NAMES AND LOGOS

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- state an opinion and give support to it
- comment on a given opinion
- give support/examples by referring to research
- develop a good outline for a presentation

TARGET OUPUT

In this unit, I will be asked to:

plan a presentation about the name, logo, and promotion of a new product.

Part A: DISCUSSION

1. How many of the logos in the picture can you recognize? Which is the most recognizable?

2 What makes a good logo? Rank the following:

Simple
colorful
appropriate font style
appropriate image
good combination of image and words
recognizable shape
symmetry
single color matching product/service

3 Compare your answers.

1   . There are 16 well known brands in the text. List them below.

Yahoo, Fedex,_____

	NOTES
<u>Names used in advertising: Lexicon Branding</u> Peter Sells & Sierra Gonzales 2005 **Categories and styles of names** Lexicon is a leading organisation in creating Brand names for coporate customers. It puts names into one of five categories. The name *PowerBook* falls into the "constructed" category, for it is constructed from words that already exist; *FedEx* is similar, **constructed** from parts. Lexicon considers a name like *Apple*, a typical noun, to be "real", along with slightly extended examples like *Wheaties*; a word that does not formerly exist, like *Pentium*, is "invented", along with *Kodak* or *Lexus*. The last two categories are "classical," such as *Merus* or *Athena*, and "compressed," like *Optima* (optimal without the l).(Wired, June 1997) Different name styles have clearly emerged over the years, exemplified in the **evolution** of high-tech brand names. In the 1980s, names were pseudo-scientific, full of *q*s, *x*s and *z*s (eg *Xerox*). In the 1990s, names went to the other extreme, with more personality but less description (eg *Yahoo!*). In the later 1990s, names became more descriptive but less original with the use of "technoid nouns"--words with parts like like *com*, *net*, *tech, power, data* and *web.* **The naming process** How does Lexicon arrive at names like *Pentium*, *PowerBook* and *Zima*? Here is the typical sequence. First, one or more Lexicon associates meets with the client to get an understanding of the product and its target audience. With the client, they develop the essential messages to be communicated in a name. Then, these associates inform the entire Lexicon staff, and different individuals or teams then **assign** themselves different parts of the conceptual spectrum for their creative work. "We do that because **diversity** is very important in the creative business" Placek told Computerworld	

	NOTES
These teams work for a week or so, and then make preliminary **eliminations**. At this point there are thousands of possible names, since one of the techniques used is computerized name generation. The remaining names are checked against pre-existing trademarks, usually leaving the team with 100 to 200 possible names. These names are given to a group including a team of linguists, who **assess** the strengths and weaknesses of each name. The final 100 names are then prioritized and the bottom 50 to 75 names are eliminated. The client is presented with these 25 to 50 remaining names, which are narrowed down to three to five for the client and Lexicon to agree upon. **Naming strategy** "Names don't fail for lack of raw material---there are some 600,000 morphemes (the smallest meaningful linguistic unit) and a huge number of combinations", giving birth to names such as *Sony* (based on "son", globally understood as "sound") and *Acura* (based on "acurate", to represent "precisely" or "with care"). On the other hand, Placek and others discourage simply putting together names from these pre-existing prefixes; names with affixes such as *pro-*, *global-*, *ultra-* are already overused. Lexicon takes the application of linguistic **factors** one step further by taking into account the theory that some sounds and letters communicate particular **attributes**. For instance, Lexicon's team of linguists found that names starting with the consonants V, F and S sounded the fastest, while names starting with B, D and P suggested dependability. An example: "'In the case of *Nuon*, the word starts with an *n* and it ends with an *n*. That's called consonant harmony. It has a quick start and a quick stop to it. *Nuon*. That gave it precision. So we started working with that n in front and the n on the back. We wanted to open it up. O is one of the fullest sounds, so we started experimenting with that. We took 'nu' for newness, which is quite appropriate and convenient, and 'on', as in interactive, as in playing a game, and we put them together. Interestingly enough, there's a very tiny elementary partical called a *muon.* And then there's neon, which is bright. So we felt that '*Nuon*' would deliver performance.' "In that respect, *Nuon* is related to *Xeon*, Intel's high-performance workstation chip, which Lexicon also named. 'You have a faster thing there,' Mr. Placek explained. 'You have the x there, pronounced like z, so it's fast. It's got a lot of power. You can see how *Nuon* was more interactive, a little subtler, a little more **approachable**. http://www.stanford.edu/class/linguist34/Unit_08/lexicon.htm	

Remember all bold words are on your course wordlist and need special attention.

2. The table below has words from the text in the appropriate box. Fill in the other forms of the words.

Noun	Verb	Adjective	Adverb
		approachable	
Attributes			
diversity			
	Constructed		
	Assess		
evolution			

3. Rewrite these sentences below to change the form of the academic word, keeping the same meaning.

1) My <u>assessment</u> (n) was good

   I was <u>assessed</u>(v) as good (example)

2) He is famous for being very approachable.(adj)

His approachability
_____

3) There is a lot of diversity (n) in this part of town.

This part of town_____

4) The human brain is constantly evolving. (v)

The evolution of the human brain
_____

5) The construction (n) of this building is unusual.

This building has been
_____

6) Her attributes (n) are bravery, faithfulness and strength.

We can attribute
_____

4. Look at the expressions in the tip box below and decide when we would use them. Write your answers in the space provided.

<div style="border: 2px solid; background: cyan; padding: 5px;">

ACADEMIC SKILL TIP: GIVING OPINIONS

1. We use these when _____

- My (own) (personal) view (on this matter) is that…
- Personally, I think that…
- In my opinion…
- As far as I can see, …

2. We use these when _____

- It is sometimes said that …, but my own view is that …
- Many people believe that …. However, personally, I think that …
- I understand why (people believe)……, but I think that…

</div>

5. Look at the skill tip box above, and using one of the phrases, state your own opinion about the product names given in the reading text and give reasons to support it. Then compare your ideas with the rest of the class.

Examples:

My own view is that 'Sony' is a strange name because it's meaningless.

I understand why Steve Jobs chose the name 'Apple'**, but I think that** he should have chosen something more technological.

6. Look at the reading text again and answer the following questions.

a) What are two examples of an 'invented' name given in the text? Can you think of another?

_____

b) Which letters would be good to use in a courier company name?

_____

c) What are the 3 stages in the naming process, reducing thousands of names to only 3-5?

1_____

2_____

3_____

d) Why is it not a good idea to use prefixes such as ultra- and pro-?

_____

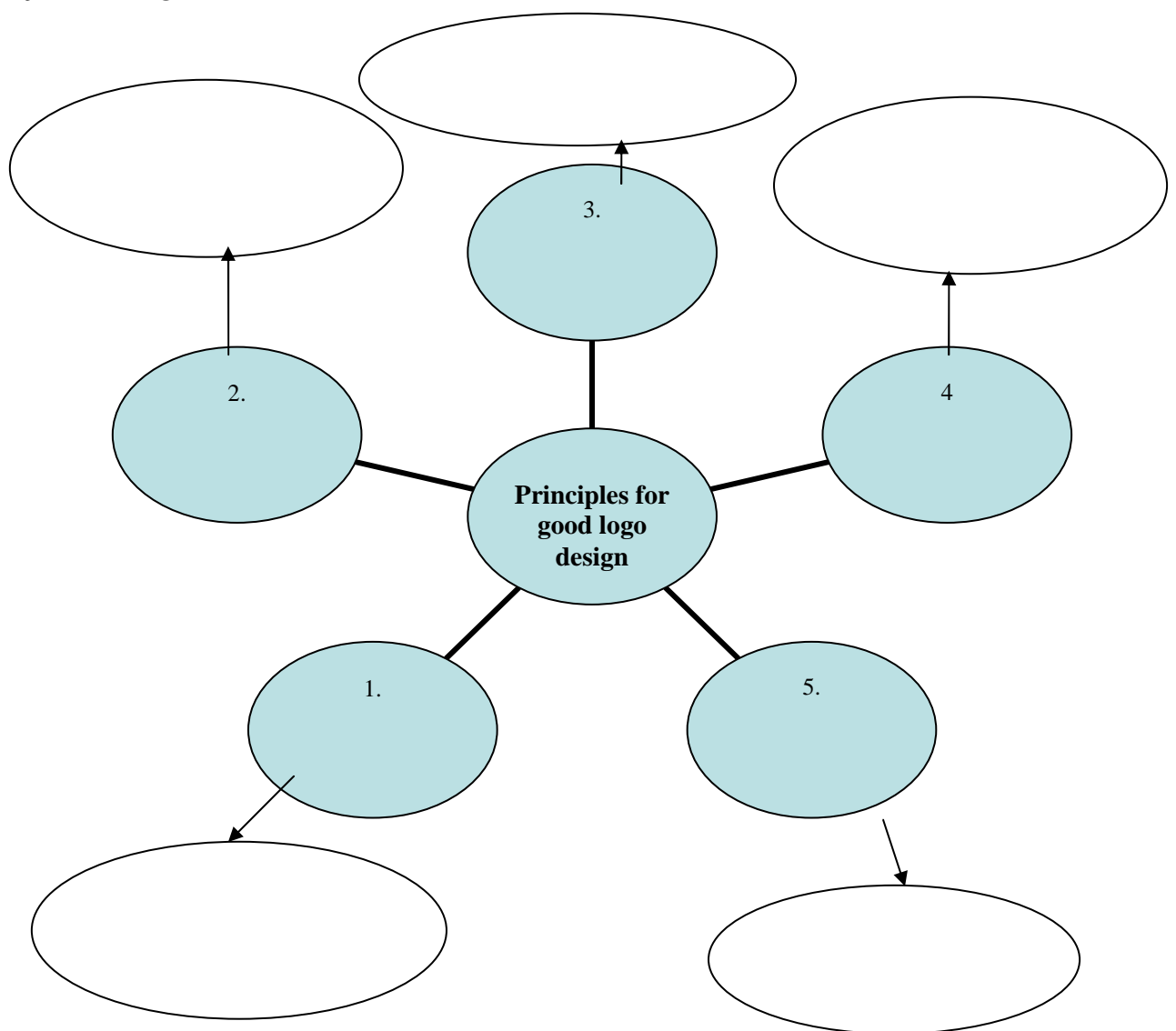*e) Why is **Nuon** a good name according to the text? Give 3 reasons.*

*1*_____

*2*_____

*3*_____

Part C: LISTENING

1. Listen to the introduction to a talk on Logo design by Ms. Barbara Smith, and fill in the subject headings.

2. Compare your answers with a partner.

3. Listen to the rest of the lecture and make notes under the titles in your mind-map.

4. Look at your partner's notes and compare the ideas that you have included. Is there anything that you want to add to your notes?

5. Using the phrases from the skill tip box above, write your opinions about brands and support them with the ideas from the reading(Sells and Gonzalez), and the listening (Smith). Share your answers in pairs.

Examples:

ACADEMIC SKILL TIP: SUPPORTING YOUR OPINION WITH RESEARCH
In academic environments, you have to support your ideas by giving evidence, statistics and expert opinion. Some useful phrases to do this are given below.

X = author or person;   Y = topic or subject
- It is the view of X that …
- As X points out …
- In an article/a talk on Y, X is of the opinion that…
- X explains that …
- According to X, …

In my opinion BMW has strong brand image because *as Barbara Smith points out,* logos should be simple and timeless.

Personally, I think that Benetton is a good name for a clothing company, because *according to Sells and Gonzales*, the letter B is associated with dependability.

1._____

_____

2._____

_____

3._____

_____

Part D: SPEAKING

Imagine you have been asked to design a logo and name for a new product/service (for example, car, ice cream brand, bank, TV channel, computer, travel firm). In groups, choose a product/service, and try to agree on a name, logo and advertising campaign. Use the phrases given in the box below.

1. During your discussion use the following phrases to comment and give your opinions.

ACADEMIC SKILL TIP:
COMMENTING ON ANOTHER POINT OF VIEW
In any discussion, people need to show whether they agree or disagree with the other speaker(s). They also need to present their own opinion.
Examples
- Agreeing
  I agree with you there.
- Disagreeing
  I'm not sure that's true.
- Presenting your own opinion
  I would like to point out that…

Look at the phrases below and put them into the correct column.

a) It is necessary to point out that …
b) I agree with X when he says that …
c) I don't think so.
d) Well, you have a point there, but …
e) It is important to remember that …
f) That's a good point.
g) I don't agree.
h) I completely disagree.
i) I see what you mean, but …
j) I think so, too.
k) X is certainly correct in saying that …
l) The first thing that we have to consider is …
m) I agree entirely.

Agreeing	Disagreeing	Presenting your own opinion

AN IMAGE FOR A NEW PRODUCT/SERVICE

2. Get ready to present your product or service, logo, name and campaign to the rest of the class. While doing this, think about and write down the answers to the following questions:

a) What are your reasons for choosing this product/name/logo?

_____

_____

_____

b) What possible questions do you think the other students may ask you after your presentation?

_____

_____

_____

3. Make an outline of your presentation in the box on the next page. Think about how you will introduce, present and conclude your talk. Use phrases from all the tip boxes of this unit to help you explain your choices. Your talk should not be more than 5 minutes.

a) Use the tip box below to help you plan your presentation.

ACADEMIC SKILL TIP: HOW TO SET OUT A PRESENTATION
Tell the audience what you are going to say $\longrightarrow$ Say it $\longrightarrow$ Tell the audience what you said **(Introduce)**   **(Present and Support)**   **(Conclude)**
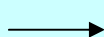
b) Make your group outline in the form below.

Introduce :

Present Your product/service :

1. Describe the product/service and give reasons for the name you have chosen.

2.Draw/ Describe the logo and give reasons why you chose it.

3. Briefly describe how you would advertise this product/service.

Conclude:

UNIT II: ART AND TECHNOLOGY

<table>
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UNIT OBJECTIVES:

By the end of this unit I will be able to:

- ask questions
- respond to questions
- use other's ideas

</td>
<td>

TARGET OUPUT
In this unit, I will be asked to:
Give a presentation, including an opinion on the following statement:

Because of computer technology, there is no need for art and design students to practice traditional skills.

</td>
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Once you "got" Pop, you could never see a sign the same way again. And once you thought Pop, you could never see America the same way again.
--Andy Warhol

Part A:DISCUSSION

1. **QUIZ** *How much do you know about Pop Art? Take the following Pop art quiz.*

1. Which of these did Pop art use as subjects?
a) Commercial products   b) famous people   c) abstract designs   d)landscapes

2. Which of the following methods was Pop Art famous for?
a) Photographic silk screening   b) sketching   c) sculpture   d) repetition

3. Which of these did Pop Art use?
a) Pastel colours   b) fluorescent colours   c) photographs

4. Which of these forms of production did Pop Art use?
a) Mass production   b) handcrafts   c) origami   d) printing

5. Which of these are Pop Artists?
a) Jackson Pollock   b) Andy Warhol   c)Leonardo Da Vinci

Now watch the Powerpoint slideshow and check your answers.

2. Discuss in groups. What are the differences between Pop Art and traditional art? How did technology affect the way art was produced?

3. Use the questions below to complete the skill tip box.

ACADEMIC SKILL TIP: ASKING QUESTIONS FOR MORE INFORMATION

1 In speaking, you may not always understand what the other person is saying. Therefore, you may need to ask for clarification.

- _____
- _____
- _____
- _____

2 When speaking, people often check to make sure that others understand them.

- _____
- _____
- _____

- Have you got that?
- Could you explain what you meant when you said that...?
- Is that clear enough?
- Are you with me so far?
- Could you give an example of ...?
- Could you be more specific about...?
- Could you go over that again?
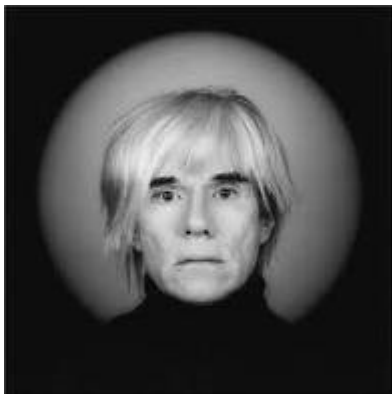
4. In 1985, Andy Worhol made a picture of a singer, Debby Harry, using a computer.

Using the notes, student 1 describes how the picture was made. Student 2 has to ask questions to find out the details. See the boxes below

Student 1	Student 2
Describe the event using the notes.	Listen to student 1 decribing Warhols technique for making the Picture.
Check student 2 understands by using the phrases in part 2 of the tip box.	Check for understanding/ Clarification and ask for repetition if necessary using the phrases in part 1 of the tip box

PART B: LISTENING

1. Do you think computers can recognise art in the same way that humans can?
Discuss in groups.

2. Listen to the talk on computers' ability to recognise art and fill in the blanks.

1. The computer learned to identify the artists after the program turned the drawings of

_____ and other scenes to a series of _____,

2. _____ and _____ are the names of the two famous artists given

as examples that a computer could recognise.

3 The main reason that the computer's ability to recognise art is inferior to humans' is the fact that

_____

4 Examples of 3 D images that computers are good at sketching   a)_____

and b)_____

3. Thinking about implications:

The speaker states that humans' vision is better than computers. However, the speaker uses phrases such as, *at this stage, at present,* and says *We hope that our new development is another step forward in this field.* What is the speaker's implied view of the ability of computers' visual abilities?

_____
_____
_____

1. *Read the article and then answer the question below.*
   What is the author's opinion of digital media?

_____

_____

_____

_____

Hand Made!	NOTES
1. For the average art or design student, or those who have already started on their creative career, the computer is simply part of their lives. In the 21st century, owning and using a computer is one of the realities of our times. But for the new generation of designers, illustrators and image-makers, there is a new world of old technologies and traditional working methods to be discovered. "Computers are worthless. They can only give you answers." This was Pablo Picasso's reflection on the humble computer, albeit uttered long before the digital revolution. Picasso didn't live long enough to see the birth of digital art, but his idea is one that reflects the current trend for turning off the computer screen and using real materials and tools. 2. While crisp, clean and technically perfect images are easily achieved with the software **available** to today's digital artist, the computer has removed any **element** of chance. With the latest software, there is little room for risk, for failure or, more importantly, for the hand of the artist – the software has taken over completely. Being original and individual have become far less important than being able to click the mouse in the right place. 3. Milton Glaser – designer of one of the world's most recognisable logos, (HEART) New York, once said, "Computers are to design as microwaves are to cooking." The man certainly had a point. If you keep on reheating ready meals night after night, you will end up being starved of new tastes and experiences. There's nothing very original about following the instructions on a packet of frozen pizza and the same can be said about most of the software used by artists and designers nowadays. 4. Old style, hand-crafted techniques are now challenging today's advanced digital technology. There has been so much computer-generated imagery produced in recent years that it has all ended up looking very **similar**. People have now begun to realise that while the computer can certainly be a valuable tool and make some **aspects** of the design process easier and quicker, hands are more valuable. 5. Marshall McLuhan once stated, in reference to technology, "We become what we behold. We shape our tools and then our tools shape us." Our digital tools in recent years – hardware and software – have become very good at giving us seemingly endless options of drawing and painting tools and a large **range** of pens and brushes that in reality take us further away from the origins of the instruments. As more designers and illustrators go back to basics, the trend for being shaped by our technology, as predicted by McLuhan, is a trend that has started to be challenged – many are resisting the pull of technology and are fighting back.	

6. "I always carry a sketch book," says designer Craig Atkinson. "That's where a lot of my ideas start – I draw a lot, just for myself." Atkinson thinks his working methods are quite basic – he uses pen, pencil, paper and collage. He uses the computer sometimes just to tidy something up, sometimes for trying out layers and colours within an image. Atkinson's work, a mix of drawing, painting and collage, is influenced by another mix: ideas and themes. He especially likes to draw places he has never actually been to. Not the most normal of working methods, but one that has brought him projects from the New York Times, Esquire and Orange, among others.

7. Other artists are keen to see a return to a more crafts-based approach, where artists and designers work together, sharing ideas, instead of sitting in isolation in front of their computer screens. They claim that doing most of their work by hand means that they never get bored. Andy Rementer does all his drawing in the old-fashioned way and says; "The benefit of doing everything by hand is that one day, if all the computers in the world break down, I'd still have something genuine and original to offer the world." Rementer may sound like he's joking, but his dark view of technology and the future is one that is shared by others.

8. Does this mean that we should all abandon the computer completely? Probably not. Most designers and artists agree that it still has an important role to play and that it is the medium that pulls together all the different kinds of hand-craft. Finding the right mix, a method of combining the best of the traditional and the digital, while retaining a truly personal style is now the aim of most people in the world of art and design who want to reach the top. Although the computer gives us so many different options, don't forget to turn it off now and again, roll up your sleeves, dust off your forgotten tools such as paints, brushes and a canvas and adopt a more hands-on approach. If you want to add an interesting new **dimension** to your work, you must be prepared to get your hands dirty!

By Arnold Brush, 2007
Adapted from: http://www.computerarts.co.uk/in_depth/features/hand_made

Remember all bold words are on your course wordlist and need special attention.

2. Fill in the AWL word chart below by referring to the Mini-Dictionary.

AWL Word	Definition Number	Definition as Used in the Text	Word form
available			
element			
technique			
similar			
aspect			
range			

3. Complete extracts from the text and fill in the table.

Words in the text	Author/designer	Direct (Quotation) or indirect statement. (paraphrase)	Attitude to computers Strongly against/ against/ less strongly against
Computers are worthless. _____		Quotation	
	Milton Glaser		
"We become what we behold. _____			
…thinks his working methods are quite basic – he uses pen, pencil, paper and collage._____ _____			
	Andy Rementer		Strongly against

Part D: SPEAKING

1. In a small group, plan and give a presentation in which you agree or disagree with the statement below. Give reasons for your opinion and support your opinion.

Because of the advancement of computer technology, the traditional skills of art and design are becoming irrelevant. In the future all art and design skills will be computer skills, and art will be much poorer as a result.

2. In the 5 minute talk your group needs to:
- *introduce the group members and the opinion*
- *give reasons for your opinion*
- *use quotes, paraphrases or summaries from the unit's readings or listening to support your argument e.g.*

Pablo Picasso said 'Computers are worthless. They can only give you answers'. We agree that the easy answers computers give make art less valuable and creative, more like an industrial process

Or , if you don't agree with them, say why you think they are wrong e.g.

Pablo Picasso said that 'Computers are worthless. They can only give you answers."
However, Picasso died before the real value of computers in supporting artists was shown. Computers have brought many benefits for artists.

- ***use phrases from Speaking Unit 1 when referring to the work of others***
- ***ask for and respond to questions at the end of the talk***
- ***use phrases from the tip boxes***

3. Use the phrases below to complete the skill tip box.

- Oh, let me think for a moment.
- Define for me what you mean by …
- Well, let me see …
- That's an interesting question …
- Does that answer your question?
- Could you explain what you meant when you said …
- I'm glad you asked that question.
- Is that the kind of information you were looking for?
- When you said ……, are you referring to …

ACADEMIC SKILL TIP: RESPONDING TO QUESTIONS

Many presentations today are followed up with a question and answer period. There are some easy steps you can take to help you when responding to questions.

1. Listen to the entire question and make sure you understand what is being asked.
2. Repeat the question because it checks if you heard it correctly, allows the audience to hear the question, and helps give you time to think about the answer.
   - _____
   - _____
   - _____
   - _____
3. Ask for clarification of the question if you don't understand it.
   - _____
   - _____
   - _____

4. Check if your answer was satisfactory.
   - _____
   - _____

4. Complete the following Presentation Outline form with information for your talk and give your presentation to the class.

PRESENTATION OUTLINE

INTRODUCTION:
Greeting:

Group Members:

Opinion:

Main Reasons:

BODY: **Reasons and support from unit with quote, paraphrase or summary and your own examples:**
1.

2.

3.

CONCLUSION:
Tell your opinion again and a summary of your reasons:

Ask for questions:

Answer questions:

POSSIBLE QUESTIONS: **Predict 2 questions that could be asked:**

UNIT III: HOME DESIGN

UNIT OBJECTIVES:

By the end of this unit I will be able to:

- identify the structure of a presentation
- introduce a topic
- sequence a speech/presentation
- summarize and conclude
- describe objects/graphs

TARGET OUPUT

In this unit, I will be asked to:

describe what my ideal home should be like in a presentation.

Part A: DISCUSSION

1. In pairs share ideas and feelings about the picture.

a) Which statement best matches your feelings about this design?
- 'It must have been designed by a person with no sense of beauty'.
- 'It looks like a giant shoe box!'
- 'Interesting, but I couldn't live in it'.
- 'Modern and stylish'.
- 'I love the lines and angles. I'm going to buy it!'

2. Share answers with the class.

b) Discuss the distinctive features of this design, and talk about the concept behind this design (i.e., the main feeling or idea).

3. Which of these aspects do you look for in building design?

Durability	usability	sustainability	modern design
beauty	commanding position	spacious interior	compact design
central location	hi-tech materials	low cost	

4. *In small groups discuss your ideas from above and agree on the three most important aspects of home design and give reasons.*

- ***Remember to use phrases from Speaking Unit 1 when giving your opinion and agreeing and disagreeing.***
- ***Record your ideas below to be used later in your presentation.***

*NOTES:*_____

_____

_____

_____

_____

_____

_____

Part B: READING

1. Read the two sections of the article below and answer the questions that follow.

BUILT TO SUIT MAYNE ISLAND'S RUSTIC AMBIENCE	NOTES
Island families take two different paths to matching their homes to lifestyles and values.	
1. An architect who directs his Vancouver architectural business from a studio overlooking a sheep pasture and a young family who commutes to beat high housing costs are two examples of the changing face of Mayne Island. The different strategies and motivations that allow them to enjoy island living are reflected in the different approaches they have taken in the design and construction of their homes.	This low-level home was designed by Vancouver architect Matthew Woodruff for himself, his wife Claudia Schulenburg and their two little girls. The new house cost about $250,000, while a comparable home in Vancouver would have cost at least $800,000, he says.
SECTION 1: AFFORDABLE HOUSING, Matthew Woodruff, Architect	
2. Growing up in cramped quarters was not what Matthew Woodruff, 38, and Claudia Schulenburg, 40, wanted for their two girls. Expensive housing costs in the Lower Mainland would have meant high mortgage payments for even a modest house for the young family. Their solution was to build a house on Mayne Island and rent an apartment in Vancouver, where Woodruff works as an architect.	
3. The couple kept costs down by **purchasing** a lot that had been on the market for a while and doing some of the construction themselves. Including the cost of a 24-metre by 61-metre piece of property, their new house cost $250,000. They say a comparable property in downtown	

Vancouver would have been at least $800,000. They calculated that their combined cost of mortgage and rent is the same as a mortgage on a house in Vancouver. "With the price of housing (in Vancouver), I didn't want to bankrupt myself for 600 square feet," says Woodruff.

4. Drawing upon his desire to put design **theory** into practice, Woodruff designed a minimalistic, one-box house with a mono-pitch roof. The 900-square-foot, one-level rectangular house has a central living, cooking and eating **area** on one side. The master bedroom and a bedroom for the couple's two girls, Astrid, 4, and Linnea, eight months, are at the opposite end of the house. Washrooms, storage and laundry facilities are in the centre, hidden behind a bank of bi-fold doors.

A bank of bi-fold doors, above, which runs through the middle of the house, hides the washrooms, storage and laundry facilities.

5. Skylights and a band of windows envelop the upper part of the two-bedroom house and let in an abundance of natural light. The design brings light even to the centre of the home, even in the winter. An overhang on the south side shades the windows from the summer sun. "I don't use the lights sunrise to sunset, even in the winter," says Woodruff. Electrical **consumption** is low, averaging $25 a month, about one-quarter of a comparable house, says Woodruff.

6. His solution to address water usage is a simple mono-pitch roof, which **concentrates** rainwater collection to one side of the house. The collected water can be used for plants. "We have to overcome our suburban mentality over water. It's a tragedy to use potable water for gardening," says Woodruff, who plants only native species. "If it survives, it survives. If it doesn't -- too bad. The reason most of us who live here is to be closer to Mother Nature -- and she does not water her lawn."

Claudia Schulenburg and daughter Astrid Woodruff, 4, enjoy the big room that combines kitchen facilities with dining and sitting rooms.

7. His peers have recognized the simplicity of his design, which won an award in the 2008 Architectural **Institute** of British Columbia Architectural Awards.

SECTION 2: COUNTRY ARCHITECTURE: Richard Iredale, partner, Iredale Group Architecture

8. The Iredale Group, an architectural practice based in Vancouver, has won more than 20 design awards on completed projects in British Columbia worth more than $400 million. Credits include the Kay Meek Centre for the Performing Arts in West Vancouver, Squamish Adventure Centre and the Surrey Museum and Archives. But while the office is on the mainland, the inspiration for many projects comes from a studio on Mayne Island.

A converted barn, in the field beside his home, serves as a studio for architect Richard Iredale.

9. Richard Iredale, 49, a **partner** in the business that bears his name, works most of the time away from the firm's bustling Gastown office. A space on top of a converted barn with a view of a flock of 25 lambs is where Iredale develops ideas for **sustainable** design and water conservation.

10. "I work here because I get my inspiration from the natural setting of the islands," says Iredale, as he looks out over a field where the sheep graze. "All my designs feature **structures** that look like natural extensions of the landscape."

11. His West Coast-style, 3,000-square-foot, six-bedroom, three-bathroom house sits in the middle of a 32-hectare property his father **acquired** in 1957. Lumber for its construction came from trees felled on the property. A team of large draft horses was used to drag the trees from the woods because heavy machinery would have compacted the soil. The trees were cut into **dimension** lumber by a mobile mill brought to the property. Different species are used. The siding is cedar, the beams fir and the floor is maple. Mayne Island sandstone is used for the fireplace and the lower floor.

Pedro Arrais, Times Colonist   © Times Colonist (Victoria) 2008

Photographs by: Bruce Stotesbury, Times Colonist
Published: Wednesday, July 23, 2008

http://www.canada.com/victoriatimescolonist/homes/story.

While his main office is in Vancouver, architect Richard Iredale also works from home on Mayne Island. "I get my inspiration of from the natural setting of the islands," he says.

In the living room of Iredale's home, the fireplace is made of Mayne Island sandstone and the floor made of fir from trees that were felled and milled on the property.

Section 1:

a) What made these people want to move home from the city to the country?

_____

_____

_____

b) What does "minimalistic" mean when referring to house/home design?

_____

_____

_____

75

c) How can house design maximize the use of natural light within the building?

- Think of structures and materials that allow light in.

_____

_____

_____

d) Woodruff describes his attitude to water usage. What is it?

_____

_____

_____

Section 2:

a) What sort of old building did Richard Iredale convert into his home?

_____

_____

b) From where did he get his inspiration for design features?

_____

_____

c) What is the name of the style of his home?

_____

_____

d) What sort of natural materials feature largely in Iredale's buildings?

_____

_____

2.   Fill in the AWL word chart below by referring to the Mini-Dictionary.

Some academic words are easy to confuse. Match one of the confusable words in each group to the meaning. Do you know what the other words mean? Circle the word that is in the text.

Confusable words	Definition	Meaning of other words
pursue persuade (purchase)	buy	pursue= follow persuade= encourage
consumption contribution commission	something you give, an amount of money	
coordinate concentrate compensate	to think hard, to focus on a piece of work	
institute constitute incorporate	an establishment, organization	
partner partial particular	special, individual	
symbolize structure selection	choice	
acquired attached authorized	get, receive, buy	

3. Choose the synonym from the chart above that best replaces the AWL word as used in the sentences from the text.

a) The couple kept costs down by (**purchasing**) _____ a lot that had been on the market for a while and doing some of the construction themselves.

c) Electrical (**consumption**) _____ is low, averaging $25 a month, about one-quarter of a comparable house, says Woodruff.

d) "All my designs feature (**structures**) _____ that look like natural extensions of the landscape."

e) His West Coast-style, 3,000-square-foot, six-bedroom, three-bathroom house sits in the middle of a 32-hectare property his father (**acquired**) _____ in 1957.

f) The trees were cut into (**dimension**) _____ lumber by a mobile mill brought to the property.

Part C: SPEAKING

1. Complete the following Academic Skill Tip Box by writing the phrases given below beside the correct group label.

I'd like to talk (to you) today about …   In brief...   That's a very interesting question… In short…

The focus of my presentation is....   The reason for my talk today is…   The topic of my speech is…

If you have any comments or questions, I'll be happy to hear them.   There are three main areas to

consider…   I'm going to present the recent…   I'd be glad to try and answer any questions....

Would you like to give me your suggestions?   I've divided my presentation into four parts / sections.

The subject can be looked at under the following headings …   We are here today to learn about...

ACADEMIC SKILL TIP: USEFUL LANGUAGE FOR PRESENTATIONS	
Introducing	e.g. I'm going to inform you about…
Statement of intent	e.g. The purpose of this talk is to update you on …
Sequencing	e.g. We can break this area down into the following fields: ...
Summarising	e.g. To sum up…
Invite others to ask questions	e.g. Does anyone have any comments or questions?
Responding to feedback	e.g. That's a (very) good question. Let me answer that like this …

ACADEMIC SKILL TIP: DESCRIPTIVE VOCABULARY FOR HOMES					
Style	**Shape**	**Materials**	**Rooms**	**Exterior Features**	**Interior Features**
traditional modern Mediterranean English classic Black Sea one-level two-storey cottage rustic	rectangular circular narrow tall asymmetrical symmetrical L-shaped U-shaped angular rounded	stone wood concrete brick steel granite marble tile vinyl shingles glass	kitchen bedroom living room bathroom den/study laundry garage workroom playroom dining room	roof windows doors balcony arches columns porch steps landscaping patio	walls floors paint color carpet appliances electric plugs closets cupboards tile

2. In groups, discuss the quotes from well-known designers below. Which ones do you agree with? As a group, agree on 2 quotes that the whole group think are the most true, and that you could use in a presentation to support your ideas.

Write the letter of the quotes here_____.

a)'All rooms ought to look as if they were lived in, and to have… a friendly welcome ready for the incomer.'
William Morris

b)'Don't buy a bedroom suite, but collect your pieces separately - generally cheaper and always the decorator's way of furnishing.'
Dorothy Draper

c) 'The living room should be a place where we feel totally at ease - temple of the soul.'
Terence Conran

d) 'Forget the floor plans. Arrange the furniture where it is the most comfortable and will look best.'
Albert Hadley

e) 'The most beautiful rooms are those that retain a feeling of not being quite finished. There is still a place for a painting on that wall, still a chair to be found that will suit that corner...meanwhile the room stays alive, young and growing.'
Michael Taylor
.
f) 'I've always believed that architecture is more important than decoration. Scale and proportion give everlasting satisfaction that cannot be achieved by only icing the cake'.
(note: Icing the cake= adding attractive but unimportant aspects of design, ie decoration)
Billy Baldwin

3. Discuss in a group of three or four the following points and write notes on your ideas.
- *Work together to agree on the contents of the presentation of one ideal home.*
- *Use the vocabulary from the skill tip box below to help you in your discussion.*

a) Describe the main purpose, what it is primarily for, and its location.

Purpose: e.g., a permanent residence, a summer or holiday house, a secluded retreat, a studio/work shop or any combination

Location: e.g., rural, village, urban, suburb, city centre etc.

b) Describe its exterior design. Give the size, basic dimensions, structure, shape and style of the building: give reasons. Explain what sort of materials would be used and why?

c) Describe the interior design and decor: the number, type and style of rooms. Explain what sort of materials would be used and why? Include any special features.

3. *Prepare a group presentation on the* Design of Your Ideal Home *using the Presentation Model below.*

a) Identify and label the three main parts of the structure of a presentation in the Model: Introduction, Body, and Conclusion.

b) Use the notes above from your discussion to help fill in the spaces in each section with information about your ideal home as preparation for your group presentation. Put in any quotes you decide to use.

MODEL OF PRESENTATION

4. Complete the following Presentation Outline form with information for your talk describing* Your Ideal Home *and give your presentation to the class.

PRESENTATION OUTLINE

I. INTRODUCTION: **Greeting & Introduction of Group Members:**   **Topic and Purpose:**   **Give the order of the 3 main points and person who will be explaining each one:**
II. BODY: **Explain each point with descriptions and details using examples from the unit and your own experience:**   **Point One:** overall description, purpose and location   person presenting_____   Main point   Key words   Quote (if any)   **Point Two:** description of exterior design (size, basic dimensions, structure, shape, style and materials).   Person Presenting_____   Main point   Key words   Quote (if any)   **Point Three**: description of the interior design and décor (the number, type, style and material of rooms). Include any special features.   person presenting_____   Main Point   Key words   Quote (if any)
III. CONCLUSION: **summary of your main points and an opinion or suggestion:**   **Ask for questions:**   **POSSIBLE QUESTIONS:** **Predict 2 questions that could be asked:**

Useful words and phrases

Part 1: Introduction_____

- Good Morning/afternoon, ladies and gentlemen,
- Welcome to_____
- my name _____ ,these are my partners, (name) _____
- The topic of presentation is _____
- Reason topic is important_____.
- Three main points.
  - firstly, _____
  - secondly, _____
  - lastly _____.
- Limited time (____ minutes), keep questions until the end.
- Thank you.

Part 2: Body_____

Introducing a point
- Our first point is, _____
- Another aspect is_____
- Finally, _____

Concluding each point
- That concludes the first point.
- That's all I have to say about_____
- Now, let's move on to_____

Quoting others
- As (X) stated '_____'
- According to (X)'_____'
- (X) believes that '_____'

Part 3: Conclusion_____

- That concludes the presentation
- Our objective was_____
- Three main points.
  - firstly, _____
  - secondly, _____
  - lastly _____.

- final question/suggestion to take away is_____
- hope you found presentation useful.
- Thank you
- Any questions?

UNIT IV: EFFECTIVE COMMERCIAL PRESENTATIONS

UNIT OBJECTIVES:
By the end of this unit, I can:
- give a good presentation
- describe similarities and differences
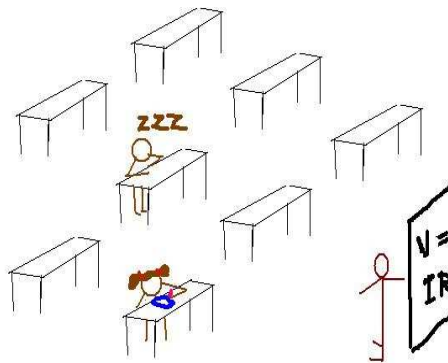- use body language
- use visuals

TARGET OUPUT

In this unit, I will be asked to:

give a commercial presentation to potential investors

In groups, look at the two pictures below and discuss the following question.
- What are the differences in the style of presentation?

Part A: DISCUSSION

Quiz How much do you know about giving presentations?
True or false.
1. Put every word you are going to say on a power point slideshow.
2. Do not give the structure of your presentation before you speak. It's a waste of time.
3. Your body language should be relaxed but confident.
4. Always wear blue for presentations.
5. Tell a few jokes during the presentation.
6. Keep your eyes fixed on the people at the back.
7. Get to the presentation in good time to check the equipment.
8. Learn the names of as many people in the audience as you can.
9. Leave time for questions at the end.
10. If people are looking bored, increase your volume.

Part B: READING

1. Read the ideas below about giving presentations and classify them according to the box below:

> 1. Don't treat every audience to the same presentation, as though they were all mere listening machines.
> 2. Make each audience think you care about them and you feel lucky or honoured to get the chance to address them.
> 3. Be optimistic, sound cheerful and smile. That's what people will remember.
> 4. Be in your **maximum** presentation state - for me this is calm, connected, energized, curious, happy.
> 5. Wherever possible prepare to give personal **illustrations** and examples.
> 6. Don't fiddle with pens, paper or visual material while speaking
> 7. The most important thing to remember is your tone and pace. Speak at normal speed.
> 8. Listen respectfully.
> 9. Customise your material to the particular audience. However fascinating or gorgeous you might be, people are more interested in themselves than you.
> 10. Make sure you have some well researched and **targeted** jokes ready.
> 11. Do your **research** thoroughly.

The words in bold are in the academic word list and need special attention

A. Things you should do before the presentation	B. Non-verbal communication, body language, voice, facial expression	C. Attitude to audience

2. Compare your answers with a partner.

3. Individually, choose the best 3 tips, one from each column

4. In pairs, compare your tips. Can you agree on the best 3?

5. *Look at the suggestions to make your presentation more effective below. Summarise each one IN YOUR OWN WORDS. Use no more than 5 words.*

A.
There is no better preparation than preparation itself. Learn everything there is to know about the subject you'll be talking about. Make sure you can **communicate** all the important information within the time limit. Try to think of all the questions you might be asked and have answers. Practice your presentation a few times or until you feel very comfortable with it.

_____ e.g. *Be prepared* _____

B.
Make sure to be positive and enthusiastic about your subject. No one likes to listen to someone that has nothing but negative things to say about a subject. Your enthusiasm will rub off on the audience.

C.
Make sure that your presentation is **adapted** to your audience's level of understanding and their interests. If you presentation is boring and hard to understand your won't keep your audience's attention very long.

D.
Examples are useful for helping your audience to better understand your subject. Using an example or two can help them **visualize** in their mind what you are saying.

_____

E.
Make sure to **vary** the tone of your voice. Speak clearly, at a normal pace and never speak too quickly.

_____

6. In small groups, compare your answers. Check whether they have the same meaning.

7. Match tips with those in exercise 1. Not all tips are used

A	B	C	D	E
(Example) 13				

8. Using the mini-dictionary to fill in the word forms. If they are not in the mini dictionary, guess, consult a dictionary, or ask someone.

	noun	**verb**	**other forms**
vary	variation, variety	vary	(in)variable -ily
adapted			
visualise			
communicate			
obvious			
target			
illustration			
maximum			
research			

Part C: LISTENING

1. **Watch an extract from a commercial presentation a British television programme (first time sound-off). Which of the following does the presenter do with his hands? Which should you not do during a presentation?**

    - scratch his head
    - clap his hands together for emphasis
    - move hands up and down together
    - rub his nose
    - count on his fingers
    - put his hands in his pockets
    - hold his hands together in front of his stomach
    - tap his fingers on the table
    - put his hand on his forehead
    - point
    - make a fist
    - hold up an object to show it to the audience

2. Watch again with sound-on and fill in the gaps.

Thank you for sparing_____.

I'm going to say four words that you have never heard before, _____ _____ _____ _____.

We can get some _____ ,_____ flavours.

Let's go upscale and make it _____.

Why, _____ , _____ is this a good_____?

Why, _____, _____ should you_____?

3. Complete the summary of Michael North's offer to investors.

In exchange for _____% of the company, he wants _____ to develop and

market his _____ _____ _____.

4. What does the speaker do to get his message across? How does he emphasise the important points?

_____

_____

Part D: SPEAKING

Imagine you are starting a new business. You need people with money to invest so you can begin. Prepare a commercial presentation in groups explaining the benefits of the product or service you are offering. You have 5 minutes to describe your business and explain why people should invest in it.

Fill in the table below before you start.

Details of product/service
advantages of product/service
why you are the right person to provide this product/service
Why product/service is needed
who the target customers are
any competitors?
description of a market research done

Financial predictions

how much money you need

% of business you can give investors in return

how much your product/service costs customers

how much money you expect to make in 5 years

number of customers you expect to have after 2 years

English for Academic Purposes

Mini-Dictionary
(Faculty of Fine Arts and Design)

Entries taken from: Longman Dictionary of Contemporary English (2003), Harlow (UK): Pearson Education

A

acquire (verb) [transitive]
1 formal: to obtain something by buying it or being given it:
Manning hoped to acquire valuable works of art as cheaply as possible.
She has acquired an email address and a site on the WorldWide Web.
2 to get or gain something:
The college acquired a reputation for very high standards.
3 to gain knowledge or learn a skill:
He spent years acquiring his skills as a surgeon.
Elsie acquired a good knowledge of Chinese.
SYNONYMS: buy, get, obtain
acquisition (noun)
1 [uncountable] the process by which you gain knowledge or learn a skill
the acquisition of language
2 [uncountable] the act of getting land, power, money etc
the acquisition of new sites for development
3 [countable] (formal) something that you have obtained by buying it or being given it
The Art Society is holding an exhibition of recent acquisitions.
SYNONYMS: addition, purchase, gain

adapt (verb)
1 [intransitive and transitive] to gradually change your behaviour and attitudes in order to be successful in a new situation
The children are finding it hard to adapt to the new school.
How do these insects adapt themselves to new environments?
2 [transitive] to change something to make it suitable for a different purpose
The car has been adapted to take unleaded gas.
These teaching materials can be adapted for older children.
3 [transitive usually passive] if a book or play is adapted for film, television etc, it is changed so that it can be made into a film, television programme etc
Many children buy books after they have been adapted for television.
SYNONYMS: modify, convert, alter
adaptation (noun) also **adaption**
1 [countable]a film or television programme that is based on a book or play
the BBC adaptation of the bestselling book
He's working on a screen adaptation of his latest novel.
2 [uncountable] formal the process of changing something to make it suitable for a new situation
adaptation to the environment
adaptable (adj) [usually after noun]
able to change in order to be successful in new and different situations
The American Constitution has proved adaptable in changing political conditions.
The catfish is adaptable to a wide range of water conditions.
adaptability (noun) [uncountable]
Adaptability is a necessary quality in a constantly changing work environment.

allocate (verb) [transitive]

to use something for a particular purpose, give something to a particular person etc, especially after an official decision has been made

allocate something to somebody/something

the importance of allocating resources to local communities.

You should allocate the same amount of time to each question.

SYNONYM: give, assign

allocation (noun)

1 [countable] the amount or share of something that has been allocated for a particular purpose

Twelve hours a week seemed a generous allocation of your time.

2 [uncountable] the decision to allocate something, or the act of allocating it

the allocation of funds to universities

SYNONYMS: portion, share, part

apparent (adj)

easy to notice

It soon became apparent that we had a major problem.

It was apparent to everyone that he was seriously ill.

The difference in quality was immediately apparent.

SYNONYM: obvious

approach (verb)

1 move towards [intransitive and transitive] to move towards or nearer to someone or something:

As I approached the house, I noticed a light on upstairs.

She heard footsteps approaching.

2 ask [transitive] to ask someone for something, or ask them to do something, especially when you are asking them for the first time or when you are not sure if they will do it

approach somebody for something: Students should be able to approach teachers for advice.

3 future event [intransitive and transitive] if an event or a particular time approaches, or you approach it, it is coming nearer and will happen soon:

She was then approaching the end of her career.

With winter approaching, many animals are storing food.

4 deal with [transitive] to begin to deal with a situation or problem in a particular way or with a particular attitude

approach a problem/task/matter etc: It might be possible to approach the problem in a different way.

SYNONYMS: apply, contact, get in touch with, come /go towards

approach (noun)

1 method [countable] a method of doing something or dealing with a problem

approach to: a new approach to teaching languages

This book takes a very different approach to art criticism.

organizations which take a positive approach to creative thinking

2 ask [countable] a request from someone, asking you to do something for them:

They made a direct approach to the minister of education.

3 the approach of something the approach of a particular time or event is the fact that it is getting closer:

the approach of autumn

It's a sign of the approach of middle age.

4 movement towards [uncountable] movement towards or near to something:

Our approach frightened the birds.

SYNONYMS: way, method, technique, strategy

approachable (adj) [≠ unapproachable]

1 possible to reach

The castle is approachable only by going up some every steep steps.

2 friendly and easy to talk to

The head teacher is very approachable.

approachability (noun)

area (noun) [countable]

1 a particular part of a country, town etc

in an area: Only cheeses made in this area may be labelled 'Roquefort.'

Many areas of Africa have suffered severe drought this year.

2 a part of a house, office, garden etc that is used for a particular purpose:

a no-smoking area

Their apartment has a large kitchen area.

3 a particular subject, range of activities, or group of related subjects:

The course covers three main subject areas.

We're funding research into new areas such as law enforcement technology.

4 the amount of space that a flat surface or shape covers

an area of 2,000 square miles

a formula to calculate the area of a circle

SYNONYMS: region, zone, district

aspect (noun)

1 [countable] one part of a situation, idea, plan etc that has many parts

Dealing with people is the most important aspect of my work.

Alcoholism affects all aspects of family life.

2 [countable] the direction in which a window, room, front of a building etc faces:

a south-facing aspect

SYNONYMS: part, side, element, feature

assess (verb) [transitive]

1 to make a judgment about a person or situation after thinking carefully about it

assess the impact/extent/effectiveness etc of something

a report to assess the impact of advertising on children

The technique is being tried in classrooms to assess what effects it may have.

Many of the adults were assessed as having learning difficulties.

2 to calculate the value or cost of something

The value of the business was assessed at £1.25 million.

SYNONYMS: evaluate, determine, judge

assessment (noun) [uncountable and countable]

1 a process in which you make a judgment about a person or situation, or the judgment you make

What's Michael's assessment of the situation?

Assessment is by means of a written exam at the end of the course.

2 a calculation about the cost or value of something

a tax assessment

assign (verb) [transitive]

1 to give someone a particular job or make them responsible for a particular person or thing

Assign each student a partner.

2 to give a particular time, value, place etc to something

How much time have you assigned for the meeting?

A code was assigned to each example of work.

3 to give money, equipment etc to someone to use

They assigned me a small room.

SYNONYM: allocate

assignment (noun)

1 [uncountable and countable] a piece of work that is given to someone as part of their job

She's gone to Italy on a special assignment.

He was killed while on assignment abroad.

2 [countable] a piece of work that a student is asked to do

a history of art assignment

attribute (verb)

attribute something to somebody/something (phrasal verb)

1 to believe or say that a situation or event is caused by something

The fall in the number of deaths from heart disease is generally attributed to improvements in diet.

2 if people in general attribute a particular statement, painting, piece of music etc to someone, they believe that person said it, painted it etc

a saying usually attributed to Confucius

3 to believe or say that someone or something has a particular quality
One should not attribute human motives to animals.
attribute (noun) [countable]
a quality or feature, especially one that is considered to be good or useful
What attributes should a good manager possess?
He had all the attributes of a great leader: charisma, energy, discipline, and resourcefulness.

automate (verb) [transitive]
to start using computers and machines to do a job, rather than people
Cash machines automate two basic functions of a bank - deposits and withdrawals.
Other monitoring devices may also be connected and data acquisition is fully automated.
automatic (adjective)
1 an automatic machine is designed to work without needing someone to operate it for each part of a process:
My camera is fully automatic.
2 something that is automatic always happens as a result of something you have done, especially because of a rule or law:
Littering results in an automatic fine.
3 done without thinking, especially because you have done the same thing many times before:
Practise the breathing techniques until they become automatic.
SYNONYM: mechanical
automation (noun) [uncountable]
the use of computers and machines instead of people to do a job

available (adjective) [≠ unavailable]
1 something that is available is able to be used or can easily be bought or found:
Tickets are available from the box office.
Funds are available to assist teachers who want to attend the conference.
Every available space on the wall was covered in pictures.
2 [not before noun] someone who is available is not busy and has enough time to talk to you:
Mr Collins was not available for comment on Thursday night.
3 someone who is available does not have a wife, boyfriend etc, and therefore may want to start a new romantic relationship with someone else
SYNONYMS: free, spare, usable
availability (**noun)** [uncountable]
the availability of affordable housing
Rooms are offered subject to availability.

B

C

capable (adjective) [≠ incapable]
1 capable of (doing) something: having the qualities or ability needed to do something:
I don't think he's capable of murder.
The company isn't capable of handling an order that large.
I'm perfectly capable of looking after myself, thank you!
2 able to do things well:
a strong, capable woman
SYNONYMS: efficient, effective, well-organised
capability (noun) plural **capabilities** [countable]
1 the natural ability, skill, or power that makes a machine, person, or organization able to do something, especially something difficult:
the country's manufacturing capability
capability to do something
Does the company have the capability to change to meet market needs?
I can speak French, but simultaneous translation is beyond my capabilities (=too difficult).
2 the ability that a country has to take a particular kind of military action

military/nuclear etc capability: America's nuclear capability
SYNONYMS. ability, capacity, skill

challenge (noun)
1 [uncountable and countable]something that tests strength, skill, or ability, especially in a way that is interesting
The company is ready to meet the challenges of the next few years.
Martins now faces the biggest challenge of his career.
2 [countable]when someone refuses to accept that someone or something is right and legal
a direct challenge to the Governor's authority
The president faces a strong challenge from nationalists.
3 [countable] when someone tries to win something or invites someone to try to beat them in a fight
The Prime Minister narrowly avoided a leadership challenge last year.
challenge (verb) [transitive]
1 to refuse to accept that something is right, fair, or legal
a boy with a reputation for challenging the authority of his teachers
Viewpoints such as these are strongly challenged by environmentalists.
2 to invite someone to compete or fight against you, or to try to win something
After lunch Carey challenged me to a game of tennis.
Liverpool are challenging for the title (=in a position where they could win) .
3 to test the skills or abilities of someone or something
Every teacher ought to be challenging kids to think about current issues.
challenging (adj)
difficult in an interesting or enjoyable way
Teaching young children is a challenging and rewarding job.
challengingly (**adv**)

circumstance (noun) [countable usually plural]
the conditions that affect a situation, action, event etc
The Soviet Union had been forced by circumstances to sign a pact with Nazi Germany.
I can't imagine a circumstance in which I would be willing to steal.
SYNONYMS: situation, condition, event

cite (verb) [transitive] formal
1 to mention something as an example, especially one that supports, proves, or explains an idea or situation:
The judge cited a 1956 Supreme Court ruling in her decision.
Several factors have been cited as the cause of the problem.
2 to give the exact words of something that has been written, especially in order to support an opinion or prove an idea [= quote]:
The passage cited above is from a Robert Frost poem.
3 to order someone to appear before a court of law
cite somebody for something
Two managers had been cited for similar infractions.
SYNONYMS: give as an example, mention, quote
citation (noun) [countable]
1 (American English) a formal statement or piece of writing publicly praising someone's actions or achievements
a citation for bravery
2 an official order for someone to appear in court or pay a fine for doing something illegal
Turner was issued a traffic citation for careless driving.
3 a line taken from a book, speech etc
The essay begins with a citation from 'Hamlet'.
SYNONYM: quotation

code (noun)
1 [countable]a set of rules, laws, or principles that tell people how to behave
The Torah is the basis for all the Jewish laws and their moral code.
Each state in the US has a different criminal and civil code.

2 [uncountable and countable] a system of words, letters, or symbols that you use instead of ordinary writing, so that the information can only be understood by someone else who knows the system
All reports must be sent in code.
They didn't realise that we'd broken their secret code.
3 [countable] a set of numbers, letters, or symbols that shows what something is or gives information about it
Goods that you order must have a product code.
code (verb) [transitive usually passive]
1 to put a set of numbers, letters, or symbols on something to show what it is or give information about it
Each path is coded to show the level of difficulty.
2 to put a message into code so that it is secret

communicate (verb)
1 exchange information [intransitive and transitive] to exchange information or conversation with other people, using words, signs, writing etc:
We communicated mostly by e-mail.
People use more than words when they communicate with each other.
2 tell people something [intransitive and transitive] to express your thoughts and feelings clearly, so that other people understand them:
A baby communicates its needs by crying.
A teacher must be able to communicate effectively to students.
3 understand [intransitive]: if two people communicate, they are able to talk about and understand each other's feelings or desires: Many couples make themselves miserable by not communicating.
Parents sometimes find it difficult to communicate with their teenage children.
SYNONYMS: keep in contact, express, convey, say
communication (noun)
1 [uncountable] the process by which people exchange information or express their thoughts and feelings
Good communication is vital in a large organization. Radio was the pilot's only means of communication .
2 communications
a) [plural] ways of sending information, especially using radio, telephone, or computers
Modern communications are enabling more people to work from home.
b) [plural] roads, railways etc that are used for travelling and sending goods
Paris has good communications with many European cities.

concentrate (verb)
1 [intransitive] to think very carefully about something that you are doing
Adrian was finding it difficult to concentrate.
Be quiet - let me concentrate on my homework.
2 [intransitive and transitive] to be present in large numbers or amounts somewhere, or to cause people or things to be present in large numbers or amounts somewhere
Italian industry is concentrated mainly in the north.
Construction of the aircraft is being concentrated at Prestwick.
3 if something concentrates the mind, it makes you think very clearly:
Relaxing in a Jacuzzi concentrates the mind wonderfully.
SYNONYMS: pay attention to, focus on
concentration (noun)
1 [uncountable] the ability to think about something carefully or for a long time
Lack of concentration was a real problem.
I lost my concentration and fell asleep.
2 [uncountable] a process in which you put a lot of attention, energy etc into a particular activity
concentration on your health
concentration on providing quality value and service
3 [uncountable and countable] a large amount of something in a particular place or among particular people
the concentration of greenhouse gases in the atmosphere
the concentration of power in the hands of a few
4 [countable] (technical) the amount of a substance contained in a liquid
Additives are expensive but are used in very low concentrations.
Used in the right concentrations, they colour hair for up to six washes.
SYNONYM: focus, attention

constrain (verb) [transitive]

1 to stop someone from doing what they want to do
Financial factors should not constrain doctors from prescribing the best treatment for patients.
2 to limit something
Poor soil has constrained the level of food production.
SYNONYMS: restrain, check, hold back
constrained (adj) [≠ unconstrained]
to feel that you must do something
He felt constrained to accept the invitation.

construct (verb) [transitive]
1 to build something such as a house, bridge, road etc
There are plans to construct a new road bridge across the river.
skyscrapers constructed entirely of concrete and glass
2 to form something such as a sentence, argument, or system by joining words, ideas etc together
Boyce has constructed a new theory of management.
SYNONYMS: assemble, build, put together
construction (noun)
1 [uncountable] the process of building things such as houses, bridges, roads etc
the construction of a new airpo
The hotel is currently under construction.
2 [uncountable] the process of making something using many parts
Work out the exact design before you start construction.
3 [uncountable] the materials used to build or make something, or its design and structure
The houses were partly timber in construction.
constructive (adj)
useful and helpful, or likely to produce good results
The meeting was very constructive.
We welcome any constructive criticism.
constructively (**adverb)**

consume (verb) [transitive]
1 to use time, energy, goods etc
Only 27% of the paper we consume is recycled.
A smaller vehicle will consume less fuel.
2 formal: to eat or drink something
Alcohol may not be consumed on the premises.
3 (literary) if a feeling or idea consumes you, it affects you very strongly, so that you cannot think about anything else:
He was consumed with guilt after the accident.
SYNONYMS: use, use up, exhaust
consumer (noun) [countable]

someone who buys and uses products and services [↪ consumption, producer]:
Consumers will soon be paying higher airfares.
It will offer a wider choice of goods for the consumer (=consumers in general).
Consumer demand led to higher imports of manufactured goods.
Consumer spending was down by 0.1% last month.
SYNONYMS: user, customer, shopper
consumption (noun) [uncountable]
1 amount used: the amount of energy, oil, electricity etc that is used
dramatic rises in fuel consumption
Exercise increases oxygen consumption.
2 food/drink
a) formal the act of eating or drinking
The consumption of alcohol on the premises is forbidden.
b) the amount of a substance that people eat, drink, smoke etc
alcohol/tobacco/caffeine etc consumption: The Government wants to reduce tobacco consumption by 40%.
3 buying: the act of buying and using products
art intended for mass consumption (=to be bought, seen etc by lots of people)
SYNONYMS: use, exhaustion

context (noun) [uncountable and countable]
1 the situation, events, or information that are related to something and that help you to understand it
political/social/historical etc context
To appreciate what these changes will mean, it is necessary to look at them in context .
2 the words that come just before and after a word or sentence and that help you understand its meaning
The meaning of 'mad' depends on its context.
contextual (adj) [usually before noun]
relating to a particular context
contextual information/factors etc
contextually (**adverb)**

create (verb) [transitive]
1 to make something exist that did not exist before:
Some people believe the universe was created by a big explosion.
Her behaviour is creating a lot of problems.
The new factory is expected to create more than 400 new jobs.
2 to invent or design something:
This dish was created by our chef Jean Richard.
Philip Glass created a new kind of music.
The software makes it easy to create colourful graphs.
SYNONYMS: invent, make, produce
creation (noun)
1 [uncountable] the act of creating something
creation of
The plan should result in the creation of 2000 new jobs.
the creation of a single European currency
2 [countable] something that has been created
The dress is a fantastic creation in green, gold, and white.
Most countries have systems of government that are relatively modern creations.
creator (noun)
1 [countable] someone who made or invented a particular thing
creator of
Walt Disney, the creator of Mickey Mouse
creative (adj) [≠ uncreative, unproductive, untalented]
1 involving the use of imagination to produce new ideas or things
This job is so boring.
I wish I could do something more creative.
I teach creative writing at Trinity College.
the creative process of writing a poem
2 someone who is creative is very good at using their imagination to make things
You're so creative! I could never make my own clothes.
SYNONYMS: imaginative, original, inventive
creativity (noun) [uncountable]
the ability to use your imagination to produce new ideas, make things etc:
artistic creativity
Teachers have been attacked for stopping creativity in their pupils.
Editors complain about the lack of creativity in the ideas put to them.

D

demonstrate (verb)
1 [transitive] to show or prove something clearly
This section will attempt to demonstrate how the Bank of England operates.
2 [transitive] to show or describe how to do something or how something works
They'll be demonstrating how to handle modern, high performance cars.
Instructors should demonstrate new movements before letting the class try them.
3 [intransitive] to protest or support something in public with a lot of other people
Supporters demonstrated outside the courtroom during the trial.

What are they demonstrating against?
SYNONYMS: show, display, exhibit
demonstration (noun) [countable]
1 an event at which a large group of people meet to protest or to support something in public
Police opened fire on a peaceful demonstration.
a demonstration against the government's educational policies
2 an act of explaining and showing how to do something or how something works
He gave a practical demonstration of the boat's military potential.

dimension (noun) [countable]
1 a part of a situation or a quality involved in it
the moral dimension of world politics
It is important to keep in mind the historical dimension to these issues.
2 [usually plural] the length, height, width, depth, or diameter of something:
a rectangle with the dimensions 5cm x 2cm
We'll need to know the exact dimensions of the room.
3 a direction in space that is at an angle of 90 degrees to two other directions:
A diagram represents things in only two dimensions.
SYNONYMS: aspect, side, size, area

diverse (adj)
very different from each other
subjects as diverse as pop music and archaeology
It is difficult to design a program that will meet the diverse needs of all our users.
diversely (adverb)
diversify (verb) past tense and past participle **diversified**, present participle **diversifying**, third person singular **diversifies**
1 [intransitive and transitive] if a business, company, country etc diversifies, it increases the range of goods or services it produces
diversify (away) from: farmers forced to diversify away from their core business
diversify into: The company is planning to diversify into other mining activities.
We need to diversify the economy.
2 [intransitive and transitive] to change something or to make it change so that there is more variety:
User requirements have diversified over the years.
3 [intransitive] (technical) to put money into several different types of investment instead of only one or two
diversify into: Spread the risk by diversifying into dollar bonds.
c: branch out
SYNONYMS: adapt, change
diversity (noun)
1 [uncountable]the fact of including many different types of people or things
cultural/ethnic/linguistic etc diversity
The curriculum will take account of the ethnic diversity of the population.
2 [singular]a range of different people, things, or ideas
a diversity of opinions

E

element (noun) [countable]
1 part: one part or feature of a whole system, plan, piece of work etc, especially one that is basic or important
Honesty is a vital element of her success.
2 element of surprise/truth/risk/doubt etc: an amount, usually small, of a quality or feeling:
There is an element of truth in your argument.
3 chemistry: a simple chemical substance such as carbon or oxygen that consists of atoms of only one kind
SYNONYMS: dimension, factor, feature

eliminate (verb) [transitive]
1 to completely get rid of something that is unnecessary or unwanted
The credit card eliminates the need for cash or cheques.

Fatty foods should be eliminated from people's diets.
2 [usually passive] to defeat a team or person in a competition, so that they no longer take part in it
Our team was eliminated in the first round.
SYNONYMS: remove, exclude, get rid of
elimination (noun) [uncountable]
1 the removal or destruction of something
the elimination of lead in petrol
2 the defeat of a team or player in a competition, so that they may no longer take part

equip (verb) past tense and past participle **equipped** present participle **equipping** [transitive]
1 to provide a person or place with the things that are needed for a particular kind of activity or work
equip somebody/something with something
They spent a lot of money equipping the school with new computers.
He equipped himself with a hammer and nails.
2 to give someone the information and skills that they need to do something
equip somebody with something
We equip students with the skills they will need once they leave college.
We must equip young teachers to deal with difficult children.
SYNONYMS: prepare, provide, supply
equipment (noun)
1 [uncountable]the tools, machines, clothes etc that you need to do a particular job or activity
a shop selling camping equipment
some brand new computer equipment
2 [singular] the process of equipping someone or something
equipment of
A lot of money was spent on the equipment of the new hospital.

evolution (noun) [uncountable]
1 the scientific idea that plants and animals develop and change gradually over a long period of time
the theory of evolution
2 the gradual change and development of an idea, situation, or object
the evolution of the computer
evolutionary (adj)
1 relating to the way in which plants and animals develop and change gradually over a long period of time
the evolutionary development of birds Some scientists have rejected evolutionary theory.
2 relating to the way in which ideas or situations gradually change and develop over a long period of time
He is in favour of gradual, evolutionary social change.
evolve (verb) [intransitive and transitive]
1 if an animal or plant evolves, it changes gradually over a long period of time
Fish evolved from prehistoric sea creatures.
2 to develop and change gradually over a long period of time
The school has evolved its own style of teaching.
The idea evolved out of work done by British scientists.

exclude (verb) [transitive] [≠ include]
1 to deliberately not include something
a special diet that excludes dairy products
Some of the data was specifically excluded from the report.
2 to not allow someone to take part in something or not allow them to enter a place, especially in a way that seems wrong or unfair
an exhibition that excluded women artists
The press had been deliberately excluded from the event.
SYNONYMS: bar, block, reject
exclusion (noun) [≠ inclusion]
1 [uncountable and countable] when someone is not allowed to take part in something or enter a place
the country's exclusion from the United Nations
2 do something to the exclusion of something
to do something so much that you do not do, include, or have time for other things
Your essays tend to concentrate on one theme to the exclusion of everything else.
3 [countable] something that is excluded from a contract

You will be sent full details of the exclusions of your insurance policy.

expertise (noun) [uncountable]
special skills or knowledge in a particular subject, that you learn by experience or training
technical/financial/medical etc expertise
What he's bringing to the company is financial expertise.
expertise in the management of hotels
SYNONYMS: ability, skill, proficiency

F

factor (noun) [countable]
one of several things that influence or cause a situation
The rise in crime is mainly due to social and economic factors.
The government program has been a major factor in the improvement of health standards.
SYNONYMS: circumstance, element, cause

feature (noun) [countable]
1 a part of something that you notice because it seems important, interesting, or typical:
Air bags are a standard feature in most new cars.
An important feature of Van Gogh's paintings is their bright colours.
2 a piece of writing about a subject in a newspaper or a magazine, or a special report on television etc.
a feature on holidaying with your dog
3 [usually plural] a part of someone's face, such as their eyes, nose etc:
He had fine delicate features.
Her eyes were her best feature.
4 a part of the land, especially a part that you can see:
Hedges are an important feature of the landscape in Britain.
SYNONYMS: aspect, side, factor, element

focus (verb) past tense and past participle **focused** or **focussed** present participle **focusing** or **focussing**
1 [intransitive and transitive] to give special attention to one particular person or thing, or to make people do this
He felt he needed to focus more on his career.
She tried to focus her mind on her work
We need to focus public attention on this issue.
2 [intransitive and transitive] to point a camera or telescope at something, and change the controls slightly so that you can see that thing clearly
She turned the camera and focussed on Martin's face.
He focused his binoculars on the building opposite.
SYNONYM: concentrate on
focus (noun)
1 [singular] the thing, person, situation etc that people pay special attention to
The focus of recent research has been on environmental issues.
I shall now turn to the main focus of this essay.
The focus of the conference shifted from population growth to the education of women.
2 [uncountable] if your focus is on something, that is the thing you are giving most attention to
Our main focus is on helping people get back into work.
a shift of focus

found (verb) [transitive]
to start something such as an organization, company, school, or city, often by providing the necessary money
The city was founded by the Romans in 220 BC.
We are celebrating the 50th anniversary of the founding of the company.
SYNONYM: establish
foundation (noun)
1 [countable] the solid layer of cement, bricks, stones etc that is put under a building to support it
It took the builders three weeks to lay the foundations.

The earthquake shook the foundations of the house.
2 [countable]a basic idea, principle, situation etc that something develops from
All theories should be built on a foundation of factual knowledge.
The course gives students a solid foundation in the basics of computing.
3 [uncountable]the establishment of an organization, business, school etc
The school has served the community since its foundation in 1835.
founder (noun) [countable]
someone who establishes a business, organization, school etc
The United States is a founder member of the United Nations.

G

H

I

illustrate (verb) [transitive]
1 to make the meaning of something clearer by giving examples
Let me give an example to illustrate the point.
She illustrated her presentaion with diagrams.
2 to be an example which shows that something is true or that a fact exists
This disagreemant illustrates that the government is deeply divided.
The following examples illustrate how this operates in practice.
3 to put pictures in a book, article etc
Over a hundred diagrams, tables and pictures illustrate the book.
SYNONYMS: show, explain, clarify
illustration (noun)
1 [countable] a picture in a book, article etc, especially one that helps you to understand it
The book contains 62 pages of illustrations.
In the illustration, the pullover is shown with the motif in allover repeat, using the central row of diamonds version.
2 [uncountable and countable] a story, event, action etc that shows the truth or existence of something very clearly
For the purposes of illustration, some of the more important symptoms are listed below.
3 [uncountable] the act or process of illustrating something
illustrative (adj)
1 helping to explain the meaning of something
The case is illustrative of a common pattern.
For illustrative purposes, only a simple example is given here.
2 having pictures, especially to help you understand something
graphics and other illustrative material

image (noun) countable
1 the opinion people have of a person, organization, product etc, or the way a person, organization etc seems to be to the public
The hotel and casino industry is working hard on improving its image.
Attempts were made to improve the public image of the police.
2 a picture that you have in your mind, especially about what someone or something is like or the way they look
image of
He had no visual image of her, only her name.
He had the clearest image in his mind of his mother and father.
3 a) a picture of an object in a mirror or in the lens of a camera
She peered closely at her image in the mirror.
b) a picture on the screen of a television, cinema, or computer

Jill Sharpe was little more than a name, a glossy image on a television screen.
c) a picture or shape of a person or thing that is copied onto paper or is cut in wood or stone
carved images

impact (noun)
1 [countable] the effect or influence that an event, situation etc has on someone or something
We need to assess the impact on climate change.
an international meeting to consider the environmental impacts of global warming
2 [uncountable and countable] the force of one object hitting another:
The force of the impact knocked the breath out of her.
3 on impact: at the moment when one thing hits another:
The plane's wing was damaged on impact.
SYNONYMS: effect, blow, collision
impact (verb) [intransitive and transitive] especially American English
to have an important or noticeable effect on someone or something
impact on/upon
The Food Safety Act will progressively impact on the way food businesses operate.
[intransitive and transitive] especially American English
to have an important or noticeable effect on someone or something
impact on/upon
The Food Safety Act will progressively impact on the way food businesses operate.
How is the growth of e-commerce likely to impact the retail sector?

innovate (verb) [intransitive and transitive]
to start to use new ideas, methods, or inventions
the need for large businesses to innovate
The company has successfully innovated new products and services.
innovation (noun)
1 [countable] a new idea, method, or invention
recent innovations in English teaching
All the latest technological innovations of cinema were used to create the special effects.
2 [uncountable] the introduction of new ideas or methods
We must encourage innovation if the company is to remain competitive.
innovative (adjective) also **innovatory**
1 an innovative idea or way of doing something is new, different, and better than those that existed before
an innovative approach to language teaching
innovative schemes for recycling waste materials
2 using clever new ideas and methods
an innovative design team
innovator (noun) [countable]
someone who introduces changes and new ideas

inspect (verb) [transitive]
1 to examine something carefully in order to find out more about it or to find out what is wrong with it
I got out of the car to inspect the damage.
Police inspected the scene and interviewed all the staff.
2 to make an official visit to a building, organization etc to check that everything is satisfactory and that rules are being obeyed
The building is regularly inspected by the fire-safety officer.
SYNONYMS: examine, check
inspection (noun)
[uncountable and countable]
1 an official visit to a building or organization to check that everything is satisfactory and that rules are being obeyed
regular inspections of the prison
An inspection was carried out at the school.
2 a careful examination of something to find out more about it or to check for anything wrong
However, on closer inspection, a number of problems emerged.
Close inspection of the surface of the vase revealed several small defects.

inspector (noun) [countable]
1 an official whose job is to check that something is satisfactory and that rules are being obeyed
ticket inspectors
a Health and Safety inspector

institute (noun) [countable]
an organization that has a particular purpose such as scientific or educational work, or the building where this organization is based
research institutes
the Institute for Space Studies
SYNONYMS: organization, institution

issue (noun)
1 subject/problem [countable] a subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people
How the issue is resolved is crucial.
They're clouding the issue with uninformed judgements.
The key issue is whether workers should be classified as 'employees'.
Economic issues should get more attention.
2 magazine [countable] a magazine or newspaper printed for a particular day, week, or month
issue of: the January issue of Newsweek
the current/latest issue: Have you seen the latest issue?
SYNONYMS: subject, topic, question

J

K

L

licence (noun) (British English) **license** (American English)
1 [countable] an official document giving you permission to own or do something for a period of time
The dealers applied for an export licence.
He was arrested for driving without a license.
2 [uncountable and countable]an agreement with a company or organization giving permission to make, sell or use their product
Coca-cola is made under licence in many countries.
SYNONYM: permit
license (verb) also **licence** (British English) [transitive usually passive]
to give official permission for someone to do or produce something, or for an activity to take place
be licensed to do something
a restaurant which is licensed to sell alcohol

locate (verb)
1 [transitive] to find the exact position of something
We couldn't locate the source of the radio signal.
2 be located in/near etc something
to be in a particular position or place
The business is located right in the center of town.
3 [transitive] to put or build something in a particular place
Large retail chains are usually only prepared to locate stores in areas of high population density.
SYNONYM: place, find
location (noun)
1 [countable] a particular place, especially in relation to other areas, buildings etc:
His apartment is in a really good location.
its isolated geographical location
2 [countable] the position of something
location of: The map shows the precise location of the crash.

3 [uncountable] the act of finding the position of something:
The main problem for engineers was the location of underground rivers in the area.
SYNONYMS: place, position, site

M

maximum (adj) [only before noun] [≠ minimum]
the maximum amount, quantity, speed etc is the largest that is possible or allowed
The car has a maximum speed of 120 mph.
They made maximum use of the resources available.
To get the maximum benefit, do the exercises slowly.
Display the hologram under a strong light for maximum effect.
SYNONYMS: greatest, largest, most
maximum (noun) [countable]
the largest number or amount that is possible or is allowed
[countable]
the largest number or amount that is possible or is allowed
Thirty students per class is the maximum.
Tourists can stay up to a maximum of 90 days.
maximize (verb) also maximise (British English) [transitive]
1 to increase something such as profit or income as much as possible
maximize profit/revenue etc The company's main function is to maximize profit.
2 to click on a special part on a window on a computer screen so that it becomes as big as the screen
3 to use something in a way that gives you the greatest practical value or the best results
We need to maximize the space.

modify (verb) past tense and past participle **modified**, present participle **modifying**, third person singular **modifies** [transitive]
to make small changes to something in order to improve it and make it more suitable or effective [= adapt]:
The feedback will be used to modify the course for next year.
The regulations can only be modified by a special committee.
SYNONYMS: adapt, convert, customise
modification (noun)
1 [countable] a small change made in something such as a design, plan, or system
We've made one or two modifications to the original design.
They have used the same process for almost 50 years with only minor modifications .
2 [uncountable and countable] the act of modifying something, or the process of being modified
The review resulted in the modification of our security procedures.
SYNONYMS: adaption, adjustment, change

N

O

P

partner (noun) [countable]

1 marriage etc: one of two people who are married, or who live together and have a sexual relationship [↪ husband, wife]:
Discuss your worries with your partner.
Only 29% of lone parents receive financial support from their former partners.
2 business: one of the owners of a business:
She's a partner in a law firm.
The senior partner has retired.
3 country/organization: a country or organization that another country or organization has an agreement with:

Nigeria is our principal trading partner in Africa.
SYNONYMS: associate, companion, colleague
partnership (noun)
1 [uncountable]the state of being a partner in business
I've been in partnership with her for five years.
She's gone into partnership with two local doctors.
2 [countable] a business owned by two or more people
It's one of the most successful partnerships in the country.
3 [uncountable and countable] a relationship between two people, organizations, or countries
Several youth charities have formed a partnership to help these homeless teenagers.
The close partnership between Britain and the US will continue.

perspective (noun)
1 [countable] a way of thinking about something, especially one which is influenced by the type of person you

are or by your experiences [↪ viewpoint]
His father's death gave him a whole new perspective on life.
The novel is written from a child's perspective.
2 [uncountable] a sensible way of judging and comparing situations so that you do not imagine that something is more serious than it really is:
I think Viv's lost all sense of perspective.
The figures have to be put into perspective.
3 [uncountable] a method of drawing a picture that makes objects look solid and shows distance and depth, or the effect this method produces in a picture:
Giotto's use of perspective
SYNONYMS: point of view, viewpoint, angle

phase (verb) [transitive usually passive]
to make something happen gradually in a planned way
The closure of the regional offices was phased over an 18-month period.
phase something in (phrasal verb)
to gradually start using a new system, law, process etc
The new tests will be phased in over the next two years.
phase something out (phrasal verb)
to gradually stop using or providing something
The subsidy for company cars is to be phased out next year.

project (noun) [countable]
1 a carefully planned piece of work to get information about something, to build something, to improve something etc
The project aims to provide an analysis of children's emotions.
a three-year research project
2 a part of a school or college course that involves careful study of a particular subject over a period of time
project on: we're doing a project on pollution.
a geography project
SYNONYMS: work, study, undertaking

purchase (verb) [transitive]
formal: to buy something:
You can purchase insurance on-line.
the growing demand to purchase goods on credit
Tickets may be purchased in advance from the box office.
SYNONYMS: buy, get, acquire
purchase (noun)
1 [uncountable and countable] formal: something you buy, or the act of buying it
She paid for her purchases and left.
I enclose my receipt as proof of purchase.

Q

R

range (noun)

1 variety of things/people [countable usually singular]: a number of people or things that are all different, but are all of the same general type

range of : a range of services

The drug is effective against a range of bacteria.

2 limits [countable]: the limits within which amounts, quantities, ages etc vary

age/price/temperature etc range: toys suitable for children in the pre-school age range

a temperature range of 72-85°

3 products [countable]: a set of similar products made by a particular company or available in a particular shop

range of : a new range of kitchenware

The watches in this range are priced at £24.50.

We have a very large product range.

Sansui planned to improve its product range to include DVD equipment.

SYNONYMS: collection, selection, variety

range (verb)

1 include [intransitive always + adverb/preposition]

a) to include a variety of different things or people in addition to those mentioned

The show had a massive audience, ranging from children to grandparents.

b) if prices, levels, temperatures etc range from one amount to another, they include both those amounts and anything in between

There were 120 students whose ages ranged from 10 to 18.

range between something and something: The population of these cities ranges between 3 and 5 million.

range in age/size/price etc: The shoes range in price from $25 to $100.

2 deal with many subjects [intransitive]: to deal with a wide range of subjects or ideas in a book, speech, conversation etc

range over: The conversation had ranged over a variety of topics, from sport to current affairs.

3 move around [intransitive always + adverb/preposition]: to move around in an area without aiming for a particular place [= wander]

range over/through: Cattle ranged over the pastures in search of food.

SYNONYMS: include, contain

require (verb) [transitive not in progressive]

1 to need something:

Campbell's broken leg will probably require surgery.

What's required is a complete reorganization of the system.

Most house plants require regular watering.

2 if you are required to do or have something, a law or rule says you must do it or have it

You are required by law to wear a seat belt.

Regulations require that students attend at least 75% of the classes.

SYNONYMS: need, must

requirement (noun) [countable usually plural]

1 something that someone needs or asks for:

The refugees' main requirements are food and shelter.

The new computer system will meet all our requirements.

2 something that must be done because of a law or rule:

 If you are installing a new bathroom, it has to meet the requirements of the Building Regulations.

Two measures have been introduced as legal requirements.

3 something, especially good examination results, that a college, employer etc says you must have in order to do something

To find out about entry requirements for students, write to the college admissions board.

The minimum requirement for the post was a degree in engineering.

SYNONYMS: need, necessity, condition, term

research (noun) [uncountable] also plural **researches** (formal)

1 serious study of a subject, in order to discover new facts or test new ideas

I'm still doing research for my thesis.

Gould was helped in his researches by local naturalists.
2 the activity of finding information about something that you are interested in or need to know about
It's a good idea to do some research before you buy a house.
SYNONYMS: study, analysis
research (verb) [intransitive and transitive]

1 to study a subject in detail, especially in order to discover new facts or test new ideas [↪ investigate]:
He's been researching material for a documentary.
research into: Ten years ago I began researching into the role of women in trade unions.
2 to get all the necessary facts and information for something:
This book has been very well researched.
SYNONYMS: study, analyse

restrict (verb) [transitive]
1 to limit or control the size, amount, or range of something
The new law restricts the sale of hand guns.
In future we will restrict class sizes to 20 students.
2 to limit someone's actions or movements
The crowded living conditions badly restricted the children's freedom to play.
3 restrict yourself/somebody to (doing) something
to allow yourself to have or do only a particular thing or amount of something
I'm restricting myself to two cigarettes a day.
SYNONYMS: constrict, narrow, restrain
restriction (noun)
1 [countable]a rule or law that limits or controls what people can do
restrictions on immigration
a 50 mph speed restriction trade/travel restrictions
The law placed new financial restrictions on private companies.
2 [uncountable] when you restrict the size, amount, or range of something

review (verb) [transitive]
1 to examine, consider, and judge a situation or process carefully in order to see if changes are necessary
We will review your situation and decide how we can help you.
The team manager's position will be reviewed at the end of the season.
2 to write a short article describing and judging a new book, play, film etc
Bradman will review the best of the new children's books.
3 American English to look again at something you have studied, such as notes, reports etc
British English equivalent: revise
SYNONYMS: analyse, evaluate, scrutinize
review (noun)
1 [uncountable and countable]a careful examination of a situation or process
She sent us her review of the research.
We're keeping this policy under review (=we are continuing to examine it) .
2 [countable]an article in a newspaper or magazine that gives an opinion about a new book, play, film etc
a film review
The paper published a review of her book.
SYNONYMS: analyse, evaluate, scrutinize

S

scrutinize (verb) also **scrutinise** (British English) [transitive]
to examine someone or something very carefully:
He scrutinized the document.
She scrutinized his face.
SYNONYMS: examine, analyse, study
scrutiny (noun) [uncountable]
careful and thorough examination of someone or something
Careful scrutiny of the company's accounts revealed a whole series of errors.
Airlines have increased their scrutiny of the size and amount of carry-on luggage.

SYNONYMS: analysis, inspection, review

similar (adjective) [≠ different]
almost the same
We have similar tastes in music.
Both approaches seem to achieve similar results.
A number of his friends had been affected in a similar way .
The two products look quite similar .
similar to: Her ideas are quite similar to mine.
similar in: The two cars are very similar in size and design.
SYNONYM: alike
similarity (noun) plural **similarities** [uncountable and countable] [≠ difference]
if there is a similarity between two things or people, they are similar in some way
There are some striking similarities between the two plays.
the song's close similarity to traditional Jewish music
Between these two mosaics, however, there are few obvious similarities of motif.
SYNONYM: likeness
similarly (adverb) [≠ differently]
in a similar way
The first letter she wrote me was less than a page long, and her second letter was similarly brief.
[sentence adverb] The cost of food and clothing has come down in recent years.
Similarly, fuel prices have fallen quite considerably.
SYNONYM: like

structure (noun)
1 [uncountable and countable] the way in which the parts of something are connected with each other and form a whole, or the thing that these parts make up
social/political/economic etc structure: the social structure of organizations
A new management structure has been introduced.
2 [countable] something that has been built, especially something large such as a building or a bridge:
a high wooden structure with a curved roof
3 [uncountable and countable] a situation where activities are carefully organized and planned:
These kids require a lot of structure and stability.
SYNONYMS: building, set-up, framework
structure (verb) [transitive]
to arrange the different parts of something into a pattern or system in which each part is connected to the others
The exhibition is structured around three topics.
SYNONYM: organize, shape, arrange

sustain (verb) [transitive]
1 to make something continue to exist or happen for a period of time
She found it difficult to sustain the children's interest.
He was incapable of sustaining close relationships with women.
2 (formal) to suffer damage, an injury, or loss of money
Two of the fire-fighters sustained serious injuries.
Some nearby buildings sustained minor damage.
3 (formal) if food or drink sustains a person, animal, or plant, it makes them able to continue living
They gave me barely enough food to sustain me.
SYNONYM: maintain, keep
sustainable (adj) [≠ unsustainable]
1 able to continue without causing damage to the environment
The government should do more to promote sustainable agriculture.
 the sustainable use of rainforest resources
2 able to continue for a long time
The party is promising low inflation and sustainable economic growth.
SYNONYM: maintainable
sustainability (noun) [uncountable]
A report on the sustainability of the world's tropical forests states that less than 1% of them are being managed effectively.

T

target (noun) [countable]
1 something that you are trying to achieve, such as a total, an amount, or a time
Higher degrees in English are a target for foreign students.
There is no target date for completion of the new project.
2 an object, person, or place that is deliberately chosen to be attacked
Railway stations are prime targets (=very likely targets) for terrorist bombs.
3 the person or place that is most directly affected by an action, especially a bad one
The country is a target of criticism for its human rights record.
SYNONYMS: aim, goal, objective
target (verb) [transitive]
1 to make something have an effect on a particular limited group or area
The advertisement was designed to target a mass audience.
The programme is targeted at improving the health of women of all ages.
2 to aim something at a target
The missiles are targeted at several key military sites.
3 to choose a particular person or place to do something to, especially to attack them or criticize them
He was targeted by terrorists for a second time last night.

technique (noun)
1 [countable] a special way of doing something
There are various techniques for dealing with industrial pollution.
In mathematics, we use many techniques of problem-solving.
2 [uncountable] the special way in which you move your body when you are playing music, doing a sport etc,
which is difficult to learn and needs a lot of skill:
He's a great player, with brilliant technique.
SYNONYMS: way, method, approach

theory (noun) plural **theories**
1 [countable] an idea or set of ideas that is intended to explain something about life or the world, especially an
idea that has not yet been proved to be true
different theories about how the brain wor
Darwin's theory of evolution
the theory that light is made up of waves
2 [uncountable] general principles and ideas about a subject:
Freudian theory has had a great influence on psychology.
political/economic/literary etc theory: I'm taking a course on political theory.
3 in theory: something that is true in theory is supposed to be true, but might not really be true or might not be
what will really happen:
In theory, everyone will have to pay the new tax.
SYNONYMS: idea, notion, concept
theoretical (adj)
1 relating to the study of ideas, especially scientific ideas, rather than with practical uses of the ideas or practical
experience
Aristotle's theoretical model of the universe
She has theoretical knowledge of teaching, but no practical experience.
2 a theoretical situation or condition could exist but does not really exist
Equality between men and women in our society is still only theoretical.
theoretically (adv)
1 used to say what is supposed to be true in a particular situation, especially when the opposite is true
Theoretically, Damian's the boss, but I coordinate the team on a day-to-day basis.
2 according to a scientific idea that has not been proven to be true in a practical way
It is theoretically possible for computers to be programmed to think like humans.

trace (verb) [transitive]
1 to find someone or something that has disappeared by searching for them carefully
She had given up all hope of tracing her missing daughter.

Police are trying to trace a young woman who was seen near the accident.
2 to find the origins of when something began or where it came from
trace something (back) to something
The style of these paintings can be traced back to early medieval influences.
3 to study or describe the history, development, or progress of something
Sondheim's book traces the changing nature of the relationship between men and women.
SYNONYMS: determine, discover, find out

trace (noun)
1 [uncountable and countable]a small sign that shows that someone or something was present or existed
There was no trace of anyone having entered the room since then.
Petra's lost all trace of her German accent.
2 [countable] a very small amount of a quality, emotion, substance etc that is difficult to see or notice
trace of
I saw the faintest trace of a smile cross Sandra's face.
traces of poison
3 [countable] (technical) a search to find out where a telephone call came from, using special electronic equipment
The police put a trace on the call.

U

ultimate (adjective) [only before noun]
1 someone's ultimate aim is their main and most important aim, that they hope to achieve in the future
ultimate goal/aim/objective etc: Complete disarmament was the ultimate goal of the conference.
Our ultimate objective is to have as many female members of parliament as there are male.
2 the ultimate result of a long process is what happens at the end of it:
The ultimate outcome of the experiment cannot be predicted.
The ultimate fate of the tribe was even sadder.
the ultimate failure of the project
3 if you have ultimate responsibility for something, you are the person who must make the important final decisions about it: The ultimate responsibility for policy lies with the President.
The ultimate decision rests with the Public Health Service.
SYNONYMS: final, last

ultimately (adv)
finally, after everything else has been done or considered
[sentence adverb]
Ultimately, the decision rests with the child's parents.
a long but ultimately successful campaign

V

variable (adj) [≠ invariable]
1 likely to change often
Interest rates can be highly variable
These fish are highly variable in color and pattern.
2 sometimes good and sometimes bad
The quality of chicken is much less variable than beef.
3 able to be changed
The heater has variable temperature settings.

variation (noun)
1 [uncountable and countable] a difference between similar things, or a change from the usual amount or form of something:
White bread is really just a variation of French bread.
The study concluded that the variation between the CD players was very small.
2 [countable] something that is done in a way that is different from the way it is usually done:
Most of his poems are variations on the theme of love.
SYNONYM: alternative

vary (verb) past tense and past participle **varied**, present participle **varying**, third person singular **varies**
1 [intransitive] if several things of the same type vary, they are all different from each other [= differ]
Test scores vary from school to school.
Cooking times may vary slightly, depending on your oven.
2 [intransitive] if something varies, it changes depending on the situation:
Quentin's mood seems to vary according to the weather.
'What do you wear when you go out?' 'Well, it varies.'
3 [transitive] to change something to make it different:
My doctor said I should vary my diet more.
SYNONYMS: differ, change, alter

virtual (adj) [only before noun]
1 very nearly a particular thing
Car ownership is a virtual necessity when you live in the country.
Finding a cheap place to rent is a virtual impossibility in this area.
2 made, done, seen etc on the Internet or on a computer, rather than in the real world
The website allows you to take a virtual tour of the art gallery.
virtually (adverb)
1 almost
Virtually all the children come to school by bus.
He was virtually unknown before becoming a politician.
2 on a computer, rather than in the real world

visual (adj) [usually before noun]
relating to seeing
Artists translate their ideas into visual images.
The tall tower adds to the visual impact of the building.
The portrait must be considered one of the outstanding Roman contributions to the visual arts.
SYNONYM: visible
visualize (verb) also **visualise** (British English) [transitive]
to form a picture of someone or something in your mind
I tried to visualize the house while he was describing it.
Somehow I can't visualize myself staying with this company for much longer.
It's hard to visualize how these tiles will look in our bathroom.
An architect can look at a drawing and visualize a three-dimensional shape.
visualization (noun) [uncountable]
He strongly believed that real art was about the visualization of dreams and fantasies.

W

X

Y

Z

SOURCES USED

LISTENING MODULE

READING TEXTS	LISTENING TEXTS
http://inventionatplay.org	http://inventors.about.com
http://www.uco.es	http://www.laudit.com
http://www.blogentries.com	http://terradaily.com
http://allicblog.blogspot.com	http://www.dylan.org.uk
http://www.robots.com	http://fionacul.wordpress.com
http://www.lextutor.ca	http://www.firstscience.com
http://www.glosterbiomedical.com/proj_mgt .html	http://weblogs.asp.net
	http://wikirank.com
	http://www.blog.makezine.com
VISUALS	
meilistudios.com	http://www.itusozluk.com
http://www.sunsetlogde.org	http://www.nownyc.com
http://www.static.howstuffworks.com	http://www.vbuniverse.com
http://www.robots.com	http://www.adrika-grene.jordannights.com
http://www.blog.makezine.com	http://www.ihateyourjob.com
http://www.dailymail.co.uk	http://www.sentinelbusinesscenters.com
http://www.wired.com	http://vator.tv/images/attachments/140409223400shareholder_a gree.jpg

SPEAKING MODULE

READING TEXTS	LISTENING TEXTS
http://www.stanford.edu	http://justcreativedesign.com
http://www.computerarts.co.uk	http://www.sciencedaily.com
http://www.househunting.ca	
http://www.interiordesignquotes.com	
http://www.educationatlas.com	
http://www.presentationhelper.co.uk	
http://www.designwashere.com	
VISUALS	
http://www.flickr.com/photos	http://andy.warhol.szm.com/file/andy-warhol2.jpg
http://www.beemerbenz.com	http://www.qag.qld.gov.au/?a=43749:v2
http://zelfist.modaturkiye.com	http://www.architectoo.com/2010/02/beautiful-home-design-with-box-shape
http://www.spiritlakeconsulting.com	http://opinionsandexpressions.files.wordpress.com/2009/03/typical-engineering-lecture.jpg
http://www.stsci.edu./stsci/meetings/lisa3/cartoon.gif	