

MINISTRY OF EDUCATION AND SCIENCE of UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

Methodical recommendations

for practical classes

on an academic discipline

“FOREIGN LANGUAGE OF PROFESSIONAL GUIDANCE”

(English)

*(for first-year full-time students first (bachelor's) level of higher education specialty
023 – Art, Decorative Art, Restoration)*

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Compilers V. B. Pryanitska, O. V. Anisenko

Reviewer PhD in Philology O. L. Ilienکو

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INTRODUCTION

These educational materials are designed for the ESP students of Oil and Gas Industry department of the first year of studies to develop their knowledge and skills in the English language.

This manual is based on the authentic texts from different sources concerning cross-cultural issues. It contains the tasks for reading and translation, vocabulary tasks and grammar exercises.

Each unit contains:

- An authentic text for reading and translation.
- Comprehension exercises.
- Exercises for memorization and mastering new vocabulary.
- Grammar exercises.
- Supplementary reading.

The manual is recommended for practical lessons.

UNIT 1 Role of foreign languages in our life

Task 1.1 Read and translate the text.

Why should I learn a language?

O D

Learning a foreign language takes time and dedication. The reasons below may help to convince you to take the plunge, if such persuasion is needed. Some reasons are practical, some aspirational, some intellectual and others sentimental, but whatever your reasons, having a clear idea of why you're learning a language can help to motivate you in your studies.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.
(Nelson Mandela)

When you move to a different country or region, learning the local language will help you to communicate and integrate with the local community. Even if many of the locals speak your language, for example if your L1 is English and you move to the Netherlands, it's still worth learning the local language. Doing so will demonstrate your interest in and commitment to the new country.

1

If your partner, in-laws, relatives or friends speak a different language, learning that language will help you to communicate with them. It can also give you a better understanding of their culture and way of thinking. If you and some of your relatives, friends or colleagues speak a language that few people understand, you can talk freely in public without fear of anyone eavesdropping, and/or you can keep any written material secret. Speakers of such Native American languages as Navajo, Choctaw and Cheyenne served as radio operators, known as Code Talkers, to keep communications secret during both World Wars. Welsh speakers played a similar role during the Bosnian War.

2

If your work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help you to communicate with them. It may also help you to make sales and to negotiate and secure contracts. Knowledge of foreign languages may also increase your chances of finding a new job, getting a promotion or a transfer overseas, or of going on foreign business trips.

Many English-speaking business people don't bother to learn other languages because they believe that most of the people they do business with in foreign countries can speak English, and if they don't speak English, interpreters can be used. The lack of foreign language knowledge puts the English speakers at a disadvantage. In meetings, for example, the people on the other side can discuss things amongst themselves in their own language without the English speakers understanding, and using interpreters slows everything down. In any socialising after the meetings, the locals will probably feel more comfortable using their own language rather than English.

3

You may find that information about subjects you're interested in is published mainly in a foreign language. Learning that language will give you access to the material and enable you to communicate with fellow students and researchers in the field.

Language is the archives of history.

(Ralph Waldo Emerson)

4

Many English speakers seem to believe that wherever you go on holiday you can get by speaking English, so there's no point in learning any other languages. If people don't understand you all you have to do is speak slowly and turn up the volume. You can more or less get away with this, as long as you stick to popular tourist resorts and hotels where you can usually find someone who speaks English. However, if you want to venture beyond such places, to get to know the locals, to read signs, menus, etc, knowing the local language is necessary.

Americans who travel abroad for the first time are often shocked to discover that, despite all the progress that has been made in the last 30 years, many foreign people still speak in foreign languages. (Dave Barry)

A basic ability in a foreign language will help you to 'get by', i.e. to order food and drink, find your way around, buy tickets, etc. If you have a more advanced knowledge of the language, you can have real conversations with the people you meet, which can be very interesting and will add a new dimension to your holiday.

The limits of my language are the limits of my universe. (Ludwig Wittgenstein)

If you plan to study at a foreign university, college or school, you'll need a good knowledge of the local language, unless the course you want to study is taught through the medium of your L1. Your institution will probably provide preparatory courses to improve your language skills and continuing support throughout your main course.

If your family spoke a particular language in the past you might want to learn it and possibly teach it to your children. It could also be useful if you research your family tree and some of the documents you find are written in a language foreign to you.

If you speak an endangered language, or your parents or grandparents do/did, learning that language and passing it on to your children could help to revitalise or revive it.

Maybe you're interested in the literature, poetry, films, TV programs, music or some other aspect of the culture of people who speak a particular language and want to learn their language in order to gain a better understanding of their culture.

Most people in the world are multilingual, and everybody could be; no one is rigorously excluded from another's language community except through lack of time and effort. Different languages protect and nourish the growth of different cultures, where different pathways of human knowledge can be discovered. They certainly make life richer for those who know more than one of them.
(Nicholas Ostler, *Empires of the Word*)

Missionaries and other religious types learn languages in order to spread their message. In fact, missionaries have played a major role in documenting languages and devising writing systems for many of them. Others learn the language(s) in which the scriptures/holy books of their religion were originally written to gain a better understanding of them. For example, Christians might learn Hebrew, Aramaic and Biblical Greek; Muslims might learn Classical Arabic, and Buddhists might learn Sanskrit.

Among other important reasons for learning languages there are some important ones such as linguistic interest, challenge of learning a particularly difficult language, better understanding our thought processes, our own language and culture, wish to find future husband/wife, learning songs in other languages, talking to friends without others understanding you and so on.

Task 1.2 Answer the questions

1. Why should we learn foreign languages?
2. Do business people need to learn foreign languages?
3. Why does speaking foreign languages help understand better our own language and culture?

4. Is it important to learn more than one foreign language?

Task 1.3 Choose the most suitable heading from the list A–G for each part (1–6) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A Culture and religion
- B Travelling or studying abroad
- C Family and friends
- D Emigration
- E Education abroad
- F Getting in touch with your roots
- G Study or research
- H Work

Task 1.4 Match the left column with the right one according to the text.

communicate and integrate languages	speakers of foreign
talk freely	understanding
regular contact with	learning any other languages
The lack of foreign	in public
the English speakers	language knowledge
there's no point in	with the local community
to study at a foreign	their message
in order to spread	university, college or school

Task 1.5 Put the verb into the correct form (Present Simple, Present Continuous)

1. Learning a foreign language(take) time and dedication.

UNIT 2 English-speaking countries

Task 2.1 Read and translate the text

Great Britain

Learning English naturally leads to learning facts about the country it is spoken in. Lots of people are greatly interested in everything connected with Great Britain. So here are some basic facts about this country.

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. The total area of the islands is over 224'000 square kilometers.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and doesn't include Northern Ireland. But in everyday speech "Great Britain" is used to mean the UK.

The capital of the UK is London. It stands on the River Thames. The British Isles are separated from the European Continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands; while the south, which has beautiful valleys and plains, is called the Lowlands. The north and the west of England are mountainous, but all the rest-east, center and southeast - is a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).

There are a lot of rivers in Great Britain, but they are not long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influenced the climate of the British Isles. It is mild all over the year round.

The UK is a highly developed industrial country. It's known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding. The main industrial centers and at the same time the largest cities of the country are London, Manchester, Liverpool, Birmingham, Glasgow.

Two characteristic of the British Constitution confuse most foreigners: there is no written constitution; it is not contained in any single document. There are two kinds of rules by which GB is governed: Rules of Law and Rules of Custom. The Rules of Law are those set out in such historical declarations as Magna Charta (1215)? The Bill of Rights of 1689 and the Act of Settlement of 1701. Many principles of the British Constitution by which Britain is governed are principles of Common Law. There are

principles, which are not established by any law passed by Parliament but established in the courts.

The British developed their own character and way of life. They came to respect privacy and to value old traditions. They developed a dry wit, a love for personal freedom and a high degree of self-criticism. They have produced some of the world's greatest writers, scientists, explorers, artists and political figures. The undying genius of William Shakespeare determined the development of the whole world's literature, influenced the minds of many generations, became their moral compass.

Some of the British national traits are resulting from the British way of life. The British are known as a people self-assured, absolutely confident in their national sense of superiority.

The British display a very wide toleration of individual differences among themselves, and even among others.

The history of the UK is the story of how a small island country became the world's most powerful nation and then declined. Though it is no longer the world's power, the UK is still a leading industrial and trading nation. The UK of today is in a state of change and is seeking its new role in the world.

Task 2.2 Answer the questions

1. What does Great Britain consist of?
2. Where is it situated?
3. What is the name of the longest river?
4. Why is the UK a highly developed industrial country?
5. What characteristic of the British Constitution confuse most foreigners?
6. What can you tell about the British?

Task 2.3 Read the text again and complete the gaps

1. The British Isles consist of
2. The UK is made up of.....
3. The western coast of Great Britain is washed by.....
4. Ben Nevis in Scotland is.....
5. One of the chief industries of the country is.....
6. The British developed their own.....
7. The British are known as.....

Task 2.4 Fill in the appropriate words from the list. Use the words only once.

Greatly basic beautiful the surface of the longest a highly developed
aircraft and navigation to value a very wide

.....interested infacts
.....tolerationthe British Isles
.....valleys and plainsold traditions
.....equipmentindustrial country
.....river	

Task 2.5 Find the word out

Sea – river – lake – mountain

Country – city – population – region

North – forth – west – east

Valleys – ships – hills – plains

Population – people – persons – males

Literature – writers – scientists – explorers

Leading – ruling – governing – stimulating

The young – the Swedish – the British – the Italian

Seeking – hiding – looking for – searching

Task 2.6 Complete the sentences with the following verbs in the correct form (Present Simple)

Be include consist of display want confuse

1. The British Isles two large islands, Great Britain and Ireland, and about five thousand small islands.
2. Great Britain Northern Ireland.
3. Ben Nevis in Scotland the highest mountain.
4. Two characteristic of the British Constitution most foreigners. The British a very wide toleration of individual differences among themselves, and even among others.
5. Lot of people to visit the UK.

Task 2.7 Read and translate the text

Australia

The Great Barrier Reef on the coast of Queensland is a *garden* under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more *holiday-makers* come to Queensland every year.

Tasmania, the island south of Australia, is small. It's the same size as England. It is also very different from the other *states*. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals.

In the Northern Territory you will find the red heart of Australia. And it is really red, with red rocks, red sand, and red skies in the evening. Every year, thousands of *tourists* visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aboriginals. They believe that the land itself has life.

Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue colored eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue.

Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city.. The work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's beautiful place, with parks, lakes, big open streets and fine buildings.

Australia is sometimes called "the lucky country". One reason is the wonderful *riches* under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years.

South Australia is the driest of all the states, but it does have the Murrey River. The river brings greenness and life to the south-east corner. In the early of the Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and *goods* from the east up into the country. Some towns on the Murrey still keep the old river boats, and visitors can ride on them.

There are two kinds of gold in Western Australia. First, there's real kind – the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but new gold of Western Australia is *wheat*. Big farms grow

millions of tones of wheat every year, and wheat has become Australia's second biggest export.

Task 2.8 Answer the questions

1. What is Australia famous for?
2. What is Northern Territory famous for?
3. What Blue Mountains are covered with?
4. What is the best known place in Australia?
5. Why is Australia sometimes called "the lucky country"?
6. Would you like to visit Australia?

Task 2.9 Look at the words in italic in the text and try to explain them

Task 2.10 Some sentences are correct, but some need **the** (perhaps more than one). Correct the sentences there necessary. Put 'right' if the sentence is correct.

1. Milan is in north of Italy.
2. Ben Nevis in Scotland is the highest mountain (1343 meters over the sea level).
3. Tasmania is the southern island of Australia.
4. Every year thousands of *tourists* visit Ayers Rock.
5. Sydney is best known place in New South Wales.
6. But New South Wales has more than cities.
7. When sun shines, the air of Blue Mountains is a real, beautiful blue.
8. South Australia is the driest of all the states, but it does have the Murrey River.
9. In the early of the Australian history, Murrey River was South Australia's main road.

Task 2.11 Put the verb into correct form. (Present Continuous). Sometimes you need the negative.

1. Please don't bother me, I(.try) to concentrate.
2. Michael(travel) in Australia at the moment.
3. Let's go out. It(rain) any more.
4. Henry (work) this week. He is on holiday. He(visit) his relatives in Sydney.
5. Australia(seek) its new role in the world today.

Task 2.12 Match Country – Adjective – Person – Population

<i>Country/ region</i>	<i>Adjective</i>	<i>Person</i>	<i>Population</i>
Britain	Irish	a Welshman/ woman	the English
England	British	an Englishman/ woman	the British
Ireland	Scottish, Scotch	a British person/ Briton	the Irish
Wales	English	a Scot	the Welsh
Scotland	Welsh	an Irishwoman/ man	the Scots
France	Australian	a German	the Russian
Belgium	Dutch	an Australian	the German
Holland	French	a Dutch	the Italian
Germany	Russian	a French	the German
America	German	an Italian	the Australian
Australia	Italian	a Russian	the French
New Zealand	American	a German	the American
Russia	German	A New Zealander	the Dutch
Italy	English	an American	The New Zealander

UNIT 3 Higher Education

Task 3.1 Read and translate the text.

Higher education in Ukraine

Higher education in Ukraine has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeniy Paton, are part of the universal history of scientific progress.

Brief historical survey

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University, founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kiev (1898) and a Higher Mining School (1899) in Katerynoslav. Rapid growth followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students. Most HEIs established after 1990 are those owned by private organizations.

The *Constitution of Ukraine (1996)*, *Law on Education (1996)*, and the *Law on Higher Education (2002)* constitute the legal framework for Ukrainian higher education. The Ukrainian legislation regulating higher education includes also more limited legislation as well as decrees and regulations of the President and the Cabinet of Ministers of Ukraine.

Higher education qualifications

Higher education qualifications combine both academic and professional qualifications. This is a very important feature of Ukrainian higher education inherited from its Soviet past. The State Diploma serves as both an educational certificate and a professional licence. Employment is determined by a match between the state determination of the knowledge and skills required for different occupation levels and

the state determination of levels of educational qualification. Hence is the correspondence between classification of educational qualification and that of the occupational structure, leading to the introduction of the term 'educational-proficiency' level.

The *Law on Higher Education* (2002) establishes the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master.

Junior Specialist

Junior Specialist is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of training makes 2.5–3 years.

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

Bachelor

Bachelor is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years (240 ECTS credits).

Training specialists of the educational-proficiency level of Bachelor may be carried out according to the shortened program of studies on the basis of the educational-proficiency level of Junior Specialist.

Specialist

Specialist is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year (60 ECTS credits).

Master

Master is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1–1.5 year (60-90 ECTS credits).

During his/her studies at the Master's or Specialist's level, students are required to write his/her final work on a selected subject and make its presentation, to be able to collect, analyse and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

Training specialists of the educational-proficiency level of Specialist or Master in such fields as medicine, dentistry, veterinary medicine, teaching is carried out on the basis of complete secondary education within the period of 5–6 years (301-360 ECTS credits) (as is common in Western Europe for state registered professions).

Diplomas and Certificates

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and they are granted diplomas of the state format. The Diploma is the State-recognized document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality). The *Law on Higher Education* (2002) establishes the following types of documents that confirm higher education qualifications:

- *Dyplom Molodshoho Spetsialista* (Diploma/ qualification of Junior Specialist).
- *Dyplom Bakalavra* (Diploma/ qualification of Bachelor).
- *Dyplom Spetsialista* (Diploma/ qualification of Specialist).
- *Dyplom Mahistra* (Diploma/ qualification of Master).

Types of Universities (Academies)

The Ministry of Education and Science (Sports and Youth) recognizes the following categories of institutions of the top-level accreditation:

- Classical Universities.
- Technical Universities.
- Technological (Construction, Transportation).

- Pedagogical (Humanitarian, Physical Education and Sports).
- Culture (Arts, Design).
- Health Care Universities.
- Agrarian Universities.
- Economics (Finance, Administration, Entrepreneurship).
- Law (Law enforcement, Civil protection and life safety).
- Private Universities.

Postgraduate education

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase. The *Law of Higher Education (Article 10)* and the *Law on Education (Article 47)* regard Post-Graduate education as specialised education and professional training on the basis of the previously obtained educational-proficiency level and experience of the practical work. It is defined as retraining, specialisation within a profession; expansion of the professional profile; probation within a profession, i.e. post-qualifying education or continuous professional development. The system of Postgraduate training serves as a ground for lifelong learning.

Task 3.2 Answer the questions

1. What can you tell about history of higher education development in Ukraine?
2. When did the first university emerge in Ukraine?
3. What are educational-proficiency levels of education?
4. What types of universities do you know?
5. How is Postgraduate education regarded?

Task 3.3 What do these numbers refer to?

17, 1576, 1632, 1805, 1834, 1865, 1875, 1996, 2002, 2.5–3, 4, 1.

Task 3.4 Match the left column with the right one according to the text.

The first higher education institutions (HEIs) both academic and professional qualifications.

The oldest university was also the Lviv University, founded in 1661.

Among the oldest is at a certain level of professional activity

Higher education qualifications combine emerged in Ukraine during the late 16th and early 17th centuries.

Higher education graduates the Kyiv Mohyla Academy, first established in 1632.

to cope with tasks and duties (work) are awarded qualifications of the appropriate educational-proficiency level.

Task 3.5 Among three options choose the most suitable synonym for the underlined word.

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries.

- a) Appeared b) developed c) run

More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kiev (1834), Odessa (1865), and Chernivtsi (1875).

- a) Inhabited b) established c) built

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

- a) Sufficient b) full c) absolute

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase.

- a) considered b) allowed c) put

Task 3.6 Put the verb in brackets into the correct form (Present Simple, Past Simple)

1. The first Ukrainian higher education institution (be) the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time.

2. By 1988 a number of higher education institutions(increase) to 146 with over 850,000 students.

3. The *Law on Higher Education* (2002) (establish) the three-level structure of higher education.

4. Higher education qualifications(combine) both academic and professional qualifications.

5. The normative period of training (make) 4 years (240 ECTS credits).

6. The Ministry of Education and Science (Sports and Youth) (recognize) the following categories of institutions of the top-level accreditation.

Task 3.7 Read and translate the text.

Education in the USA

The USA does not have a national system of education. All educational matters are left to states. 50 per cent of funds for education come from state sources, about 40 from local funds, and only 6 per cent from the federal government. There are two major types of schools in the USA— public which are free, and private, or fee-paying. Four of five private schools are run by churches and other religious groups.

Elementary education starts at the age of 6 and continues till 10-11 years. Secondary education is provided from the age 11 — 12. Intermediate school includes grades 6 through 9 for ages 11-12 up to 14—15. A senior high school may include grades 9—10 through 12. A senior high school may be comprehensive, general or vocational. A comprehensive school offers a broad program of academic and vocational education, a general school offers a more limited program. A vocational school focuses on vocational training with some general educational subjects. All such programs — academic, technical, or practical are generally taught under one roof. Nevertheless, many students of high school don't finish it. 1 per cent of American citizens at the age of 14 can neither read, nor write. High school students who wish to attend a college or a university go through one of the two standard tests – SAT (Scholastic Aptitude Test) and ACT (American College Test). They are given by non-profit, non-governmental organizations.

There are several ways to continue in education: universities, colleges, community colleges, and technical and vocational schools. A university in the USA usually consists of several colleges; each college specializes in a subject area. There are colleges of liberal arts, colleges of education and business colleges. A program for undergraduates usually takes four years and leads to the Bachelor of Arts or Science degree. After that, students may leave the university or go on for a graduate or professional degree. The university may be funded from several different sources. A publicly funded university gets some money form the state government. A privately funded university gets money from private sources only. A university may be funded by a religious group.

College students usually spend four years at the college, too, and get the Bachelor's degree. In contrast to universities, colleges don't have graduate or professional programs. Colleges in the USA differ greatly in size — they may include from 100 students to 5000 and more. Most of the larger institutions fall into the category of universities, the largest being the University of California, State university of New York, New York university, Columbia University and others.

The course of study in a community college lasts two years and doesn't lead to any degree. Community colleges may give courses in the regular academic subjects or subject like dental technology, sewing and other non-academic subjects. Not all students of community colleges have high school diplomas. Technical, or vocational schools have no academic programs and provide only job training. Programs may take from six months to two years and more.

Task 3.8 Answer the questions

1. What are characteristics of education in the USA?
2. What are two major types of schools in the USA?
3. At what age does elementary (secondary, intermediate, senior high school) education start?
4. What does a comprehensive school offer?
5. What does a vocational school focus on?
6. What are the ways to continue in education?

Task 3.9 Translate the following sentences into English.

1. У США, де всі питання освіти перебувають у віданні штатів, освіта фінансується штатами, з місцевих фондів та релігійними групами, і лише близько 6 відсотків фінансування виходить від федерального уряду.

2. Громадські школи безкоштовні, а приватні школи платні.

3. Шкільна освіта складається з початкової освіти, проміжної освіти та старших класів середньої школи.

4. У старших класах середньої загальноосвітньої школи пропонується широка програма академічних та професійних предметів, що викладаються в одному будинку.

5. Програма загальної школи більш обмежена, ніж програма загальноосвітньої школи.

6. Програма професійної школи пропонує професійну підготовку та деякі академічні предмети.

7. Випускники середньої школи повинні скласти один із двох стандартних тестів, SAT або ACT, які проводяться некомерційними, неурядовими організаціями.

8. Випускники середньої школи, які хочуть продовжити освіту у ВНЗ, можуть спробувати вступити до університету, коледжу чи технічної або професійної школи.

9. Програма для студентів коледжу чи університету закінчується присвоєнням звання бакалавра гуманітарних чи точних та природничих наук.

10. Випускники коледжу повинні йти до університету, щоб отримати вчений ступінь вище бакалавра або професійний ступінь.

Task 3.10 Read and translate the text.

Higher Education in the USA

Many students, upon finishing high school, choose to continue their education. The system of higher education includes 4 categories of institutions.

The community college, which is financed by the local community in different professions. Tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. On graduation from such colleges American students get "associate degree" and can start to work or may transfer to 4-year colleges or universities (usually to the 3rd year).

The technical training institution, at which high school graduates may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are: the Massachusetts Institute of Technology and the Technological Institute in California.

The four-year college, which is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance. There are also Pedagogical Colleges.

The university, which may contain:

several colleges for students who want to receive a bachelor's degree after four years of study;

one or more graduate schools for those who want to continue their studies after college for about two years to receive a master's degree and then a doctor's degree. There are 156 universities in the USA.

Any of these institutions of higher education may be either public or private. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard. Yale and Princeton.

It is not easy to enter a college at a leading university in the United States. Successful applicants at colleges of higher education are usually chosen on the basis of:

their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results;

recommendation from their high-school teachers;

the impression they make during interviews at the university, which is in fact a serious examination;

scores on the Scholastic Aptitude Tests.

The academic year is usually nine months, divided into two terms. Studies usually begin in September and end in July. Each college or university has its own curriculum. During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors".

At the same time there are subjects which the student may choose himself for his future life. These courses are called 'electives'. A student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates. They may take graduate program for another 2 years in order to get a master's degree. Further studies are postgraduate which result in a doctor's degree.

Task 3.11 Answer the questions

- 1) What categories does the system of higher education include?
- 2) What is the community college financed by?
- 3) What does studying in the technical training institution include?
- 4) What may the university contain?
- 5) Are institutions of higher education public or private?
- 6) What courses are called 'electives'?

Task 3.12 Match the left column with the right one

The system of higher education small Art Colleges.

The institutions of higher education includes 4 categories of institutions.

Many Ukrainian peasants and Cossacs often rebelled against the power of Polish Roman Catholic nobility and began to flee to desolate parts of the Left-Bank Ukraine. They began growing crops, building villages, townships and fortresses. There were no big landlords on that territory then. Therefore this land was called Slobodskaya Ukraina, i.e. “free Ukrainian Land”.

In the 1650’s a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it. During the first 12 decades of its existence the town was self-governed. Its administration was elected by the Cossacs and headed by the Cossac Colonel, also an elected official. The Voyevoda controlled only military affairs.

The population was almost Ukrainian and it was only in the second quarter of the 19th century that it became multinational. In the 1770’s Catherine II abolished the autonomy of the Cossacs and divided Ukraine into a number of provinces (governorates) headed by Governors appointed by Monarch.

Since then the city has been developing rapidly. Its squares were surrounded with wooden or brick houses of one or two or even three storeys.

In 1805 the University of Kharkov was founded. The Assumption Cathedral, the oldest in city, was built in 1778. And in 1821-1844 its magnificent belfry was erected to mark the victory of the Russian Army over Emperor Napoleon of France.

Kharkovites have always loved theatre. They first saw theatre performances in the end of 18th century. In 1841 a building was erected for the permanent Drama Theatre.

The architecture of Kharkiv reflected variety of styles. There worked lots of famous architects.

After 1934 Kharkiv remained one of the most important and beautiful cities of Ukraine.

At 4 a.m. on 24 February, 2022 Ukraine’s second largest city took a fierce hit. Within 24 hours, Russian troops had reached the northern suburbs of the region’s capital just 30 kilometres from the Ukraine-Russia border. Despite outnumbering the Ukrainian forces, the invading army was unable to enter Kharkiv. For many Kharkivians, lives are defined as Before and After.

The first thing that catches the eye in Kharkiv is the sheer number of Ukrainian flags lining the streets — there are more here than in Kyiv, the nation's capital. Cars pass by, and old, dusty streetcars rattle along their tracks in Ukraine's second-largest city.

But the calm, peaceful first impression does not last long. First-time visitors soon become aware of the many checkpoints, anti-tank obstacles and demolished buildings — reminders of Russia’s full-scale war in Ukraine, now in its third year, and Kharkiv's place as a city on the frontline.

Task 4.2 Answer the questions

1. What is Kharkiv famous for?
2. Who occupied the right-Bank Ukraine and small regions on the left bank of the Dnieper in the 14th century?
3. Why did many Ukrainian peasants and Cossacs begin to flee to desolate parts of the Left-Bank Ukraine?
4. What did they begin doing?
5. What did Catherine II do in the 1770's?
6. What was founded in 1805?
7. What architects worked in Kharkiv?
8. Why does not the calm, peaceful first impression of Kharkiv last long?

Task 4.3 Match the sentences halves.

- | | |
|--|--|
| 1. The river Dnieper has always played | a) only military affairs. |
| 2. They began growing crops, building | b) the autonomy of the Cossacs |
| 3. The Voyevoda controlled | c) in city, was built in 1778. |
| 4. In the 1770's Catherine II abolished fortresses. | d) villages, townships and |
| 5. The Assumption Cathedral, the oldest economic activities of the Ukrainian people. | e) the most important role in life and |
| 6. Kharkovites have always | f) loved theatre. |

Task 4.4 Read these statements. Decide whether you think they are true or false.

1. The river divides the country into two halves called Left-Bank and the Right-Bank Ukraine.
2. Ukrainian peasants and Cossacs were always satisfied with their conditions of life.
3. In the second quarter of the 19th century the population of Ukraine became almost Ukrainian.
4. In the 1650's a fortress was built on the bank of the river Kharkiv and a small township of the same name grew around it.
5. Kharkovites first saw theatre performances in the end of 17th century.

Task 4.5 Complete the sentences with the correct form of the passive

1. Architecture of Kharkiv (influence) by varying conditions of life, habits and traditions of the Ukrainian people for many years.

2. In the 14th century the right-Bank Ukraine and small regions on the left bank of the Dnieper (occupy) by Poland and Lithuania.
3. In the 1650's a fortress (build)..... on the bank of the river Kharkiv.
4. Squares of Kharkiv (surround)..... with wooden or brick houses of one or two or even three storeys at that time.
5. And in 1821-1844 its magnificent belfry (erect)..... to mark the victory of the Russian Army over Emperor Napoleon of France.
6. Today Kharkiv (visit) by lots of tourists.

UNIT 5 Art

Task 5.1 Read and translate the text

A man has always been interested in art. A series of tiny, drilled snail shells about 75,000 years old—were discovered in a South African cave. Containers that may have been used to hold paints have been found dating as far back as 100,000 years.

The first undisputed sculptures and similar art pieces, like the Venus of Hohle Fels, are the numerous objects found at the Caves and Ice Age Art in the Swabian Jura UNESCO World Heritage Site, where the oldest non-stationary works of human art yet discovered were found, in the form of carved animal and humanoid figurines, in addition to the oldest musical instruments unearthed so far, with the artifacts dating between 43,000 and 35,000 BC, so being the first centre of human art.

Many great traditions in art have a foundation in the art of one of the great ancient civilizations: Ancient Egypt, Mesopotamia, Persia, India, China, Ancient Greece, Rome, as well as Inca, Maya, and Olmec. Each of these centers of early civilization developed a unique and characteristic style in its art. Because of the size and duration of these civilizations, more of their art works have survived and more of their influence has been transmitted to other cultures and later times. Some also have provided the first records of how artists worked. For example, this period of Greek art saw a veneration of the human physical form and the development of equivalent skills to show musculature, poise, beauty, and anatomically correct proportions.

In Byzantine and Medieval art of the Western Middle Ages, much art focused on the expression of subjects about biblical and religious culture, and used styles that showed the higher glory of a heavenly world, such as the use of gold in the background of paintings, or glass in mosaics or windows, which also presented figures in idealized, patterned (flat) forms. Nevertheless, a classical realist tradition persisted in small Byzantine works, and realism steadily grew in the art of Catholic Europe.

Task 5.2 Answer the questions

1. When did the first pieces of art appear?

2. What did they look like?
3. What ancient civilizations have been mentioned in the text?
4. What did art in Greece focus on?
5. What did art in Byzantine focus on?

Task 5.3 Put the verbs in the sentences in the appropriate form (Active or Passive voice)

1. A man always interested in art. (be)
2. A series of tiny, drilled snail shells about 75,000 years old—..... in a South African cave. (discover)
3. Many great traditions in art a foundation in the art of one of the great ancient civilizations.(have)
4. Each of these centers of early civilization..... a unique and characteristic style in its art. (develop)
5. Because of the size and duration of these civilizations, more of their art works (survive) and more of their influence(transmit) to other cultures and later times.
6. Some also the first records of how artists worked. (provide)
7. In Byzantine and Medieval art of the Western Middle Ages, much art on the expression of subjects about biblical and religious culture.(focus)
8. Nevertheless, a classical realist tradition(persist) in small Byzantine works, and realism steadily(grow) in the art of Catholic Europe.

Task 5.4 Read the text. Complete the sentences using the words below

words murals Deeper stone provoke breathtaking
level indelible imagination momentum impact gestures

Art is a diverse range of human activity and its resulting product that involves creative or imaginative talent generally expressive of technical proficiency, beauty, emotional power, or conceptual ideas.

Art is a timeless, international language. Great art is A brilliant artist can express the totality of an emotion or concept in onemoment. And the viewer evolves along with the artwork. An image may be taken initially in a certain way, but oftentimes, powerful artwork lingers in the heart and mind of the viewer throughout time and continues to reveal evenmeaning and emotional.....

Artists work in all different mediums, from paint to metals, charcoal,, film...literally anything they can best use to express their ideas. Some artists choose to use words and text in their art...some for their visual shape and power,

some to convey direct messages, some to....., to shock and some to keep the art lover guessing.

Text has always been a powerful device. Artists who choose to utilize text to create a statement and evoke emotion understand their multi-level power. Letters,, numbers are used in unique, evocative ways to command the attention andof the viewer. Done effectively, they never lose their allure.

From ancientand pottery to medieval illuminated manuscripts with their intricate illustrations, text has appeared in art for centuries. But in the 20th century, when Surrealist artist René Magritte famously wrote “Ceci n’est pas une pipe” (“This is not a pipe.”) on his painting, he used text as a central element to understanding the work. Cubists, like Georges Braque, used to incorporate text into their artwork, with newspaper clippings and various printed materials to add anotherof meaning to their paintings.

Abstract Expressionism, Pop Art and Minimalism gainedtowards the end of the 20th century and text continued to play an increasingly vital role in the artistic expression associated with these movements.

The extraordinary painter Cy Twombly used abstractand words, inspired by the ancient history surrounding him in Rome.

In his iconic painting “Whaam!,” American painter Roy Lichtenstein incorporated comic style onomatopoeia into his vibrant art style to create a work that was both visually arresting and emotionally provocative.

Task 5.4 Answer the questions

1. What is art?
2. Why has text always been a powerful device?
3. When did Abstract Expressionism, Pop Art and Minimalism gain momentum?
4. What did the painter Cy Twombly use?
5. What did Roy Lichtenstein incorporate comic style in?

UNIT 6 History of art development

Task 6.1 Read and translate the text

Renaissance art had a greatly increased emphasis on the realistic depiction of the material world, and the place of humans in it, reflected in the corporeality of the human body, and development of a systematic method of graphical perspective to depict recession in a three-dimensional picture space. The Great Mosque of Kairouan in Tunisia, also called the Mosque of Uqba, is one of the finest, most significant and best

preserved artistic and architectural examples of early great mosques. Dated in its present state from the 9th century, it is the ancestor and model of all the mosques in the western Islamic lands.

In the east, Islamic art's rejection of iconography led to emphasis on geometric patterns, calligraphy, and architecture. Further east, religion dominated artistic styles and forms too. India and Tibet saw emphasis on painted sculptures and dance, while religious painting borrowed many conventions from sculpture and tended to bright contrasting colors with emphasis on outlines. China saw the flourishing of many art forms: jade carving, bronzework, pottery (including the stunning terracotta army of Emperor Qin), poetry, calligraphy, music, painting, drama, fiction, etc. Chinese styles vary greatly from era to era and each one is traditionally named after the ruling dynasty. So, for example, Tang dynasty paintings are monochromatic and sparse, emphasizing idealized landscapes, but Ming dynasty paintings are busy and colorful, and focus on telling stories via setting and composition. Japan names its styles after imperial dynasties too, and also saw much interplay between the styles of calligraphy and painting. Woodblock printing became important in Japan after the 17th century.^[45]

The western Age of Enlightenment in the 18th century saw artistic depictions of physical and rational certainties of the clockwork universe, as well as politically revolutionary visions of a post-monarchist world, such as Blake's portrayal of Newton as a divine geometer, or David's propagandistic paintings. This led to Romantic rejections of this in favor of pictures of the emotional side and individuality of humans, exemplified in the novels of Goethe. The late 19th century then saw a host of artistic movements, such as academic art, Symbolism, impressionism and fauvism among others.

The history of 20th-century art is a narrative of endless possibilities and the search for new standards, each being torn down in succession by the next. Thus the parameters of Impressionism, Expressionism, Fauvism, Cubism, Dadaism, Surrealism, etc. cannot be maintained very much beyond the time of their invention. Increasing global interaction during this time saw an equivalent influence of other cultures into Western art. Thus, Japanese woodblock prints (themselves influenced by Western Renaissance draftsmanship) had an immense influence on impressionism and subsequent development. Later, African sculptures were taken up by Picasso and to some extent by Matisse. Similarly, in the 19th and 20th centuries the West has had huge impacts on Eastern art with originally western ideas like Communism and Post-Modernism exerting a powerful influence.

Modernism, the idealistic search for truth, gave way in the latter half of the 20th century to a realization of its unattainability. Theodor W. Adorno said in 1970, "It is now taken for granted that nothing which concerns art can be taken for granted any more: neither art itself, nor art in relationship to the whole, nor even the right of art to exist." Relativism was accepted as an unavoidable truth, which led to the period of contemporary art and postmodern criticism, where cultures of the world and of history are seen as changing forms, which can be appreciated and drawn from only

with skepticism and irony. Furthermore, the separation of cultures is increasingly blurred and some argue it is now more appropriate to think in terms of a global culture, rather than of regional ones.

In *The Origin of the Work of Art*, Martin Heidegger, a German philosopher and seminal thinker, describes the essence of art in terms of the concepts of being and truth. He argues that art is not only a way of expressing the element of truth in a culture, but the means of creating it and providing a springboard from which “that which is” can be revealed. Works of art are not merely representations of the way things are, but actually produce a community's shared understanding. Each time a new artwork is added to any culture, the meaning of what it is to exist is inherently changed.

Historically, art and artistic skills and ideas have often been spread through trade. An example of this is the Silk Road, where Hellenistic, Iranian, Indian and Chinese influences could mix. Greco Buddhist art is one of the most vivid examples of this interaction. The meeting of different cultures and worldviews also influenced artistic creation. An example of this is the multicultural port metropolis of Trieste at the beginning of the 20th century, where James Joyce met writers from Central Europe and the artistic development of New York City as a cultural melting pot.

Task 6.2 Answer the questions

1. What does Renaissance art focus on?
2. What did India and Tibet emphasize on in the sphere of art?
3. What ways do Chinese styles vary in the sphere of art?
4. What are the peculiarities of Modernism?
5. In what book does the author describe the essence of art in terms of the concepts of being and truth?
6. What have skills and ideas been spread through?

Task 6.3 Match the left column with the right one

the realistic depiction	calligraphy, and architecture
to depict recession in	rational certainties of the clockwork universe
emphasis on geometric patterns,	into Western art.
Tang dynasty paintings are	of the material world
artistic depictions of physical and	the concepts of being and truth
Chinese styles vary	worldviews also influenced artistic creation
influence of other cultures	have often been spread through trade
the essence of art in terms of	a three-dimensional picture space
art and artistic skills and ideas	greatly from era to era
The meeting of different cultures and	monochromatic and sparse

UNIT 7 Bauhaus

Task 7.1 Read and translate the text

Bauhaus is the common term for the **Staatliches Bauhaus**, an art and architecture school in Germany that operated from 1919 to 1933, and for its approach to design that it publicized and taught. The most natural meaning for its name (related to the German verb for “build”) is *Architecture House*. Bauhaus style became one of the most influential currents in Modernist architecture, and one of the most important currents of the New Objectivity.

The Bauhaus art school had a profound influence upon subsequent developments in art, architecture, graphic design, interior design, industrial design and typography.

The Bauhaus art school existed in three German cities (Weimar from 1919 to 1925, Dessau from 1925 to 1932, Berlin from 1932 to 1933), under three different architect-directors (Walter Gropius from 1919 to 1927, Hannes Meyer from 1928 to 1930, Ludwig Mies van der Rohe from 1930 to 1933). The changes of venue and leadership resulted in a constant shifting of focus, technique, instructors, and politics. When the school moved from Weimar to Dessau, for instance, although it had been an important revenue source, the pottery shop was discontinued. When Mies took over the school in 1930, he transformed it into a private school, and would not allow any supporters of Hannes Meyer to attend it.

Constructivism was an artistic and architectural movement in Russia from 1919 onward (especially present after the October Revolution) which dismissed “pure” art in favour of an art used as an instrument for social purposes, specifically the construction of a socialist system. Constructivism as an active force lasted until around 1934, having a great deal of effect on developments in the art of the Weimar Republic and elsewhere, before being replaced by Socialist Realism. Its motifs have sporadically recurred in other art movements since.

Organic architecture is a philosophy of architecture which promotes harmony between human habitation and the natural world through design approaches so sympathetic and well integrated with its site that buildings, furnishings, and surroundings become part of a unified, interrelated composition. Architects Gustav Stickley, Antoni Gaudi, Frank Lloyd Wright, Louis Sullivan, Bruce Goff, Rudolf Steiner, Bruno Zevi, Hundertwasser, Imre Makovecz and most recently Anton Alberts and Laurie Baker are all famous for their work with organic architecture.

The term “Organic Architecture” was coined by the famous architect, Frank Lloyd Wright (1868-1959).

Brutalism is an architectural style that spawned from the modernist architectural movement and which flourished from the 1950s to the 1970s. The early style was

inspired largely by the work of Swiss architect, Le Corbusier, and in particular his *Unité d'Habitation* (1952) and the 1953 Secretariat Building in Chandigarh, India.

The term Brutalist Architecture originates from the French *béton brut*, or “raw concrete”, a term used by Le Corbusier to describe his choice of material. In 1954, the English architects Alison and Peter Smithson coined the term, but it gained currency when the British architectural critic Reyner Banham used it in the title of his 1954 book, “New Brutalism”, to identify the emerging style. The impact of the work of Le Corbusier on the modern architectural development is obvious. The style has been refined at times and experienced historic appreciation and resurgences into the twenty-first century.

Brutalist buildings usually are formed with striking repetitive angular geometries, and often revealing the textures of the wooden forms used to shape the material, which is normally rough, unadorned poured concrete. Not all Brutalist buildings are formed from concrete. Instead, a building may achieve its Brutalist quality through a rough, blocky appearance, and the expression of its structural materials, forms, and services on its exterior. Many of Alison and Peter Smithson's private houses are built from brick, and Richard Rogers & Renzo Piano's Centre Pompidou often is regarded as a Brutalist structure. Brutalist building materials may include brick, glass, steel, rough-hewn stone, and gabion (also known as trapion).

Task 7.2 Answer the questions

1. What is Bahaus?
2. What did the Bauhaus art school have a profound influence upon?
3. What country did Constructivism appear in?
4. What can you tell about Organic Architecture?
5. What term does Brutalist Architecture originate from?

Task 7.3 Suggest the Ukranian equivalents for the words below

Pottery shop, furnishings, surroundings, interrelated composition, social purposes, sporadically recurred, resurgence, brick, steel, rough-hewn stone, gabion.

Task 7.4 Find in the text three English equivalents for the word “ВПЛИВ (ВПЛИВАТИ)”

UNIT 8 Romanticism in Art

Task 8.1 Read and translate the text

Romanticism, a revolutionary movement that unfolded in the late 18th to mid-19th centuries, had a profound impact on the visual arts. Embracing emotion,

imagination, and a departure from the rigidity of neoclassical conventions, Romantic art sought to evoke powerful feelings and explore the mysterious aspects of human experience.

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One of the key characteristics of Romantic art was the emphasis on individual subjectivity and emotion. Artists sought to express their own feelings and ideas, often turning to personal experiences for inspiration. The works of J.M.W. Turner, particularly his landscapes such as "The Slave Ship," vividly captured the tumultuous power of nature, reflecting both awe and terror.

1

Nature played a central role in Romantic art, serving as a metaphor for the sublime and a source of inspiration. Romantic artists idealized the natural world, depicting landscapes with heightened emotion and a sense of grandeur. Caspar David Friedrich's "Wanderer Above the Sea of Fog" exemplifies this reverence for nature, portraying a solitary figure immersed in the vastness of the landscape.

2

Romantic art often delved into the realms of imagination and fantasy. Artists like Eugène Delacroix embraced exotic and supernatural themes. Delacroix's "The Death of Sardanapalus" is a vivid example, portraying a chaotic scene of destruction with vibrant colors and dramatic intensity, capturing the tumultuous emotions of the moment.

3

The Romantic movement coincided with a period of political and social upheaval in Europe. Artists began to explore themes of nationalism and historical consciousness. Francisco Goya's "The Third of May 1808" depicted the brutality of war, while Théodore Géricault's "The Raft of the Medusa" conveyed a powerful commentary on human suffering and survival.

4

Romantic art celebrated the heroic individual, often portraying historical figures or fictional characters in a larger-than-life manner. Delacroix's "Liberty Leading the People" depicted the allegorical figure of Liberty leading a diverse group of revolutionaries, symbolizing the triumph of freedom over oppression.

5

Romantic artists explored the sublime — the awe-inspiring and overwhelming aspects of existence. Artists like John Constable and Caspar David Friedrich conveyed a sense of melancholy in their works, reflecting on the transience of life and the passage of time. Constable's "The Hay Wain" and Friedrich's "The Abbey in the Oakwood" evoke a reflective and contemplative mood.

6

The impact of Romanticism lingered beyond the 19th century, influencing subsequent art movements. It paved the way for the emergence of Realism, Impressionism, and Symbolism, each carrying forward elements of emotional expression, individualism, and a departure from traditional academic norms.

In conclusion, Romanticism in art was a transformative movement that liberated artists to express their emotions, embrace the sublime, and challenge the established norms of their time. Through their canvases, Romantic artists created a visual language that continues to resonate with viewers, inviting them to explore the depths of emotion and the mysteries of the human experience.

Task 8.2 Answer the questions

1. What does Romantic art evoke and explore?
2. What is the key characteristic of Romantic art?
3. Could you describe a role of nature in Romantic art?
4. What author did embrace exotic and supernatural themes in his work using his phantasy?
5. Give examples of expression of nationalism and history in Romanticism?
6. How does Romanticism differ from Realism?

Task 8.3 Choose the most suitable heading from the list A–G for each part (1–6) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A *Individualism and the Heroic*
- B *Imagination and Fantasy*
- C *Development and peculiarities*
- D *Expression of Nationalism and History*
- E *Celebration of Nature*
- F *Legacy of Romanticism in Art*
- G *The Sublime and Melancholy*
- H *Subjectivity and Emotion:*

UNIT 9 Graffiti

Task 9.1 Watch the video and answer the questions

<https://www.youtube.com/watch?v=bgLmpuZa6Ls>

Can I ask you a provocative question? Is graffiti Art or Vandalism?

Some people believe that graffiti is the voice of people to be heard by everybody.

Is graffiti a vibrant urban art form or senseless vandalism? When did graffiti first become popular?

Before reading the text, think if these ideas are for or against graffiti?

1. Graffiti is a way for people to express their ideas and feelings.
2. It is a waste of money cleaning it up.
3. Graffiti ruins public areas and makes children afraid to play in parks.
4. Graffiti makes a town look more attractive.
5. Why should one person decide what public property looks like?
6. If we live in communities, we have equal right to decide what should be on public display.
7. Museums and art galleries now include graffiti in their collections. This is the argument FOR.

Task 9.2 Read and translate the text.

The history of graffiti and its role in our society

The roots of [graffiti can be traced back to ancient civilisations](#) such as Rome, Greece, and Egypt, where inscriptions and drawings were etched onto public walls and monuments. These early forms of graffiti were often used for political, religious, or personal purposes. Over time, graffiti's role as a means of communication and artistic expression continued to evolve, eventually laying the groundwork for the vibrant and diverse graffiti art scene we know today.

Modern Pioneers Of Graffiti Art

As the art form evolved, several notable figures emerged as pioneers in the world of graffiti art. These artists made significant contributions to the development and popularisation of graffiti as a legitimate art form. Below, we explore the works and influence of some of these prominent artists:

1. Cornbread (Darryl McCray) Cornbread is widely considered the father of modern graffiti. Born in Philadelphia in the late 1940s, Cornbread began tagging his name on walls and public spaces around the city in the late 1960s. His work inspired a generation of graffiti artists and solidified his place in the history of graffiti art.

2. TAKI 183 (Demetrius), a Greek-American artist from New York City, gained notoriety in the early 1970s for tagging his name and street number (183) throughout the city. He is often credited with popularising the modern “tagging” style, which involves using a single color to write one’s name or symbol on a surface.

3. Lady Pink (Sandra Fabara) One of the first and most influential female graffiti artists, Lady Pink emerged on the New York City graffiti scene in the late 1970s. Her work often features strong female characters and explores themes of feminism and social justice.

4. Keith Haring an iconic figure in both the graffiti and contemporary art worlds, Keith Haring’s work is characterised by bold lines, vibrant colours, and recurring motifs such as dancing figures and barking dogs. Haring’s art tackled various social and political issues, and his influence can still be felt today.

The history of graffiti art is rich and diverse, with countless artists making significant contributions to the evolution of this dynamic form of expression. By examining the works of Cornbread, TAKI 183, Lady Pink, and Keith Haring, we can gain a deeper appreciation for the development of graffiti art and the unique styles and themes that have shaped it over time. As graffiti continues to gain recognition as a legitimate art form, we can expect to see even more innovative and thought-provoking works emerge from this ever-evolving medium.

The Impact Of Graffiti Art On Society

As graffiti art gained popularity and recognition, it also began to influence society in various ways. From challenging societal norms and sparking political conversations to providing a platform for marginalised voices, graffiti art has played a crucial role in shaping contemporary culture. Below are some ways in which graffiti art has impacted society:

1. **Challenging Authority:** Graffiti artists have often used their work to question authority and voice dissent. By creating public art that critiques government policies, social injustices, and other issues, graffiti artists have helped to foster debate and challenge the status quo.

2. **Empowering Marginalised Voices:** Graffiti has provided a platform for individuals from marginalised communities to express themselves and tell their stories. Through the creation of powerful murals and other works of graffiti art, these artists have helped to raise awareness about the challenges faced by their communities and to advocate for change.

3. **Enhancing Urban Landscapes:** Over the years, graffiti art has been used to beautify and revitalise urban spaces. By transforming drab walls and abandoned buildings into vibrant works of art, graffiti artists have contributed to the revitalisation of neighbourhoods and the creation of unique, creative spaces.

4. **Inspiring New Art Forms:** The influence of graffiti art can be seen in a variety of other creative mediums, from graphic design and advertising to fashion and streetwear. By pushing the boundaries of artistic expression, graffiti artists have inspired countless others to think outside the box and create innovative works of art.

Task 9.3 Answer the questions

1. When did first graffiti appear?
2. What do you know about modern pioneers of graffiti?
3. How does graffiti impact our society?
4. How does graffiti enhance urban landscape?
5. How does graffiti inspire new art forms?

Task 9.4 Match the left column with the right one

The roots of graffiti can be	of communication and artistic expression
graffiti's role as a means	social and political issues
several notable figures emerged	gain recognition
His work inspired a generation	traced back to ancient civilisations
Haring's art tackled various	a platform for individuals
As graffiti continues to	creative mediums
Through the creation of powerful murals	of graffiti artists
Graffiti has provided	as pioneers in the world of graffiti art
a variety of other	and other works of graffiti art

Task 9.5 Watch this video twice and put the appropriate words into empty places

<https://www.youtube.com/watch?v=GoQEemHVAU>

1. Although people have drawn images and writtenin public spaces all over the world for centuries graffiti culture in America began toin 1920s when prohibition-era gangsters began painting gang signs on trains to mark out territory.

2. But it's philadelphia-born Darryl McCray who is generallyas godfather of graffiti as we know today.

3. In the mid-1960s a teenager McCray beganhis name on the walls of a correctionalan act that became known as tagging. Defacing public property withoutwas and is illegal.

4. But McCray continued to tag public spaces across the city inspiring aof urban artists or writers to use the landscape as their canvas.

5. Their unique art changed the city and gaveto a new American art form that reflectednature, diverse identities and carefreeof American urban youth during seventies.

6. This style of art wasby many hip-hop artists during eighties as their aesthetic of choice which helped tograffiti into the mainstream changing howmarketed their products andhow art galleries and museums curated their collections.

7. Today many of Americans view graffiti an act ofcosting to taxpayers millions of dollars every year to clean up. Others areto it flocking to guided tours of the best graffiti spots in America as new generations of artiststhe art form to new heights.

8. Creating pieces that aren't aesthetically pleasing we can also raiseof important socio-politicalat home and abroad.

Task 9.6 Read the quotations about art and discuss them with your groupmate

Creativity is the greatest rebellion in existence – Osho

Street art is nothing else but urban poetry to catch someone's eye – Christian Guemy C215

Art should comfort the disturbed and disturb the comfortable – Cesar Cruz

The streets are canvases for our imagination – Anonymous

Dream as if you'll live forever; live as if you'll die today – James Dean

In the future, everyone will be world-famous for 15 minutes – Andy Warhol

Be the change you want to see in the world – Mahatma Gandhi

Follow your inner moonlight; don't hide the madness – Allen Ginsberg

Life imitates art far more than art imitates life – Oscar Wilde

Creativity takes courage – Henri Matisse

I paint flowers so they will not die – Frida Kahlo

Have no fear of perfection, you'll never reach it – Salvador Dali

Електронне навчальне видання

Методичні рекомендації
для проведення практичних занять
з навчальної дисципліни

**«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»
(Англійська мова)**

*(для здобувачів першого (бакалаврського) рівня вищої освіти
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Укладачі **ПРЯНИЦЬКА** Валентина Борисівна,
АНІСЕНКО Олена Володимирівна

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вул. Маршала Бажанова, 17, Харків, 61002.
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