UNIT 2

DESIGN

LEARNING OBJECTIVES

Key Reading Skills	Making inferences; using an outline to take notes	
Additional Reading Skills	Using your knowledge; understanding key vocabulary; previewing; reading for main ideas; taking notes; identifying purpose; reading for details; synthesizing	
Language Development	Describing emotional responses; paraphrasing	

ACTIVATE YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 How many different brands of shoes are in this photo? Can you tell? Why or why not?
- 2 If you had to pick one pair of these shoes for yourself, which would you pick? Why would you pick that one over the others?
- 3 If the shoes all had a familiar logo, would it be easier to choose? What does a logo tell you about the product it is on?

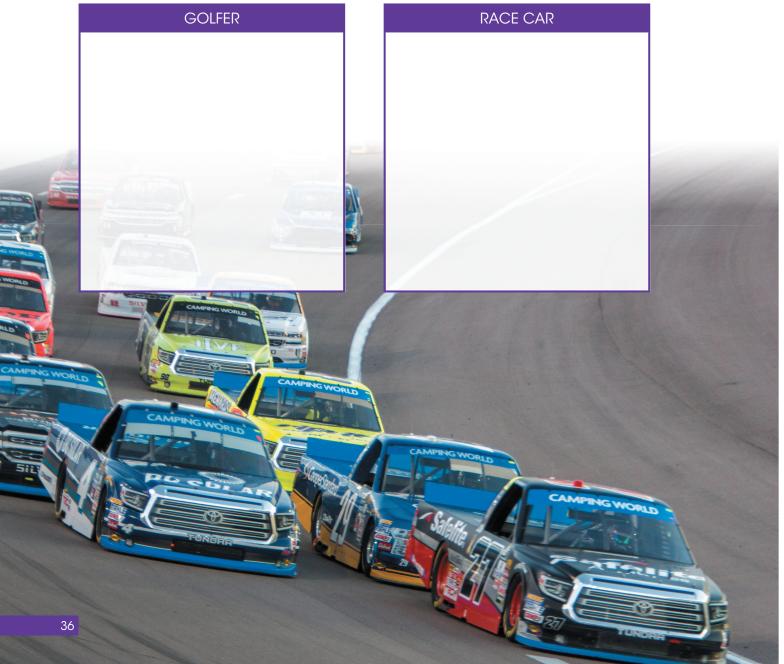


READING 1

PREPARING TO READ

1 USING YOUR KNOWLEDGE Find photos of a professional golfer and a professional race car and/or driver. Company logos should be visible on the clothes and equipment in the photos. Write the logos you recognize in the correct column in the chart. Compare lists with a partner. Discuss which logos are the most effective and why.





- 2 UNDERSTANDING KEY VOCABULARY Read the sentences and write the words in bold next to the definitions.
 - 1 The judges used specific **criteria** to rate the performance of the athletes.
 - 2 The initial report said that the business had made a 10% profit last year, but a **subsequent** report corrected the amount to 7%.
 - 3 There are just a few news stories in the magazine; most of it is **devoted to** advertising.
 - 4 My husband likes traditional art and furniture, but I prefer a more contemporary style.
 - 5 The movie is quite violent, so it is not **appropriate** for young children.
 - **6** Access to food and safe drinking water are both basic **human rights**.
 - 7 The Red Cross is asking for **donations** of food and clothing to help victims of the earthquake.
 - 8 The best way to **retain** good employees is to pay them a good salary.

a	(adj) existing or happening now
b	(n) fair and moral treatment that every person deserves
С	(adj) next; happening after something else
d	(n) money or goods given in order to help people
е	(n pl) standards used for judging something
f	(v) to keep; to continue having
g	(adj) correct or right for a particular situation
h	(adj) for one particular purpose



- 3 PREVIEWING You are going to read a chapter from a marketing textbook about logos. Work with a partner. Preview the text and discuss these questions.
 - 1 How would you answer the title question?
 - 2 Would you say all of the logos in the text are successful? Why or why not?



CHAPTER 5

WHAT MAKES A SUCCESSFUL LOGO?

Home furnishings

- In 2010, a group of world leaders got together to bring greater attention to **human rights**. They held a design competition for a logo that any organization **devoted to** human rights issues could use.
- A logo is an efficient visual form that conveys an organization's message. Logos may seem rather simple. After all, they are often just a name or very basic image, but in fact, designing a good logo takes a lot of time and thought. So, what were the world leaders looking for? What are the **criteria** that define a good logo? If you ask ten different graphic designers, you may get ten different answers. However, there are some common themes.
- 3 A good logo is clear and simple. Simple logos are easy to remember. In studies where participants were shown hundreds of unfamiliar logos, the ones they remembered later all had simple designs. Some designers advise the use of no more than two colors.
- A good logo must also be unique so it won't be confused with the logo from another organization. For example, the logo for IKEA is so familiar that any new logo in those shades of blue and yellow would probably remind people of IKEA. A unique logo also arouses curiosity when people see it for the first time. They want to know more about it. When tennis star Novak Djokovic began wearing shirts by the Japanese clothing manufacturer UNIQLO, people unfamiliar with the company became curious about the odd combination of letters that make up its logo.

¹**retro** (adj) having the appearance of something from the past

²**nonprofit** (adj) established for a reason other than making a profit, often for the arts or for religious or charitable purposes

- Logos should be flexible enough to adapt across time and placement. We all remember Apple's rainbow-colored design, which worked in the 1970s, but today would look retro¹. The **subsequent** gray and black Apple logo looks more **contemporary**, yet it **retains** the original design. Designers also need to consider where the logo will appear. Will it be on shopping bags? Coffee cups? Does it need to shrink down to a tiny icon on a digital device, like the Twitter bluebird or the Facebook f? Will people be able to recognize it from far away on the side of a truck?
- More than anything else, a logo needs to tell a story—to convey the company's identity and evoke an emotional response in the people who see it. But to be successful, the message and the response must be **appropriate** for the organization that the logo represents. The Toys R Us logo, with its childish handwriting and backwards R, conveys a message of fun. It is childlike and playful. It works for a toy company, but it probably would not work for a bank or insurance company.
- 7 In contrast, the FedEx logo, with the negative space in its block letters forming a forward-pointing arrow, looks like serious business. Its aim is to inspire confidence: We are a company you can trust your package to. An emotional response is particularly important for nonprofit² organizations. The World Wide Fund for Nature (WWF) hopes that its iconic black and white panda will resonate with the public and encourage people to make a donation to support its global environmental conservation work on saving the endangered species and their habitats as well as reducing people's footprint for a sustainable future.

- Once a logo becomes widely recognized, businesses and organizations often rely more on the logo than their name. The public immediately recognizes the Nike swoosh, McDonald's golden arches, and Target's red and white circles because these logos have become so familiar.
- 9 So, what logo did world leaders hope would convey an immediately recognizable and unmistakable message of human rights? They chose Serbian designer Predrag Stakić's logo, which combines the images of a bird and a human hand.







PROTECTING LOGOS

A business can protect its brand name and its logo by getting them trademarked. In the United States, this protection is granted by a federal agency, the Department of Commerce. After you register your trademark, no one can use your name or logo without permission. This is meant to keep your valuable mark off fake goods. It also prohibits the trademark's use in ways that might damage your company's image.

WHILE READING

VVI			
4		ADING FOR MAIN IDEAS Read the textbook chapter. Then check (/) at gives the most complete and accurate description of a good	
	a	A good logo is easy for anybody to recognize and understand.	
	b	A good logo expresses a company's identity in a way that is easy to recognize.	
	С	A good logo will last forever in the public's mind.	
	d	A good logo helps the company to make a profit.	
5	ide	COMPlete the outline with information from Reading 1 eas, details, and examples. Where the outline has extra spaces to some of your own.	
		Criteria for a successful log	go
		1. Efficient form of visual communication	
		A. simple and easy to remember	
		B so won't be confused with oth	ier logos.
		1. Example:	
		2	
		C. arouse	
		1. Example:	
		2.Example:	
		II and adaptable	
		A. across	
		1. Example:	
		2.Example:	
		В	
		1. can shrink	
		Example:	
		2	
		Example:	
		W	
		A	
		Example:	
		В	
		Example:	

READING BETWEEN THE LINES

SKILLS

MAKING INFERENCES

Writers often suggest ideas but do not say them directly. In this case, readers need to *infer* what the writer means. Inferring meaning is an important reading skill. Readers combine what the writer says with logic and their own knowledge of the world to infer the complete meaning of the text.

(b)
\blacksquare

6			online and look at the UNIQuriosity, do you think? Write o	_
7		os. What kind of response	organizations of different typ s do you think they want to e	
	nonprofit		response	
	1			
	2			

* CRITICAL THINKING

8 Work in small groups. Discuss the questions.

APPLY

Choose one of the logos discussed in Reading 1. What story do you think it is meant to tell?

ANALYZE

Think of another logo that you think is not as successful as those in Reading 1. Describe and analyze its effectiveness.

EVALUATE

Is the human rights logo successful based on the criteria discussed in Reading 1? Why or why not?

\$\text{COLLABORATION}\$

- Work in a small group. Imagine that you work for Maple State Bank and that you must create a new logo. Your bank serves ordinary families and small businesses in your city. Design a logo that will relate to your customers and community.
 - **B** Present and promote your logo to the class.
 - C As a class, vote on the best logo and story.



READING 2

PREPARING TO READ

- 1 USING YOUR KNOWLEDGE You are going to read a chapter about rebranding and logos. Look at the table on page 46. Discuss the questions with a partner.
 - 1 Have you ever bought products by the manufacturers on the list of frequently faked products? Were you concerned that your purchase was a fake?
 - 2 Why do you think the number of fake BIC products is so large?
 - 3 What types of products are the most commonly faked? Why?
 - 4 How might statistics of fake branded items relate to a reading about rebranding and logos?



- 2 UNDERSTANDING KEY VOCABULARY Read the sentences and choose the best definition for each vocabulary item in bold.
 - 1 There has been tremendous **opposition to** the new law requiring voters to show a photo identification card.
 - a doubts about
 - **b** disagreement with
 - c misunderstandings about
 - 2 The two sisters **resemble** each other so much that many people think they are twins.
 - a look like
 - **b** sound like
 - c compete with
 - 3 This clothing brand is designed to appeal to teenage girls and young women.
 - a send a message to
 - **b** sell to
 - c be interesting or attractive to
 - 4 For a long time, the community **resisted** the proposal to close our school, but we finally had to accept it.
 - a tried to change
 - **b** ignored
 - c fought against
 - **5** For a long time, the government has **modified** its policy so that more people can apply for financial aid for college.
 - a changed somewhat
 - **b** renewed
 - c started

- 6 Because I am trying to lose weight, I usually opt for water instead of soft drinks or juice.
 - a refuse
 - **b** choose
 - **c** prefer
- 7 Many people associate specific foods with experiences in their childhood.
 - a remember in a positive way
 - **b** continue thinking about
 - c make a connection in one's mind with
- **8** His role in the company has **evolved** over the past ten years. He began as a salesperson, but now he works with clients to build new products just for their needs.
 - a become less useful
 - **b** developed slowly
 - c stayed the same
- 3 PREVIEWING Preview the reading on pages 44-46. Discuss the questions with a partner.
 - 1 The chapter title uses the word *brand* to describe an action and adds the prefix *re*. What do you think the process of *rebranding* involves?
 - 2 Look at the images in this chapter. What role do you think logos might play in the rebranding process?
 - 3 What are some of your favorite brands of casual clothing and shoes? How do their logos and advertising relate to their company image?



CHAPTER 6

REBRANDING AND LOGOS

Businesses need to be able to change as markets change. To keep up with changes, they frequently update their brands and advertising in a process called *rebranding*. Rebranding often prompts these companies to redesign their logos at the same time. Take, for example, NBC (the National Broadcasting Company). This company started in the days of radio, thus the microphone in its original logo from 1944. As it moved into television and then color television, the company adopted its iconic peacock design in 1956. Since then, it has updated "the Bird" several times to reflect the tastes and styles of the times.



Rebranding and new logo designs may be needed because a company has changed its focus. For example, Xerox, a company whose primary product was once photocopiers, wanted to call attention to the fact that it handles a much wider range of document technology now. Some companies may want to change their image because there have been some negative associations with their old one. For example, the logo for oil company British Petroleum (BP) looked like any sign you might see at a gas station. Customers often associate gasoline with climate change and a negative impact on the environment, so BP opted for a "greener" logo, one that resembles a sunflower. Kentucky Fried Chicken wanted to distance itself from unhealthy fried foods. When it redesigned the product's logo, the word "fried" disappeared and only the initials KFC remained.



3 Some brands simply mature and need a new logo to show this. Many hi-tech companies, often founded by young entrepreneurs, begin with logos that reflect the age of their founders. If the companies are successful and begin to **appeal to** a wider audience, they may want to **modify** their logo. Both Spotify and Snapchat have gone through this process. Spotify's earlier, youthful logo has recently **evolved** into a simple graphic that evokes sound waves. Snapchat's cute ghost has lost its silly face, retaining only the figure's outline.



The public generally **resists** changes to familiar logos at first. However, **opposition to** the new design usually dies down after a while, especially if the new logo retains some familiar elements. For example, the new BP logo kept the color scheme of the old logo, and the new KFC logo retains the brand's familiar bearded face of its founder, Colonel Sanders. If there is too much change, however, customers may become confused or reject the change. Executives at PepsiCo found this out when they changed the logo for one of their brands: Tropicana orange juice. Customers were looking for the familiar orange with a straw; they did not recognize the product with the new logo as Tropicana. Sales dropped dramatically, and Tropicana brought back the old logo.



A final reason for a new logo design comes from technology. New platforms¹ may necessitate modifications. As devices become smaller, logos need to be simpler and easier to recognize on a small scale. Companies like Airbnb and PayPal dropped their names and chose simpler graphics for their latest logos so that users can identify them more easily on their mobile devices.

¹platform (n) the type of system a computer or smartphone uses

6 Changes in technology can place limits on logo designs, but they can also offer new options. In particular, as more business and personal interactions take place in digital environments, more companies are creating logos that are animated and interactive. The foremost example of this is Google's new logo, which appeared in 2015. The new logo has the same four basic colors as the old logo, but it transforms into a number of different images, depending on the product. For example, at the start of a Google voice search, the logo transforms into four dots in the Google colors, then into four wiggling lines that look like sound waves.

New logos can be expensive. The sunflower logo cost BP close to \$200 million, and Tropicana lost \$33 million on its new logo. Yet, for most companies, the process can inject new energy into a brand and is therefore considered worth the investment.

Figure 1 Fake Branded Items Seized by Customs Officials Worldwide, 2014

Brand	Items seized
BIC (pens, lighters, etc.)	3,809,000
FIFA (soccer merchandise)	2,261,110
Elite (cameras, clothing, etc.)	1,630.000
Michael Kors (watches, wallets, etc.)	1,321,387
Walt Disney (character-related merchandise)	1, 261,977
Adidas (sports shoes and equipment)	1,226,488
Angry Birds (character-related merchandise)	1,201,320

Source: World Customs Organization, Nov 2015

WHILE READING

4	READING FOR MAIN IDEAS	Read the excerpt on pages 44-46. Then check (/) all		
	the circumstances mentioned in the reading that might prompt a company			
	to redesign its logo.			

a	The company wants	to appeal	to younger consumers.		
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- b Changes in technology require it. □
- c The public does not like the old logo. □
- d The company wants the public to forget about something negative. □

(B)

5 READING FOR DETAILS Match the reasons for a logo redesign to the company.

- 1 need to fit logo on mobile devices a British Petroleum
 - company and founders have matured **b** Google
- 3 wider range of products c Snapchat
- 4 opportunities provided by new technology d Xerox
- negative associations e NBC
- need to refresh look over time f PayPal



% SKILLS

USING AN OUTLINE TO TAKE NOTES

Using an outline to take notes on a reading can help deepen your understanding of the reading and help you remember more of the details. Main ideas provide the basic organization for an outline, with supporting details listed underneath them.

Outlines do not always need to be formal, like the one on page 40, with numbers, letters, and single words. You can use a less formal organization to take more extensive, but less formal, notes.

6 TAKING NOTES Read the article again. Take notes using the informal structure below. Compare your notes with a partner.

l.	Change in focus
Ш.	Brand has matured
III.	Problems with rebranding
IV.	Impact of changing technology



READING BETWEEN THE LINES

7		AKING INFERENCES Work with a partner. Choose the statement(s) that can your ading 2. Discuss your reasoning.	u infer from
	a	A peacock is immediately associated with the idea of color.	
	b	The founders of Spotify were young when they started the company.	
	С	The new BP logo was a success.	
	d	The face on KFC's logo is an important element of the brand.	
	е	Other companies now have animated logos like Google's.	

* CRITICAL THINKING

8 SYNTHESIZING Work with a partner. Use ideas from Reading 1 and Reading 2 to discuss the questions.

APPLY

Describe your response to a specific logo, and compare it to your partner's.

ANALYZE

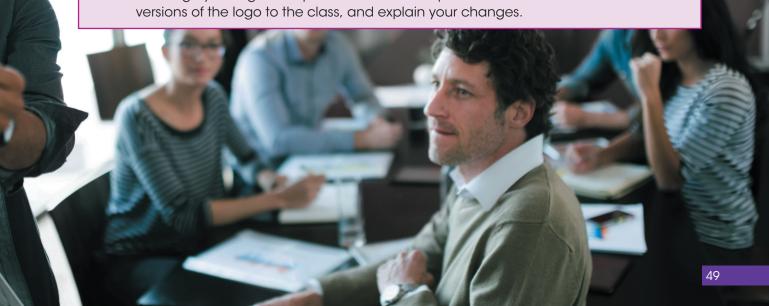
Choose one of the pairs of logos discussed in Reading 2. Why do you think the company made the change?

EVALUATE

How important do you think a logo is for a brand? Support your idea with examples.

COLLABORATION

- 9 A Work in a small group. Brainstorm a list of at least three logos that you think are not attractive or effective. Take notes on your discussion.
 - B Choose one of the logos to improve. Decide on some changes that would make the logo better.
 - C Re-design your logo on a poster board or computer. Present "before" and "after"



LANGUAGE DEVELOPMENT

DESCRIBING EMOTIONAL RESPONSES

۲	(<u>a</u>)	
L	$\tilde{\pi}$	

Study the table of common verb + noun collocations used to describe emotional responses. Do these expressions describe positive, negative, or mixed responses?

verbs	nouns	response
evoke	feeling(s), memories, emotions	a mixed
inspire	confidence, awe, fear	b
arouse	interest, curiosity, suspicion, anger	С
stir up	trouble, opposition, feelings, anger	d
generate	interest, excitement, enthusiasm	е
provoke	response, controversy, outrage, anger, anxiety	f

р	rovoke	response, contro	versy, outrage, c	anger, anxiety	Т			
Complete the sentences with an appropriate collocation. In some items, more than one answer is possible.								
1	The man wore a hat pulled down over his eyes and a large coat that seemed to be covering something. His appearance immediately							
2	The new law that requires non-citizens to carry a special identity card at all times has							
3	The new line of computer products and accessories has a lot of among tech-savvy buyers.							
4	With his strong positions and years of experience, the presidential candidate among voters.							
5		Its against the ro			an angry ans.			
6	Songs fro	om the past ofte	en	har	ору			
		sentences of yo o describe emo	_		collocations in the table in			
2								
3								

PARAPHRASING

LANGUAGE

When you paraphrase, you put another person's ideas into your own words. Use synonyms and different grammatical structures to express the ideas in a new form without changing their meaning. You may also need to arrange the ideas in a different order.

Changes in technology can place limits on logo designs, but they can also offer new options.

At the same time that emerging technology restricts logo designs, it can also open up new possibilities.

If you use identifiable phrasing from the original text, you must use quotation marks.



5

4	Para	phrase	the	sentences.
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1	Logos are symbols commonly used by companies and other organizations to promote their identity and to increase public recognition.
2	Many companies choose logos that reflect their names, origins, or products so that consumers can easily associate the logo with the company.
3	Color is a crucial element of any logo because colors help anchor the logo in consumers' memories, allowing them to distinguish the logo from other, similar logos.
4	Logos of sports teams, found on clothing, souvenirs, and other merchandising products, are a major source of revenue for teams.
	raphrase two sentences from Reading 1 that describe the criteria for a ccessful logo.













GLOSSARY

endemic (adj) found particularly in a specific area or group zany (adj) surprisingly different and strange, and therefore amusing and interesting

typography (n) the design of writing in a piece of printing or on a computer screen

Helvetica (n) a typeface or font that has clean, smooth lines in full swing (adv) at the height of an activity

authoritarian (adj) demanding total obedience to one's authority

PREPARING TO WATCH

- 1 ACTIVATING YOUR KNOWLEDGE Work with a partner. Discuss the questions.
 - 1 How have ads changed in your lifetime?
 - 2 What companies spend the most on advertising?
 - 3 What are some subtle ways that companies try to influence what you buy?
- 2 PREDICTING CONTENT USING VISUALS Look at the pictures from the video. Discuss the questions with your partner.
 - 1 Which ads do you think are more effective? Why?
 - 2 How does the look of the letters—the font—differ in each picture?
 - 3 How do you think the font affects the look of a logo, ad, or sign?
 - 4 Do you think the font affects the way people perceive the information? If so, how big a difference does it make?
 - 5 What are the benefits of simple lettering?

WHILE WATCHING

- UNDERSTANDING MAIN IDEAS Watch the video. Which sentence best expresses the main idea of the video?
 - a The ad for Coca-Cola is the most effective ad ever. □
 - b Many corporations today use Helvetica because it communicates a clear message. □
 - c Companies like to use Helvetica today so they appear strong and authoritarian. □

4	UN	DERSTANDING DETAILS	Watch the video again. Write examples for each main idea	
	1	In the 1950s, bad typography was prevalent.		
	2	Helvetica has several characteristics that make it successful.		

- 5 MAKING INFERENCES Work with a partner. Discuss the questions.
 - 1 Why do you think there was a wide variety of lettering designs in the 1950s?
 - 2 How do you think the man feels about the use of exclamation points? How do you know?
 - 3 Why do you think a corporation or government wants to appear accessible? How might that benefit consumers and citizens?

* CRITICAL THINKING

6 Discuss the questions with your partner.

APPLY

Describe an ad or sign that you find very attractive. Why do you think it appeals to you?

APPLY

Describe an ad or sign that you find difficult to read or unpleasant to look at. What is the problem with it?

EVALUATE

Which type of lettering do you prefer, the typography in the ads from the 1950s, or the ones of today? Why?

COLLABORATION

- 7 A Work in a small group. Skim at least five print or digital ads. Choose a font (other than Helvetica) that is used in one or more of them.
 - **B** Find the following information about the font:
 - its name

- its advantages
- who designed it
- its disadvantages
- when it was designed
- your response to it
- its original use
- C Organize a short group presentation, and present your findings to the class.