

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
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(САМАРСКИЙ УНИВЕРСИТЕТ)

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РАЗВИТИЕ КОММУНИКАТИВНОЙ МОБИЛЬНОСТИ СТУДЕНТОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С. П. Королева» в качестве учебного пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 15.03.04 Автоматизация технологических процессов и производств, 01.04.02 Прикладная математика и информатика, 02.04.02 Фундаментальная информатика и информационные технологии

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В пособии обосновывается актуальность формирования и развития коммуникативной мобильности, определяется содержание данной характеристики, даются рекомендации по ее развитию. Практическая часть пособия включает системообразующий комплекс материалов, направленный на развитие коммуникативной мобильности в процессе обучения.

Предназначено для студентов технических специальностей, изучающих иностранный язык с целью реализации полноценного коммуникативного взаимодействия.

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ВВЕДЕНИЕ

Сложно представить профессиональную область, для которой коммуникация не была бы актуальной. Любая профессиональная система основана на связях, обеспечивающих взаимодействие. Отсутствие качественной коммуникации ведет в лучшем случае – к снижению оптимизации функционирования системы и замедлению ее развития, в типичном варианте – к потере продуктивности и разрушению системы как таковой. Коммуникативная мобильность является коррелятом качества коммуникации и необходимость ее формирования и развития не вызывает сомнения.

Данное пособие подготовлено с учетом требований к образовательным результатам по дисциплинам «Иностранный язык» и «Академический иностранный язык» в рамках профессиональных образовательных программ по основным техническим направлениям подготовки, в соответствии с системой общеевропейских компетенций владения иностранным языком (Common European Framework of Reference, CEFR).

КОММУНИКАТИВНАЯ МОБИЛЬНОСТЬ: СОДЕРЖАНИЕ ХАРАКТЕРИСТИКИ

Коммуникативная мобильность рассматривается как интегративная характеристика, позволяющая осуществлять качественное речевое взаимодействие в разнообразных, в том числе непредвиденных ситуациях, что предполагает помимо готовности к применению лексико-грамматической базы, проявление активности, оперативности и рефлексивности, которые определяют скорость и адекватность реагирования в речевых ситуациях.

Коммуникативная мобильность может анализироваться как составляющая коммуникативной компетенции. При этом коммуникативная компетенция может включать лингвистическую (языковую), социолингвистическую, дискурсивную (речевую), социокультурную, социальную, стратегическую (компенсаторную), учебно-познавательную компетенции, либо рассматриваться как отдельная компетенция наряду с языковой и лингвистической (языковедческой), а также культуроведческой компетенциями. В последнем случае под коммуникативной компетенцией понимается овладение всеми видами речевой деятельности и основами культуры устной и письменной речи, умениями и навыками использования языка; «языковая и лингвистическая (языковедческая) компетенция» предполагает освоение необходимых знаний о языке как знаковой системе и общественном явлении, об его устройстве, развитии и функционировании; овладение основными нормами и т. д.; культуроведческая компетенция ориентирована на осознание языка как формы выражения национальной культуры.

Коммуникативная мобильность может рассматриваться безотносительно к коммуникативной компетенции в составе языковой, лингвистической или речевой компетенций, а также включаться в совокупность коммуникативных и/или

языковых/речевых навыков и умений, либо анализироваться как комплексная характеристика, критерий, определяющий готовность к коммуникации.

К сожалению, в поле научных исследований, а также стандартов подготовки специалистов по различным направлениям отсутствует однозначное понимание границ концептуальных явлений, связанных с языком. Неоднозначность определения границ лингвистических понятий связана с их интегративностью, смежностью многих аспектов. Коммуникативная мобильность тесно вплетена в совокупность основных навыков и умений реализации коммуникативного взаимодействия, а также свойств (качеств), которые способствуют его успешности.

Смежность явлений может вести к дублированию показателей, если ставится задача рассматривать эти явления отдельно, или к поглощению одного явления другим при изменении фокуса анализа. Так, если коммуникативная компетенция является предметом изучения, коммуникативная мобильность может стать одним из показателей коммуникативной компетенции. Если фокус смещается на коммуникативную мобильность, то, вероятнее всего, в перечне показателей коммуникативной мобильности помимо характерных ориентиров на коммуникативную гибкость, возникнут навыки и умения, которые стандартно характеризуют языковую подготовку (знание о языке как системе знаков, понятие о норме и т. д.) и речевую деятельность по основным ее видам, поскольку их развитие сопряжено с развитием коммуникативной мобильности. Но в случае коммуникативной мобильности акцент явно смещается с языкового измерения на речевое, и мы ориентируемся не на все виды речевой деятельности, несмотря на то, что они все опосредованно способствуют ее развитию, а на говорение и аудирование. Причем аудирование выступает как условие для перспективы говорения, а не как самостоятельный вид.

Коммуникативная мобильность проявляется в быстрой адекватной реакции, но качественный речевой отклик возможен лишь в случае достаточности лексико-грамматической базы. Грамматические навыки должны быть автоматизированы, а в лексическом отношении важна не только совокупность усвоенных слов, но и знание об их сочетаемости, а также достаточный набор коммуникативных клише, позволяющий без труда реализовать базовые речевые тактики и стратегии, управлять ходом коммуникации (иницирование, завершение диалога, запрос не услышанной информации, политкорректное введение несогласия, прерывание собеседника, переключение на другую тему и т. д.).

В качестве непосредственных показателей коммуникативной мобильности можно выделить оперативность, гибкость, аналитическую адекватность, толерантность к неопределенности, толерантность к социальному окружению, психоэмоциональный самоконтроль.

Оперативность характеризует скорость речевой реакции. В данном случае очевидна зависимость от скорости мышления и способности без труда формулировать мысли, которая в значительной мере определяется полноценностью лексико-грамматической базы и развитостью умений текстообразования.

Гибкость проявляется в коммуникативной адаптивности – в способности адаптироваться к речевой ситуации. Нужно уметь распознавать интенции коммуниканта, валидно интерпретировать высказывание и генерировать ответное высказывание адекватно позиции собеседника. Компенсаторным аспектом гибкости является находчивость – «умение достойно выкручиваться» из затруднения, вызванного незнанием, недостаточной компетенцией и т. д.

Аналитическая адекватность выражается в конструктивности мыслительной деятельности, корректности и обоснованности оценки явлений. Качество ответа на вопрос коммуниканта часто зависит от способности анализировать информацию, от способности делать адекватные выводы с опорой на фактические данные (уровень корреспондентности), а также от способности логично, связанно строить высказывание (уровень когерентности).

Толерантность к неопределенности характеризует психоэмоциональную готовность к перспективе неопределенности, возникающей в новых (коммуникативных) ситуациях, в которых невозможно применить привычные варианты решения. Она проявляется в быстрой адаптации к новым условиям и в спокойствии восприятия непрогнозируемых вопросов, на которые невозможно дать заранее осознанные/продуманные ответы, в готовности к формулированию ответа по результатам осмысления новых внешних данных или сравнения и сопоставления информации с новых перспектив.

Толерантность к социальному окружению проявляется в дипломатичности, отсутствии агрессии, в том числе в ситуации конфронтации.

Психоэмоциональный самоконтроль характеризует саморегуляцию поведения, умение преодолевать волнение и страх.

Практически все обозначенные показатели можно успешно развивать на занятиях по иностранному языку, если процесс обучения будет ориентирован на активную речевую практику, на взаимодействие с учетом актуальных концептуальных положений и коммуникативных стратегий.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Пособие ориентировано на развитие качественной устной речи и не может полностью заменить весь языковой курс. Оно является дополнением к основному курсу. Для начала занятий по пособию необходим уровень не ниже Pre-Intermediate (A2/B1), поскольку формирование базовых лексико-грамматических и фонетических основ, а также умения восприятия речи на слух в рамках пособия не предусмотрено. У студентов уже должны быть сформированы базовые навыки и умения, которые позволят развивать речь на иностранном языке.

Для того, чтобы возник диалог (а также монолог или полилог), необходимо поле, в рамках которого он может зародиться. Важно знание тематической лексики и владение актуальными грамматическими структурами, которые обеспечивают перспективу генерирования самостоятельного высказывания. Типология заданий должна разрабатываться с ориентиром на стимулирование речемыслительного процесса. Данное пособие содержит лексические упражнения, которые вводят тематическую лексику, предполагая в дальнейшем ее речевую активацию в процессе выполнения проблемно-ориентированных заданий; разделы с актуальной лексикой, которые вводят коммуникативные клише и тактики речевого взаимодействия; рекомендации по применению грамматических конструкций в заданных ситуациях и стратегические рекомендации, которые закладывают основу для эффективного взаимодействия. В рамках заданий требуется аргументировать, обосновывать, сравнивать, оценивать предметы и ситуации по разным аспектам, что способствует развитию мышления, аналитических навыков, а также навыков и умений социальной интеракции.

В конце каждого урока предлагается работа с проектами. На этапе подготовки проекта развиваются преимущественно аналитические навыки. Следует учитывать, что развитие показателя «аналитическая адекватность» возможно только тогда, когда преподаватель требует качественный критический анализ источников информации и собственные выводы. Этап презентации проекта способствует развитию оперативности, гибкости, толерантности к неопределенности, если презентация заканчивается естественной (неподготовленной) дискуссией. Периодическое осложнение выступлений докладчиков имитацией конфликтных ситуаций и провокацией напряженности способствует развитию толерантности к социальному окружению и психоэмоционального самоконтроля.

Unit 1. GETTING STARTED

1. Imagine you have just met someone for the first time, and you want to know a little more about them. Think of a few simple questions you might ask about each of these topics:

- education;
- interests;
- future plans / ambitions;
- job;
- health.

2. Look through the *tip* and analyze *conversation strategies* presented below. Think about how you would keep the conversation going in the same situations. How would you respond to “*Engineering is the best*” as a supportive listener?

Conversation strategy:

keeping the conversation going

Q: *Do you work?* **A:** *No, I don't. I believe I need to graduate first. Do you?*

A: *I'd like to be an engineer.* **Q:** *I see. Otherwise you wouldn't study here. What exactly would you like to do?*

Q: *Have you been there?* **A:** *No, but I've heard good things about it. How was it?*

Useful language:

keeping the conversation going

That happened to me. [I remember...]

I had a similar experience [when...]

That reminds me...

Good question. I wish I knew. Actually, I'm thinking of...

That's a tough question. I don't know exactly, but...

Tip

Don't give a very brief answer and then stop talking (E.g. **Q:** *Do you work?* **A:** *No.*)

Do expand your answer by giving reasons, examples, etc. (E.g. **A:** *No, I don't – But I wish I did. I have sent my CV to several companies and I'm waiting for their reply.*)

Keep the conversation going. Show interest in what your partner says and be supportive.

**Conversation strategy:
being a supportive listener**

A: Engineering is the best. Q: It sure is. Why do you like it?

**Useful language:
being a supportive listener**

It really is; they really are/do/have etc.

It sure does; you sure can etc.

Really? I didn't know that.

You are right. We must do that.

That's true; that's for sure; that's a good point.

Exactly; definitely; absolutely.

You've got a point here.

I never (really) thought of it that way.

3. In pairs, take turns asking and answering questions about the topics listed in Exercise 1. Keep the conversation going by asking follow-up/response questions. If you need to revise *Types of Questions*, you can find this material in **Appendix 1**.

4. Think about something which makes you special, something which might impress other people. Introduce yourself to the classmates in a few sentences. Look through the tip before you start.

5. List the points which are important for a good presentation. Look through the feedback form. It can be helpful.

Tip

Don't try to retell the topic "About Myself" (or "My Family") which you learnt at school. That is not supposed to be your life story. Don't talk about how many siblings you have or where you were born. You need to be able to project yourself.

Feedback Form

| | Poor | Ok | Really good | Excellent | Comments |
|---|------|----|-------------|-----------|----------|
| Start (who, why, what, how) | | | | | |
| Structure and organization (signposting) | | | | | |
| Finish (signal, summary, conclusion, closing remarks) | | | | | |
| Delivery (stress, pace, intonation) | | | | | |
| Accuracy (mistakes) | | | | | |
| Research (critical thinking) | | | | | |
| Visual information | | | | | |
| Dealing with questions | | | | | |

6. Project Work. Do the research on one of the following topics:

Negotiation Skills – How to Negotiate Effectively.

How to Make a Great Presentation.

My Education and Career Prospects.

Scientific Research and Development Within My Professional Field.

In **Appendix 2** you will find useful vocabulary for presentations.

7. Analyze each other’s presentations using the feedback form above. Reflect on your own presentation. What was positive for you? Identify at least one thing you could improve. Set yourself two targets for your next presentation.

Unit 2. AUTOMATION

1. What is automation?

What comes to your mind when you hear this term?

2. Make your own sentences with the following words and word combinations concerning automation. Use varied structures:

- 1) to replace human labour by machines;
- 2) to substitute mechanical and electrical action for human effort and intelligence;
- 3) to magnify the power of human muscles;
- 4) to integrate machines into a self-governing system;
- 5) to affect any aspect of life;
- 6) to coin the term;
- 7) to ensure proper execution;
- 8) to depend on the use of computers and computer related technologies;
- 9) automation generally implies;
- 10) to surpass in many ways the abilities of humans;
- 11) automation has revolutionized;
- 12) the driving force behind mechanization and automation is (has been);
- 13) sophisticated and complex;
- 14) a level of capability and performance.

3. In groups make the list of benefits and drawbacks of automation in general and present it to the class. Look through the *useful language*. It will help to list the points and extend a monologue.

Useful language: listing points

- *to begin with, .../ first of all, .../ to start with, .../ one of the [main] benefits/drawbacks of automation is .../ there are two problems .../ ...for a couple of reasons / what people might find beneficial about [automation] is the fact that ...*
- *another benefit/drawback is .../ on top of that .../ not only that but .../ more importantly .../ it's also worth mentioning .../ of course, another major benefit/drawback is .../ [something] also plays a big part in .../ another plus/minus is the fact that ...*
- *finally, ... / basically, .../ and we shouldn't forget ... / to sum up, ... / lastly, ... / overall, ... / in general, .../ most importantly, ...*

4. Compare and contrast two pictures. What are the advantages and disadvantages of these types of automation?

Picture 1



Picture 2



Useful language

- **Referring to the photos/pictures:** *the first photo/picture shows ...; in the second picture the man is ...; in the background, I can see ...; in the foreground, there are ...*
- **Comparing photos/pictures:** *in the first photo/picture we can see ... whereas/while in the second picture there is/are ...*
- **Contrasting ideas:** *on the one hand, ...; on the other hand, ...; moreover, ...; what's more, ...; however, .../ in contrast, .../ the main difference seems to be .../ another striking contrast is that ...*
- **Referring to the past and present:** *in the past people used to ..., whereas now ...; in the old times ..., but today ...*

5. Project work.

Historical Development of Automation.

Artificial Intelligence: Fiction and Reality.

Unit 3. TECHNOLOGY

1. Time and progress. How does it feel like living among modern technologies? Compare and contrast the following pictures.



2. Below you can see a shot from "San Junipero", an episode of the science fiction series *Black Mirror*. San Junipero is revealed to be a simulated reality where the deceased can live and the elderly can visit, all inhabiting their younger selves' bodies. If you had the chance to live in such a reality, would you do that? Why? Why not?



3. Try to name all the gadgets you have. What do you do with them? Are they all you need or you want to buy something new?
4. Think of three different things
- you turn on every day;
 - you have to plug in before using;
 - you have to hook up before using;
 - you can turn up and down;
 - you have thrown away recently;
 - you have taken apart and managed to put together again.
5. In pairs discuss the following questions:
- In what ways has technology improved life in general?
 - Has the advance of technology brought only benefits?
6. Make the list of various factors which affect the development of technology and the list of spheres which technology changed. In pairs, discuss the lists. Prioritize the factors and the spheres. You must try to reach a decision that you both agree on. Look through the useful language before you do that.

Useful language: reaching agreement

- I think/reckon/etc. that...because...What do you think? / Do you agree? / Don't you think so?*
- Yes, I think you are right. / Yes, I agree. / That's a good point.*
- I'm afraid I don't (really) agree with you because...Well, (perhaps) you may be right, but I still think...Yes, but let's not forget / overlook the fact that...*
- As a compromise, let's... / why don't we agree /choose...? So, (it's fair to say) we both agree / feel that...*

Useful language: prioritizing things

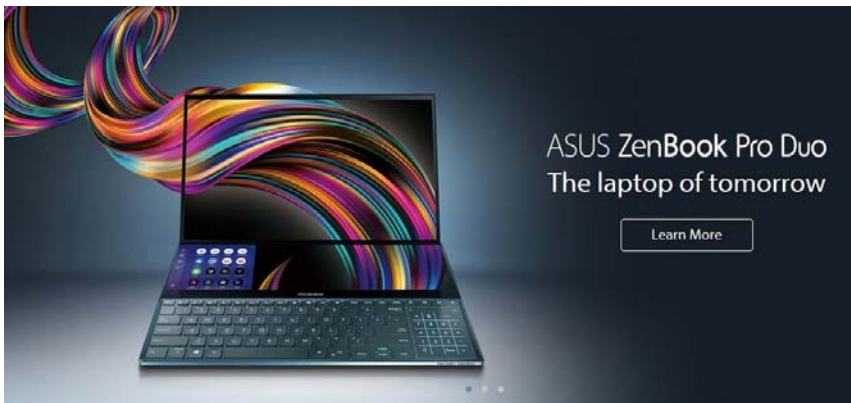
the most/least important [feature, factor, influence, effect, etc.] is...; another point to consider is...; we shouldn't overlook...; last but not least,...;[something] is not as important as [something]

7. Compare and contrast the following two pictures and technical specifications. What makes technological companies and products successful on the market?

Picture 1



Picture 2



Technical Specifications

| Tech Specs | MacBook Pro | Asus ZenBook Pro |
|-------------------|--|---|
| Finish | Space Gray | Celestial Blue |
| Display | Retina display 15.4-inch (diagonal) LED-backlit display with IPS technology; 2880-by-1800 native resolution at 220 pixels per inch with support for millions of colors | 15.6" OLED 4K (3840 x 2160) 16:9 touchscreen 5mm-thin bezel with 89% screen-to-body ratio 178° wide-view technology 100% DCI-P3 |
| Processor | 2.3GHz 8-core Intel Core i9, Turbo Boost up to 4.8GHz, with 16MB shared L3 cache Configurable to 2.4GHz 8-core Intel Core i9, Turbo Boost up to 5.0GHz, with 16MB shared L3 cache | Intel Core i9-9980HK processor 2.4GHz octa-core with Turbo Boost (up to 5.0GHz) and 16MB cache |
| Storage | 512GB SSD Configurable to 1TB, 2TB, or 4TB SSD | 256GB PCIe® x2 512GB PCIe® x2 1TB PCIe® x4 |
| Memory | 16GB of 2400MHz DDR4 onboard memory Configurable to 32GB of memory | 8GB / 16GB / 32GB 2666MHz DDR4 |
| Graphics | Radeon Pro 560X with 4GB of GDDR5 memory and automatic graphics switching Intel UHD Graphics 630 | NVIDIA® GeForce RTX™ 2060 Video memory: 6GB GDDR6 VRAM |
| Wireless | 802.11ac Wi-Fi wireless networking; Bluetooth 5.0 wireless technology | Intel Wi-Fi 6 with Gig+ performance (802.11ax) Bluetooth 5.0 |
| Battery and Power | Up to 10 hours wireless web Up to 30 days of standby time Built-in 83.6-watt-hour lithium-polymer battery 87W USB-C Power Adapter | 71Wh 8-cell rechargeable Li-Polymer battery pack 62Wh 8-cell rechargeable Li-Polymer fast charging battery pack: 50% in 15 minutes 230W power adapter |
| Operating System | macOS | Windows 10 Pro |

8. Respond to each comment by giving a different opinion.
- 1) Playing all those online games is a waste of time.
 - 2) Violent computer games may cause a reduction in the number of crimes.
 - 3) Games players have better visual skills.
 - 4) I spend hours on my social networking site. It's a great way to keep in touch with people.
 - 5) I guess we won't need books much in the future. Everything is online now.

Conversation strategy: giving a different opinion

I know/see what you mean, but...

That's true. (You) ..., though.

That's a good point. On the other hand...

Maybe, on the other hand,...

I don't know. I'm not so sure. Don't you think...?

I agree up to a point, but...

I'm afraid I don't agree because...

9. In groups fill in the following table.

Human Achievements

| | Positive Points | Negative Points |
|---------------------------|-----------------|-----------------|
| Space exploration | | |
| Mobile Phones | | |
| Planes | | |
| Surgical Operation | | |
| Satellite Navigation | | |
| Hydroelectric power plant | | |

10. Give a short talk on the subject of modern human achievements. How have these achievements affected the way we live today? Look through the useful language before you do that.

Useful language: expressing results

[something] has had the effect that...;

[something] has brought about/resulted in/led to...;

[something] brings about/results in/leads to...;

consequently / as a consequence / therefore,...;

we can avoid/reduce/overcome [something] by [N. or -ing form];

it means that...;

due to / owing to / in view of [something],...;

seeing that (e.g. the level of radiation is not extreme),...;

for this reason,...

11. Below you can see two people helping to reduce the disastrous effects after the explosion of Chernobyl power plant. What are the benefits and drawbacks of nuclear power plants? Do you think we should continue using this type of energy?



12. Group work. Discuss the following questions.

- 1) Which human achievements do you think have been the least beneficial?
- 2) What in your opinion is the greatest human achievement ever?
- 3) What new achievements do you think we will see in the future?
- 4) What new product would you like to see invented?
- 5) Would you like to be involved in scientific research?
- 6) Is it important for everyone to be able to use computers? Why (not)?
- 7) How do you think technology will change our life in the future?
- 8) If you could keep only one machine or gadget, what would it be?
- 9) Is it right to spend so much money on space research when people on earth are starving?

Tip

Learn to develop your idea by giving reasons and examples, but there shouldn't be too much of you. Let other people speak, involve them and do not interrupt.

13. Project work.

Modern Technologies.

Gadgets of the Future.

Machine Age.

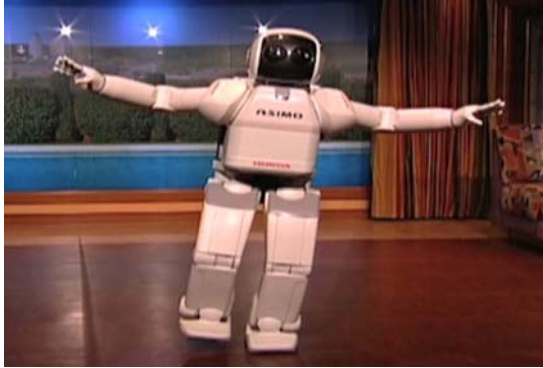
Unit 4. ROBOTICS



1. Would you like to have a robot? What could it do for you? What are the main industries where robots are widely used? Why? How do they work?

Key language

- *to perform simple repetitive tasks; manufacturing processes; assembly and packing; work in environments hazardous to humans; extreme environments (outer space, the bottom of the sea, etc.); military combat;*
- *equipped with the equivalent of human senses (vision, touch, etc.); sensory feedback; sensors; numerical control; CPU; external control device; embedded control; wireless remote-control; teleoperators; manipulator; algorithms;*
- *to simulate brain processes; to process data or physical perceptions electronically; to recognize [something]; to respond to [something]; to detect [something].*



2. In the picture above you can see ASIMO, a humanoid robot. Read the text quickly without paying attention to the gaps. According to the text, what are the abilities of this robot? Is it an advanced one? Why/why not? Read the text again and fill in the gaps. The words you need are in the box following the text. You can check your answers in Appendix 3.

ASIMO (Advanced Step in Innovative MObility) is a humanoid robot created by Honda in 2000. ASIMO is powered by a (1) _____ 51.8 V lithium-ion battery with an operating time of one hour. ASIMO has a (2) _____ computer processor that was created by Honda and consists of a three stacked die, a processor, a signal converter and memory. The computer that controls ASIMO's movement is housed in the robot's waist area and can be controlled by a PC, (3) _____ controller, or (4) _____ commands.

ASIMO has the ability to (5) _____ moving objects, postures, gestures, its surrounding environment, sounds and faces, which enables it to (6) _____ with humans. The robot can (7) _____ the movements of multiple objects by using visual information captured by two camera "eyes" in its head and also (8) _____ distance and direction. ASIMO's ability to (9) _____ between voices and other

sounds allows it to identify its companions. ASIMO is able to (10)_____ to its name and recognizes sounds associated with a falling object or collision. This allows the robot to (11)_____ a person when spoken to or look towards a sound. ASIMO responds to questions by nodding or providing a verbal answer in different languages and can recognize approximately 10 different faces and (12)_____ them by name.

There are sensors that assist in autonomous navigation. The two cameras inside the head are used as a (13)_____ sensor to detect obstacles. The (14)_____ sensor is used to detect ground surface. The (15)_____ sensor with automatic shutter adjustment based on brightness is used to detect pairs of floor markings to confirm the navigable paths of the planned map. The pre-loaded map and the detection of floor markings help the robot to precisely (16)_____ its present location and continuously (17)_____ its position.

Honda's work with ASIMO led to further research on walking assist devices that resulted in innovations such as the Stride Management Assist and the Bodyweight Support Assist.

| |
|---|
| Visual, voice, laser, infrared, rechargeable, wireless, three-dimensional, (to) adjust, (to) address, (to) respond, (to) detect, (to) face, (to) distinguish, (to) identify, (to) interact, (to) determine, (to) recognize. |
|---|

3. Project work.

Living With Robots.

Innovations in Robotics.

Unit 5. VIRTUAL REVOLUTION

1. Who are the people in the pictures? What are they famous for?

Picture 1



Picture 2



2. Make the speech (in English) on the topic “Virtual Revolution”. You may include any aspects which you consider to be relevant. The only restriction is the time limit (2–3 minutes). One of the classmates will have to render it into Russian in as much detail as possible. You have 3 minutes to think it over.

3. Finish the following sentences in a way that seems logical.

1) Africa has just been plugged into broadband, and as the worldwide web grows and spreads across the continent, it _____.

2) The web has created unimaginable wealth, yet _____.

3) It is an empowering tool that has more potential than _____.

4) He's a legendary and prolific contributor to Wikipedia, the online encyclopedia that's becoming _____.

5) More than 65 million people around the world use Wikipedia each month. And instead of just accessing knowledge, they can _____.

4. Fill in the gaps and translate the sentences.

| |
|---|
| presumptuous beguiling upheaval innate premise wrapped hooked ignited frontier endeavour shrinking levelling misfits pillars |
|---|

1) The small town of Abiriv in Ghana is just one of the latest to be _____ up to the globe.

2) It's 20 years since he made his breakthrough and now the divide between the digital haves and have-nots is _____ fast.

3) This community centre may not look like much, but it's the new _____ of this virtual revolution.

4) We wouldn't in the early days have been anything like as _____ as to say, "How can we make sure this gets to the furthest reaches of rural Africa?"

5) The people who've helped bring about this seemingly unstoppable _____ of power, culture and values that's having such an impact on all of our daily lives.

6) It's been more than two centuries since we last witnessed anything of the same scale and speed as the _____ now being ushered in by the web.

7) The pioneers who paved the way for the web thought of it as the ultimate empowering tool and so, it came _____ in an attitude, an online ideology that wants to give power to the people.

8) The people who originally created the internet were by and large social _____ who wanted to go on being social _____. [the same word for both gaps]

9) How it's challenging business models and how the equality promised by the web clashes with human nature, our _____ desire to profit and control.

10) It's about the meaning of this conflict and about how that has helped to create the web, this messy, _____ and hugely powerful phenomenon that we know today.

11) To find out how, I've come to one of the new _____ of the American educational establishment.

12) Einar is part of a remarkable _____ that uses the web to allow ordinary people to create something extraordinary.

13) That's kind of the basic _____, that anybody in the world who has access to a computer can get on and edit the information.

14) But by challenging centuries of scholarship, this new form of people power has _____ a huge argument.

5. Watch and translate the video. These are the proper names which you'll encounter (they might cause comprehension difficulty). Verify their translation before viewing:

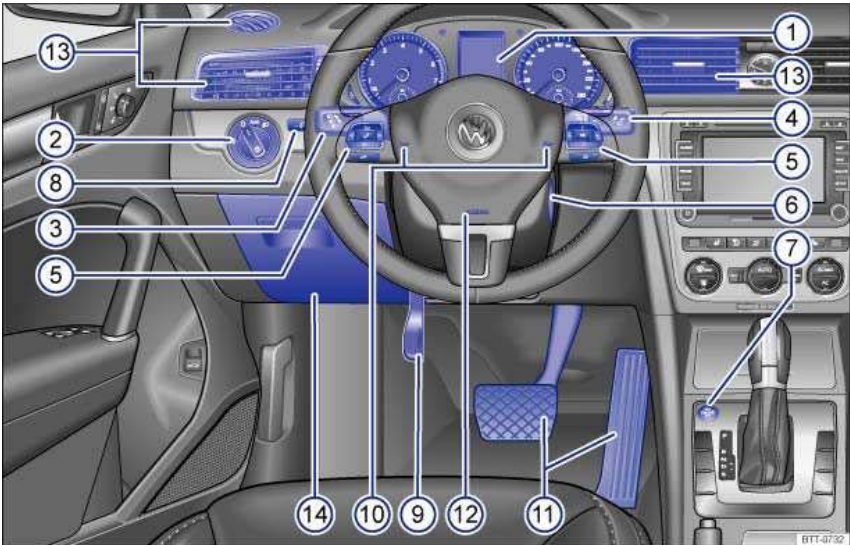
- 1) Abiriw in Ghana;
 - 2) Swansea;
 - 3) Kirkwall in the Orkneys;
 - 4) Harrogate;
 - 5) Bromley;
 - 6) Dumfries;
 - 7) Dixon.
6. Group project.

Think of any other invention which turned out to be revolutionary in any sphere and analyze its impact, both positive and negative.

Unit 6. CARS

1. Make sure you know these auto parts.

Driver Side Overview



Key to the picture:

(1) Instrument cluster:

- Instruments
- Display
- Warning and indicator lights

(2) Headlight switch

- Off position
- Automatic headlights
- Parking lights (if applicable)
- Low beams
- Fog lights (if applicable)

- (3) Lever for
 - High beams
 - Headlight flasher
 - Turn signals
 - Cruise Control
- (4) Windshield wiper and washer lever
- (5) Multi-function steering wheel controls
- (6) Ignition switch (vehicles without Keyless Access with push button start)
- (7) Starter button (vehicles with Keyless Access with push button start)
- (8) Dimmer control for the instrument and switch illumination
- (9) Lever for adjustable steering wheel
- (10) Horn
- (11) Pedals
- (12) Driver front airbag
- (13) Air vents
- (14) Storage compartment

2. Look at the list of auto parts. Add some more to each section.

Auto Parts

| Section | Component |
|--------------------------|--|
| Car body | Bonnet/hood, bumper, fender (wing or mudguard), grille (also called grill), pillar and hard trim, quarter panel, radiator core support, rocker, roof rack, spoiler, rims, hubcap, tire/tyre, trunk/boot... |
| Doors | Hinge, door latch, door lock, central-locking, fuel tank (or fuel filler) door... |
| Audio/video devices | Speaker... |
| Electrical supply system | Alternator, battery, voltage regulator... |

| | |
|-------------------------------|---|
| Gauges and meters | Fuel gauge, manometer, hydrometer, odometer (also called milometer), speedometer, tachometer, temperature gauge, tire pressure gauge, oil pressure gauge... |
| Ignition system | Sparking cable, distributor, distributor cap, electronic timing controller, ignition box, ignition coil, ignition coil connector, spark plug, glow plug... |
| Lighting and signaling system | Engine bay lighting, fog light (also called fog lamp), spotlight, headlight (also called head lamp), interior light and lamp, license plate lamp (also called number plate lamp or registration plate lamp), side lighting, tail light, indicator light... |
| Sensors | Airbag sensors, automatic transmission speed sensor, coolant temperature sensor, fuel level sensor, fuel pressure sensor, knock sensor, oil level sensor, oil pressure sensor, ABS sensor... |
| Interior | Carpet, seat, fastener... |
| Power-train and chassis | Braking system (ABS, brake drum, brake disc, brake pad, brake pedal...) Engine components and parts (camshaft, camshaft bearing, crankshaft, engine valve, piston...) Engine cooling system (air blower, coolant hose (clamp), cooling fan, fan blade...) Exhaust system (catalytic converter, exhaust clamp and bracket, exhaust pipe, muffler (silencer)...) Fuel supply system (carburetor, fuel cap, fuel distributor, fuel filter, fuel injector, fuel injector nozzle, fuel pump, fuel tank...) Suspension and steering systems (...) Transmission system (...) |
| Miscellaneous | Air bag control module, alarm and siren, central locking system, cruise control computer, fuse box, navigation system / GPS navigation device, remote lock... |

3. In the pictures you can see three cars produced in Germany. Find out the information about their technical characteristics and describe these cars in detail. Why do people choose to drive these cars? What image comes to your mind when you think of a driver?

Picture 1



Picture 2



Picture 3



4. Project work.

Cars and Innovation.

Top Brands. What Makes Them Special?

The Way Ahead. Problems to Overcome. Cars of the Future.

Unit 7. PEUGEOT VS. PARKOUR



Top Gear is a British television series about motor vehicles, primarily cars, and the most widely watched factual television programme in the world. It began in 1977 as a conventional motoring magazine programme, but over time, and especially since a relaunch in 2002, it has developed a quirky, humorous and sometimes controversial style.

The programme has received acclaim for its visual style and presentation as well as criticism for its content and often politically incorrect commentary made by its presenters Jeremy Clarkson, Richard Hammond, and James May. Columnist A. A. Gill, close friend of Clarkson and fellow Sunday Times columnist, described the programme as "a triumph of the craft of programme making, of the minute, obsessive, musical masonry of editing, the French polishing of colourwashing and grading".

1. Look at the picture. What do you expect to see in this episode?

2. Watch the video. Fill in the gaps.

toys surplus crowd sake averaged haul nicked room ginormous
sluggish current shopping matching development pretty tatty catch
camouflage

1) As we can see, it's a very _____ car, but is it any good?

2) You have more space and more _____, but you have to part with more money.

3) I'm going to test this _____ city car.

4) And to spur me on a bit, I'm going to have a race and it's against the latest _____ in urban transport solutions.

5) Their journey, of course, is pretty much as the _____ flies.

6) 25 miles an hour. They will have difficulty _____ that.

7) And there is quite a bit more _____ in here than in the old one.

8) It still has to _____ itself around with the same engine as 206.

9) The car I'm in has the 1.6 Diesel, the best of the _____ range.

10) It's really _____ low down.

11) They look like they've _____ something.

12) I didn't _____ them for long.

13) Come on, we are not all _____.

14) I'm not going to be beaten by some pre-pubescent teenagers in _____ trousers.

15) I must have _____ 10 or 12 miles an hour.

16) Fashionable clothes from army _____ shops.

17) Here I am in my _____ jeans, my old biff about shoes with the broken laces.

18) Oh, for Pete's _____.

3. Translate the video.

4. Think about other alternative ways of dealing with traffic jam problems. Share your ideas.

5. What is your reaction to the following pictures? What might have happened? What is going to happen?

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

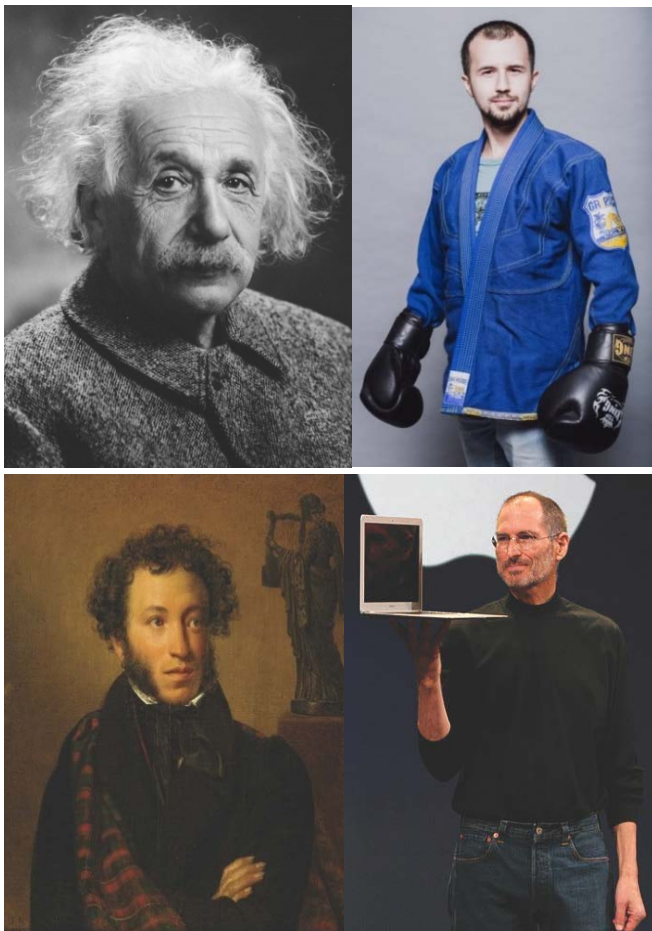


6. Project work. Your group project is aimed at comparing Lada Kalina and Volkswagen. Choose any types of these cars, think about criteria for comparison and analyze the pluses and minuses for Russian consumers. Present your project to classmates. They will have to translate your report into Russian. If you are going to use professional terminology, make the list of necessary terms and hand it out.

Unit 8. CAREERS

1. What makes people successful?

Look at the pictures. Who are these people? What is important for success in their careers? Pay attention to the useful language.



Useful language: speculating

He may/might/must/could be...

I know that man. He is...

I'm not sure about the man in Picture X [the right/left/next picture]. He might be...because...

My guess is that.../ It's likely/unlikely that.../ I'd say it would...

I suppose.../ Personally, I (don't) think...

It may/might be due to the fact that...

In all probability,... / There is a strong possibility that...

I doubt whether...

In view of the fact that [e.g. most people]..., I would say...

The point is.../ The way I see things,.../ As I see it,...

2. What's the best way to go about choosing a career?
 - a) do an internship with a company;
 - b) do research online;
 - c) take a personality test to find out what your strengths and weaknesses are;
 - d) ask a friend for advice;
 - e) ask a family;
 - f) talk to a career counselor;
 - g) go to a job fair.

3. What would you do if you found your dream job and then hated it? Think about other imaginary situations connected with careers. Ask your partner about what he would do in these situations. Get ready to answer his/her questions.

Tip

*We need **the second conditional** to express a present or future condition which is imaginary. Structure: If/Unless + past tense, - would/could/might + infinitive.*

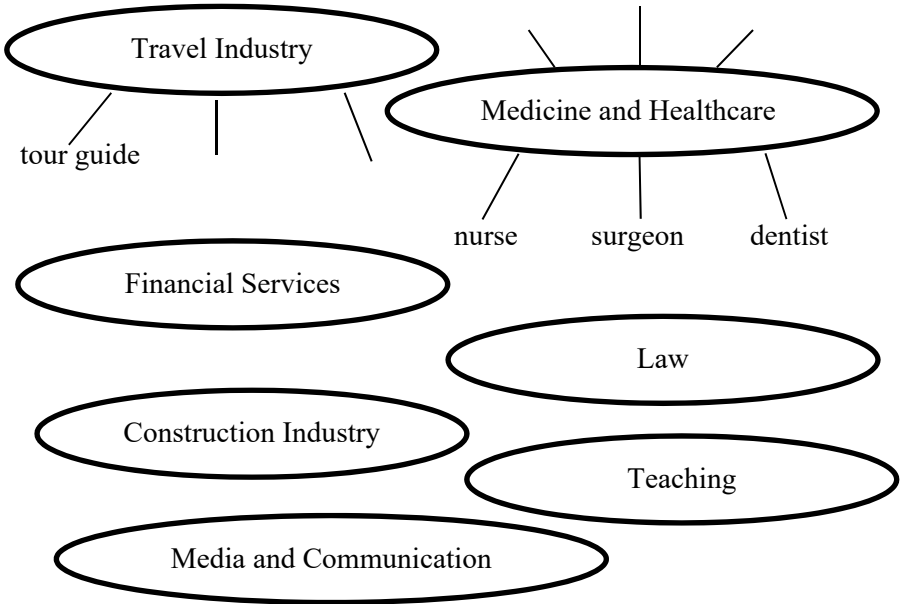
E.g. If I found my dream job and then hated it, I wouldn't try anything else; I would just sit down and think about what went wrong.

4. Where do you think you'll be working five years from now?
What will you have done by then?

Useful language
I'll have finished my degree in [some field] by then; I will have graduated from [university] by then; in five years I'll be graduating with a degree in [some field]; to get a job in [some field]; I'm not cut out for [something]

Tip
Future continuous is used for something happening / in progress at a specific time in the future, or over a period of time in the future
Future perfect is used for things completed before a time mentioned in the future

5. Make a word web for each area of work. Use the list of jobs in the box as a start. Add more jobs. Which jobs do you think would be interesting? Fun? Well-paid? Rewarding?



List of Jobs

tour guide, attorney, senior lecturer, counselor, financial analyst, stockbroker, tax adviser, editor, accountant, auditor, nurse, surgeon, engineer, lab technician, prosecutor, educator, contractor, pediatrician, construction worker, interpreter, translator, draftsman, electrician, plumber, carpenter, mason, IT specialist, dentist, architect...

6. Increasing the retirement age in Russia is a reality. For men, the pension age was increased to 65 (up from 60), and for women – to 60. List arguments for and against this reform. Express your attitude to the reform and its background.

7. Pair work. Discuss the following questions:

- 1) What's the most unusual or interesting job you've heard about?
- 2) What jobs do people you know have? Which is the most challenging? Why?
- 3) Are there any jobs that you really wouldn't want to do? Why not?
- 4) What will you be doing when you are 50/60/70 years old?

8. Project work.

Famous Professionals: The Road to Success.

UNIT 9. PROFESSIONAL QUALITIES

1. What are the jobs of the people in the pictures? Why? What makes you believe that? What are they doing? How are they feeling?

Picture 1



Picture 2



Picture 3



Useful language: assumption/deduction

[I'm not sure, but] it seems to me that he/she is... (e.g. a policeman / a journalist; sad / upset / disappointed / depressed / exhilarated / in a bad mood...)

It looks as if he/she is... (e.g. feeling miserable; thinking / worrying about something...)

Perhaps / It's possible that he/she has just [V3]... (e.g. had some bad news...)

He/she may have [V3] (e.g. been punished for something / won one more fight...)

Judging from the expression on his/her face, he/she must be...

I assume that...

I get the impression that...

He/she strikes me as being someone who...

2. Use the adjectives to discuss what qualities are needed for the jobs illustrated in Exercise 1. Give reasons.

List of Qualities

reliable, alert, patient, honest, competitive, fit, energetic, calm, strong, skillful, polite, courageous, disciplined, organized, confident, curious, flexible, adaptable, dedicated, persuasive, imaginative, cautious, outgoing, motivated, practical, tactful, sociable, able to work in a team

3. In pairs discuss the following questions:
- 1) What job are you going to have? Why? What are the main advantages and disadvantages of this job?
 - 2) Which qualities are necessary for this job? Why?
 - 3) Is there one personal/professional quality you do not have but would like to have? What can be done to acquire this quality?
 - 4) What's the worst personal/professional quality? The one you really dislike or despise? The one that irritates you? Why?
 - 5) Which personal/professional qualities do you value in people? Why?
4. Project work.

Growth Mindset Theory (C. Dweck).

Grit Theory (A. Duckworth).

Job Market Demands: Top Professional Qualities.

Unit 10. JOB INTERVIEWS



1. What would you do to prepare for a job interview? Make a class list.

2. Do you know what trips up some candidates during an interview? What mistakes do candidates often make when they are asked to talk about themselves?

3. Here are the questions that might stump you at an interview. Think about good answers and role-play a job interview with your classmates. When you act as an interviewer, don't ask all the questions in the list in the order given; choose the ones you want to and try to ask relevant follow-up questions, make your partner clarify his/her position. When you act as an applicant, be ready to describe what makes you special as an individual. Be concise and give examples.

- 1) Tell me about yourself.
- 2) What is your greatest strength?
- 3) What is your greatest weakness?
- 4) How will your greatest strength help you perform?
- 5) How do you handle failure?

- 6) How do you handle success?
- 7) Do you consider yourself successful? Why?
- 8) How do you handle stress and pressure?
- 9) How would you describe yourself?
- 10) Describe your work style.
- 11) Is there anything else we should know about you?
- 12) What motivates you?
- 13) What do you find are the most difficult decisions to make?
- 14) What has been the greatest disappointment in your life?
- 15) What is your dream job?
- 16) Would you rather be liked or respected?
- 17) If you could relive the last 10 years of your life, what would you do differently?
- 18) What do people most often criticize about you?
- 19) What is the biggest criticism you received?
- 20) What makes you angry?
- 21) When was the last time you were angry? What happened?
- 22) How do you evaluate success?
- 23) Describe a time when your workload was heavy and how you handled it.
- 24) What major challenges and problems did you face? How did you handle them?
- 25) What have you learned from your mistakes?
- 26) Why did you choose your major?
- 27) Where do you see yourself 5 years from now?
- 28) Where do you see yourself in 10 years?
- 29) What are your goals for the next five years / ten years? How do you plan to achieve your goals?
- 30) What worries you the most about the future?

4. Project work.

How to Get Ready for a Job Interview.

Unit 11. EMPLOYMENT

1. What do you see in these photos? How do they make you feel?

Photo 1



Photo 2



Useful language: reacting to photographs

I find this picture...(e.g. disturbing / alarming...)

The message that comes across is that...

This image attempts to convey...

I can't help feeling...(e.g. shaken / saddened / disconcerted...)

Looking up at this picture, it's hard not to think about...

It makes me feel...

2. Look at the table and add any further important points about benefits and drawbacks of having a job. Discuss in pairs the results of having a job.

Results of Having a Job

| pros | cons |
|------------------|-------------------|
| money | stress |
| self-sufficiency | lack of free time |
| socializing | weariness |
| helping others | taking orders |
| ... | ... |

Useful language: introducing different aspects

- *From a/an...perspective/viewpoint/point of view,...*
- *As far as...is/are concerned,...*
- *If we look at it from the...perspective/viewpoint...*
- *Another thing to bear in mind is...*
- *There is always/also the...aspect...*

Useful language: linking points, results

- *Firstly, ... / Primarily, ... / Most importantly, ...*
- *Then, ... / After that, ... / On top of that, ... / Following that, ...*
- *The next important thing/issue ...*
- *As far as (e.g. money, taking orders) is concerned, ...*
- *This leads to ... / This results in ...*

3. Add the points to the following table.

It's all about money

| advantages | disadvantages |
|--|---|
| Respect, power and status in society | Lack of true friends |
| Material goods and luxuries | Family problems |
| Financial security may bring peace of mind | Financial worries may cause a great deal of anxiety |
| ... | ... |

4. The best things in life are free: friendship, health, love and family. Think of the situations and reasons which oppose that.

Useful language: using counter-arguments

- *On the other hand, ...*
- *However, ...*
- *Nevertheless, ...*
- *But we shouldn't forget/ignore/overlook...*
- *Another way of looking at it is...*
- *The other side of the coin is...*
- *Looked at from another perspective, however, ...*
- *Some would say, however, ...*

5. Look at the table. Explain which points about unemployment you agree/disagree with. Add other important points about the causes of unemployment and what could be done about the problem. Discuss in pairs the causes and solutions.

Unemployment

| causes | solutions |
|---------------------|----------------------------------|
| Individual laziness | Stop paying unemployment benefit |
| Lack of job skills | Retraining |
| Health problems | Development of healthcare sector |
| ... | ... |

Useful language: suggesting solutions

- *One way to (e.g. solve this problem) is/would be to...*
- *By (e.g. organizing retraining courses), we could ...*
- *It would be a good idea if we were to ...*
- *One thing that would (certainly) help (solve the problem) is ...*
- *If we were to ... it would/could/might*
- *Governments should...*

6. Discuss in groups the following questions. Don't worry if you disagree with your partner(s), but show that you respect his/her opinion, and don't forget to give reasons for disagreeing. Pay attention to the useful language section introducing the vocabulary which helps to invite others to speak and to respond.

- 1) Is it right that some people earn much more than others? Why/Why not? Which people, if any, should earn more?
- 2) Why do people spend their lives doing a job they hate? Would you ever do this? Which is more important – a good salary or job satisfaction?
- 3) Why do people travel to other countries to work? What are the benefits and drawbacks for these people?
- 4) Do you worry about being unemployed at some time in the future?
- 5) What problems do young people face when looking for their first job?
- 6) What problems does unemployment create for society as a whole?
- 7) In what ways do you expect the world of work to change during your lifetime?
- 8) "We should work to live, not live to work". What does this saying mean? Do you agree or disagree, and why?

Useful language: inviting others to speak / responding

- *What/How about you? / How do you feel about that? / Do(n't) you agree/think so? / What do you think? / What would you say? / What's your opinion? / I think that ..., don't you? / Don't you think that ... ? / Wouldn't you agree?*
- *I (certainly/really) agree /feel the same! / Absolutely! / Very much so. / I couldn't agree with you more.*
- *No, I don't agree /feel the same! / Not at all / in the slightest! / I don't believe so. / That's not how I see it. / Absolutely not! / Not entirely. / Well, yes and no ...*
- *I understand what you mean / you're saying, but ... / I (can) see your point, but ... / You could be right, but have you thought / has it occurred to you that ... / That's one idea/view/aspect; however, ... / I agree with you, but ...*

7. Project work.

Professional Burning.

Psychological Theories on Life and Work: The Balance to Survive and Enjoy What You Have.

Theories on Happiness.

Unit 12. PSYCHOLOGICAL RESILIENCE

1. What causes insomnia?



2. Watch and translate the video. Check the meaning of the following words and phrases before you start:

- 1) to ponder deep questions;
- 2) unsolvable loop;
- 3) sleep deprivation;
- 4) to wreak havoc;
- 5) exhaustion catches up with all of us;
- 6) cortisol;
- 7) adrenocorticotrophic hormones;
- 8) to jolt the body into hyperarousal;
- 9) cerebral glucose;
- 10) PET studies;
- 11) circadian rhythm;
- 12) over-the-counter sleeping pills;
- 13) withdrawal;
- 14) delayed sleep phase disorder (DSPD).

3. Complete the sentences in the way that seems logical to you.

- 1) We can overcome insomnia by _____.
- 2) Stress can alter memory functions, immune function, metabolism, _____.
- 3) Chronic stress can lead to _____.
- 4) The most common stressors are _____.
- 5) Psychological resilience (stress resistance / stress tolerance) is the ability to _____.
- 6) Routine stressors of daily life can have positive impacts _____.
- 7) There are some ways to develop stress tolerance: walking in the open air, creative activities, breathing techniques, _____.
- 8) To increase stress resistance, you need to try to change the attitude to everything that happens. For example, if a person really cannot influence the actual situation, then it is worth trying to look at certain things in a different way, much easier. Besides _____.
- 9) A good way to splash out emotions and increase stress tolerance is exercise, long walks, dances, mountain climbing, _____.

4. Group project.

Psychological health.

Psychological resilience.

Fight-or-flight response.

How to overcome stressful situations.

Sleep deprivation.

5. You need to present your project with a partner. That is collaborative work. Think about how you will share your duties.

ПРИЛОЖЕНИЕ

Appendix 1 Grammar Reference Questions

General Questions (Yes/No questions)

Yes/No questions (questions which require *Yes/No* in the answer) are formed by putting the auxiliary or modal verb (be, can, have, etc.) before the subject.

E.g. He **can** do it. —→ **Can** he do it?

With all other verbs we form Yes/No questions with *do/does* (Present Simple) or *did* (Past Simple).

E.g. He likes his job. —→ **Does** he like his job?

Special questions begin with a question word (what, which, when, etc.). They are formed like general questions. The only difference is a question word in the beginning.

E.g. **What** is your job?

E.g. Andrew **got** the job last week. —→ **When did** Andrew **get** the job?

But!

When we ask **questions about the subject** of a sentence, the word order in the question and the answer is the same.

E.g. **Andrew** got the job.

Who got the job?

We use *what*, *who*, *which*, *whose* and *how many* in questions about the subject.

Question tags are short questions added to the end of a statement to ask for confirmation of, or agreement with the statement. They are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary verb as in the statement if there is one, otherwise they take *do/does* (Present Simple) or *did* (Past Simple). A positive statement is followed by a negative tag, and a negative statement is followed by a positive tag

E.g. He **is** an engineer, **isn't** he?

E.g. He got the job, **didn't** he?

E.g. He **is not** an engineer, **is** he?

E.g. He **didn't** get the job, **did** he?

There are some **special cases**

- The question tag for *I am* is *aren't I?* However, for *I'm not*, we use *am I?*
E.g. **I'm** better than you, **aren't I?**
E.g. **I'm not** stupid, **am I?**
- To form a tag question for *Let's ...*, we use *shall*:
E.g. Let's surprise them, **shall** we?
- To form a tag for an imperative, we use *will*:
E.g. Turn the sound down, **will/won't** you?
- To form a tag for *There ...*, we add *there*:
E.g. There aren't any problems, **are there?**
- After *somebody*, *someone*, *everybody*, *everyone*, *no one*, *etc.* we use *they* in the tag:
E.g. **Everybody is** working, **aren't they?**
- After *nothing*, *something*, and *everything*, we use the personal pronoun *it* in the tag:
E.g. **Nothing** happened, **did it?**

Appendix 2
Useful language
Presentations: basic vocabulary

The beginning stage

Greeting your audience and introducing yourself

Good morning/hello, ladies and gentlemen!

Good afternoon, everyone.

Welcome to the presentation.

May I introduce myself?

My name is...

The subject of your talk

Today I would like to give a general overview of...

My purpose/objective today is to...

I am going to talk about...

I would like to say something about...

The topic of my presentation is...

Structuring your presentation

I have divided my presentation into three parts...

First(ly)..., second(ly)..., third(ly)...

In the first part, I am going to explain...

Then in the second part...

Finally,...

Questions and interruptions

If you have any questions, please feel free to interrupt at any time.

I would ask you to keep your questions until the end of the presentation.

Timing

My presentation will last about...

There will be a break at ... and lunch will be from... to...

The body of the presentation

Moving on to the first point

I'd now like to come to the first part of my presentation.

So, first of all...

OK, let's move on to the first point.

Moving on to other points

Let's now look at...

Let's move on to the second/next point.

The next point I would like to discuss is...

Finally, I would like to point out that...

Rephrasing

Let me rephrase that.

Let me put that another way.

Perhaps I didn't make myself very clear.

Putting off a question until later

I'll be coming to that later.

Handing over to someone else

Now I would like to hand over to my colleague.

Now my colleague is going to talk about...

Finishing your presentation

Ending the main body of your presentation

So that's everything I would like to say about...

That's the end of...

That concludes the third part of my presentation.

Summarizing

Let's look back at the most important points.

I would like to finish with a summary of the most important points.

If I may now just summarize...

Concluding

I'd like to finish by emphasizing...

In conclusion I'd like to say...
I would recommend that we...
Finally, I would like to say...
Thank you very much for your attention.
That's the end of the presentation. Does anyone have any questions?
I would now be very interested in hearing your comments.

Discussion

Stating your opinion

To my mind,...
From my point of view,...
As far as I'm concerned,...
I think...
I guess...because...
I believe...since...
Personally, I firmly believe/feel...
In my opinion,...
It seems to me that...
There's no doubt in my mind that...
I am of the opinion that...
As I see it,...
If it was up to me, I would...
In/from my experience,...
In my case,...
From what I know,...
I know for a fact that...

Agreeing

I entirely agree with you.
I am fully in favour of...
You have my full support.

Your recommendation has my full support.

I couldn't agree more.

I must admit you are right.

I would certainly give my backing to such a decision/suggestion.

Disagreeing

I'm sorry but I am totally opposed to that suggestion.

I don't think it is entirely sensible to...

I'm sorry, but I don't feel that way at all.

I'm afraid I can't go along with you on that.

I'm not convinced that ... is very worthwhile.

Frankly, I'm afraid that that's out of the question.

Referring back

I/you mentioned...earlier

As I/you said...

Going back to what I/you said...

Appendix 3

Key to Unit 4

ASIMO (Advanced Step in Innovative MObility) is a humanoid robot created by Honda in 2000. ASIMO is powered by a rechargeable 51.8 V lithium-ion battery with an operating time of one hour. ASIMO has a three-dimensional computer processor that was created by Honda and consists of a three stacked die, a processor, a signal converter and memory. The computer that controls ASIMO's movement is housed in the robot's waist area and can be controlled by a PC, wireless controller, or voice commands.

ASIMO has the ability to recognize moving objects, postures, gestures, its surrounding environment, sounds and faces, which enables it to interact with humans. The robot can detect the movements of multiple objects by using visual information captured by two camera "eyes" in its head and also determine distance and direction. ASIMO's ability to distinguish between voices and other sounds allows it to identify its companions. ASIMO is able to respond to its name and recognizes sounds associated with a falling object or collision. This allows the robot to face a person when spoken to or look towards a sound. ASIMO responds to questions by nodding or providing a verbal answer in different languages and can recognize approximately 10 different faces and address them by name.

There are sensors that assist in autonomous navigation. The two cameras inside the head are used as a visual sensor to detect obstacles. The laser sensor is used to detect ground surface. The infrared sensor with automatic shutter adjustment based on brightness is used to detect pairs of floor markings to confirm the navigable paths of the planned map. The pre-loaded map and the detection of floor markings help the robot to precisely identify its present location and continuously adjust its position.

Honda's work with ASIMO led to further research on walking assist devices that resulted in innovations such as the Stride Management Assist and the Bodyweight Support Assist.

Appendix 4
Scripts
Unit 5. Virtual Revolution

V=Voice over

A=Aleks Krotoski

T=Sir Tim Berners-Lee

B=Bill Gates

S=Steve Wozniak

A=Al Gore

M=Mark Zuckerberg

F=Stephen Fry

M1=Man 1

M2=Man 2

M3=Man 3

M4=Man 4

K=Einar Kvaran

V: World Wide Web brought the great levelling as its early pioneers dreamt of. Doctor Aleks Krotoski investigates the virtual revolution now on BBC2 and BBC HD.

A: Africa, the birthplace of mankind. But it's not the past that brings me here, it's the future. Africa has just been plugged into broadband, and as the worldwide web grows and spreads across the continent, it's transforming all that it touches.

The small town of Abiriw in Ghana is just one of the latest to be hooked up to the globe. I'm travelling with Sir Tim Berners-Lee, the man who invented the web. It's 20 years since he made his breakthrough and now the divide between the digital haves and have-nots is shrinking fast.

T: I think the web is about connecting humanity. Now that we've got to the point that 20–25% of the world are using it, then suddenly the question is what about the other 80%?

A: This community centre may not look like much, but it's the new frontier of this virtual revolution.

T: It was a little bit like going back in time to when people first came across the web. We wouldn't in the early days have been anything like as presumptuous as to say, "How can we make sure this gets to the furthest reaches of rural Africa?"

A: But what exactly is it that we've created over the last 20 years? What does it mean? Is our wired digital world a blessing or a curse?

If the web does take root in Africa, as it has done elsewhere, then this will be the next continent to be reshaped by the digital revolution. But how has the web affected us in the 20 years since it was created, and what does that mean for the future of the people here and the majority of the world who aren't yet connected?

The web is the defining technological revolution of our lifetimes. Almost two billion of us are now online. And in the 10 years that I've been studying the web and writing about it as a journalist, I've seen it take our world and shake it apart. The web has created unimaginable wealth, yet encouraged millions to work for nothing. It's challenged authority, yet allowed regimes to spy and censor as never before. And it's been blamed for creating a generation of web addicts, yet opened up new realms of knowledge. In this series, I'll be meeting all the pioneers and key players, everybody from Google to Facebook, Twitter to Amazon.

The people who've helped bring about this seemingly unstoppable levelling of power, culture and values that's having such an impact on all of our daily lives.

B: Well, the web is how mankind communicates nowadays.

S: It's like the internet has become a brain, it's the smartest brain in the world.

A: It is an empowering tool that has more potential than any other that human civilization has ever developed.

M: The world is just going to keep getting more and more open, there's going to be more information about everything.

F: This is astounding technology, and we should just take a moment to celebrate the power and the reach that it gives us.

A: And so this is the story of the web. But it's more than that. This is also the story of how the web is remaking our world.

It's been more than two centuries since we last witnessed anything of the same scale and speed as the upheaval now being ushered in by the web. The industrial revolution was powered by what was then a radical new technology - steam. And now the web heralds the next great revolution. Why? Well, because it does for information what steam once did for physical force. It supercharges it. The web allows anyone to publish and to distribute words, images, videos and software globally, instantly and virtually for free.

A quarter of the planet now uses the web. On any given day in the British Isles, over 35 million of us will log on. For the first time on television, using a unique data sample of eight million of those people, we can track exactly how we are in the grip of the web. The web is where we spend our money. Around a billion pounds a week. Britain's most active e-shoppers? In Swansea. With Kirkwall in the Orkneys in second place. It's where we fall in love, with five million of us using a dating website every month. Manchester and Central London have proportionally the most online lonely hearts. It's where we get our sexual kicks. Surveys have suggested up to 40% of British men view web porn. The highest density of visits to adult sites is in Harrogate, with Bromley close behind. And the web is where we express opinion. 18 million of us read blogs. Dumfries the least, West London the most. The web is a revolution. It's been hailed as the great levelling of humanity. A new frontier that gives us all equal access, equal voice, equal potential.

The pioneers who paved the way for the web thought of it as the ultimate empowering tool and so, it came wrapped in an attitude, an online ideology that wants to give power to the people.

M1: The internet is a kind of rebellion. These people were opposed to the notion of hierarchy and authority.

M2: The people who originally created the internet were by and large social misfits who wanted to go on being social misfits.

M3: In a way the libertarians have found their way to a space that is perfect for them to play out their ideas.

M4: It has completely blown apart and levelled access to communications and collaboration.

T: The web is a great leveller, of course, it's one of the goals of the web.

A: In this film, I want to explore how the dream of levelling is playing out through the web. How it's overturning long held notions of ownership, value and expertise. How it's challenging business models and how the equality promised by the web clashes with human nature, our innate desire to profit and control.

It's about the meaning of this conflict and about how that has helped to create the web, this messy, beguiling and hugely powerful phenomenon that we know today. The ultimate claim for the web as an empowering tool is that it blows open access to knowledge. To find out how, I've come to one of the new pillars of the American educational establishment. No, not an Ivy League college like Harvard or Princeton, but the town of Dixon, New Mexico, where they're celebrating Labor Day. I'm here to meet Einar Kvaran. Today, he's playing drums in his band. But at home, he's a quiet revolutionary. Einar is part of a remarkable endeavour that uses the web to allow ordinary people to create something extraordinary. He's a legendary and prolific contributor to Wikipedia, the online encyclopaedia that's becoming the most important information source in the world.

K: When I first heard about it, I thought this is the craziest thing, this can't possibly even happen. How can you have, have something that anybody in the world can edit? How can you trust it? What's even the point of it?

A: More than 65 million people around the world use Wikipedia each month. And instead of just accessing knowledge, they can author and edit it. The site's 14 million articles are the result of anonymous contributions from people like Einar, who don't need any formal qualifications.

K: I have a list of something over 1,000 articles. If anyone makes an edit in that article, it will appear on my checklist. And if I disagree with it, I will undo it, and then if they disagree with my undoing they can undo it. That's kind of the basic premise, that anybody in the world who has access to a computer can get on and edit the information.

A: The idea is that instead of truth, knowledge and accuracy being agreed on by experts and handed down by an elite from above, it will slowly emerge from the masses and come up from below. But by challenging centuries of scholarship, this new form of people power has ignited a huge argument.

Unit 7. Peugeot vs. Parkour

J=James May

Y=Young men

M=Man

J: Here it is. It's called the 207 and it's Peugeot's biggest small car yet. As we can see, it's a very pretty car. But is it any good? Well, let's have a look on the inside. It's got an iPod connector, satnav and radio and so on. And it's all rather beautifully lit by this Californian architect's glass sun roof thing. However, it does still look a bit like the inside of Jacques Cousteau's wetsuit. It's also got this. A built-in air freshener. It's something like, Wang Chung or jojoba oil. So you get more space and

more toys. But you have to part with more money. This one I'm in, for example, is the 1.6 diesel and it costs almost £15,000, which is a lot of money for a small car... Even if it is quite a big one. To see if it's worth it, I'm going to test this ginormous city car on the streets of Liverpool. And to spur me on a bit, I'm going to have a race. And it's against the latest French development in urban transport solutions. A couple of young men in silly trousers. Are you ready?

Y: Ready. Yeah.

J: 3, 2, 1. Go! I should probably explain that these are not just any young men. They are masters of something called parkour. It's a French invention and involves that sort of thing. Running around the city, leaping across buildings and benches. You know, keeps them off the street. Our race will run from the edge of Liverpool to the finish line at the Liver Building. For me, it'll be about six miles. Their journey, of course, is pretty much as the crow flies. What am I doing? Ooh, 25 miles an hour. They'll have difficulty matching that. So anyway, the car... Well, it's got a nice driving position. The steering's nice and weighty, the seat is excellent. And there's quite a bit more room in here than in the old one. But there is a problem. Something you really feel on the city streets. Because the 207 is bigger and has more gizmos and more safety equipment, it's almost 300 pounds heavier than the old car. And yet it still has to haul itself around with the same engine as the 206. The car I'm in has the 1.6 diesel, the best of the current range. But it's still not great. It's really sluggish low down, and that's annoying. Yes, right, we're off. Not only were the Scouse spider-men unstoppable, they also knew where they were going. Which I didn't. Excuse me, sir. Do you know where the Liver Building is?

M: Oh, no, the Li-ver Building.

J: Why isn't it called Li-verpool then?

M: Well... It...

J: There they are. Look at that. They look like they've nicked something. But I didn't catch them for long. Oh, please! Meanwhile, the air freshener device was getting up my nose. That's great, you can buy a brand new car and they immediately make it smell like a 25 year old minicab. (MIMICKING CLOCK TICKING) Come on! We're not all shopping! I had just two miles to go in the sluggish Peugeot. I'm not going to be beaten by some pre-pubescent teenagers in camouflage trousers. I must have averaged 10 or 12 miles an hour. I should win. Go! Go! Go! I was close, but so were they. (SHOUTING) Come on! That must be the Liver Building. And they're not here. They are not here! No sign of combat-trousers man. That is a victory for beer guts over washboard stomachs, fashionable clothes from army surplus shops, stupid expensive trainers. Here I am in my tatty jeans and my old biff about shoes with the broken laces and I've won! Oh, for Pete's sake!

Unit 12. Psychological Resilience

What causes insomnia?

What keeps you up at night? Pondering deep questions? Excitement about a big trip? Or is it stress about unfinished work, an upcoming test, or a dreaded family gathering? For many people, this stress is temporary, as its cause is quickly resolved. But what if the very thing keeping you awake was stress about losing sleep? This seemingly unsolvable loop is at the heart of insomnia, the world's most common sleep disorder.

Almost anything can cause the occasional restless night - a snoring partner, physical pain, or emotional distress. And extreme sleep deprivation like jetlag can throw off your biological clock, wreaking havoc on your sleep schedule. But in most cases, sleep deprivation is short-term. Eventually, exhaustion catches up with all of us.

However, some long-term conditions like respiratory disorders, gastrointestinal problems, and many others can overpower fatigue. And

as sleepless nights pile up, the bedroom can start to carry associations of restless nights wracked with anxiety. Come bedtime, insomniacs are stressed. So stressed their brains hijack the stress response system, flooding the body with fight-flight-or-freeze chemicals. Cortisol and adrenocorticotrophic hormones course through the bloodstream, increasing heart rate and blood pressure, and jolting the body into hyperarousal. In this condition, the brain is hunting for potential threats, making it impossible to ignore any slight discomfort or nighttime noise.

And when insomniacs finally do fall asleep, the quality of their rest is compromised. Our brain's primary source of energy is cerebral glucose, and in healthy sleep, our metabolism slows to conserve this glucose for waking hours. But PET studies show the adrenaline that prevents sleep for insomniacs also speeds up their metabolisms. While they sleep, their bodies are working overtime, burning through the brain's supply of energy-giving glucose. This symptom of poor sleep leaves insomniacs waking in a state of exhaustion, confusion, and stress, which starts the process all over again.

When these cycles of stress and restlessness last several months, they're diagnosed as chronic insomnia. And while insomnia rarely leads to death, its chemical mechanisms are similar to anxiety attacks found in those experiencing depression and anxiety. So suffering from any one of these conditions increases your risk of experiencing the other two.

Fortunately, there are ways to break the cycle of sleeplessness. Managing the stress that leads to hyperarousal is one of our best-understood treatments for insomnia, and good sleep practices can help rebuild your relationship with bedtime. Make sure your bedroom is dark and comfortably cool to minimize "threats" during hyperarousal. Only use your bed for sleeping, and if you're restless, leave the room and tire yourself out with relaxing activities like reading, meditating, or journaling. Regulate your metabolism by setting consistent resting and waking times to help orient your body's biological clock. This clock, or

circadian rhythm, is also sensitive to light, so avoid bright lights at night to help tell your body that it's time for sleep.

In addition to these practices, some doctors prescribe medication to aid sleep, but there aren't reliable medications that help in all cases. And over-the-counter sleeping pills can be highly addictive, leading to withdrawal that worsens symptoms.

But before seeking any treatment, make sure your sleeplessness is actually due to insomnia. Approximately 8% of patients diagnosed with chronic insomnia are actually suffering from a less common genetic problem called delayed sleep phase disorder, or DSPD. People with DSPD have a circadian rhythm significantly longer than 24 hours, putting their sleeping habits out of sync with traditional sleeping hours. So while they have difficulty falling asleep at a typical bedtime, it's not due to increased stress. And given the opportunity, they can sleep comfortably on their own delayed schedule.

Our sleeping and waking cycle is a delicate balance, and one that's vital to maintain for our physical and mental wellbeing. For all these reasons, it's worth putting in some time and effort to sustain a stable bedtime routine, but try not to lose any sleep over it.

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