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## **GLOBAL CONTEMPORARY PROBLEMS**

*Утверждено Редакционно-издательским советом университета  
в качестве учебного пособия*



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Учебное пособие предназначено для работы со студентами бакалавриата очной и заочной форм обучения. Практикум состоит из 4 разделов, включающих аутентичные тексты и упражнения к ним для тренировки навыков чтения, перевода и общения, 6 приложений, тестов и 2 методических рекомендаций. Материал данного пособия может быть использован для аудиторной и самостоятельной работы с целью восполнения тех или иных пробелов в знаниях английского языка, а также для расширения кругозора по актуальным темам современного мира.

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## ВВЕДЕНИЕ

Цель данного пособия – повысить уровень владения иностранным языком и сформировать у студентов иноязычную компетенцию для решения социально-коммуникативных задач в различных сферах общения.

Данное пособие имеет коммуникативный характер и решает следующие задачи:

- формирование готовности к реальному иноязычному общению в различных ситуациях;
- развитие способности приобретать новые знания и умения с помощью информационных технологий и использовать их в практической деятельности.

Пособие включает дискуссионные тексты из известных Интернет-изданий, освещающие глобальные проблемы современного мира, а также дополнительные тексты для чтения для более глубокого изучения интересующей темы. Помимо традиционных упражнений к текстам в каждом разделе предлагаются творческие задания. Пособие включает также задания для развития навыков общения на английском языке по различным аспектам межкультурной коммуникации. В учебном пособии представлены задания по подготовке и выполнению презентаций, а также тесты по изученному материалу.

Для полного и качественного выполнения заданий в пособии представлены методические рекомендации по подготовке презентаций и межкультурных заданий.

Учебное пособие состоит из 4 разделов, 6 приложений, 2 методических рекомендаций и обширного списка Интернет-ресурсов.

Представляется, что данное пособие окажет студентам неязыкового вуза неоценимую помощь при самостоятельной работе в овладении знаний по предмету «Иностранный язык».

## SECTION 1. HEALTH

### Word Study



To take into consideration; proof; argument available; to be concerned with; to make an effort; fruitful (productive); above all; to stand for reason; to give an opportunity (prospect); in spite of; notwithstanding; regardless of; in the face of, despite the fact; successful treatment; extension; to expand; to establish (set up; create; launch) a method; overlap the results; hang over; to follow

results; to oversimplify a situation; advanced technology; sophisticated concepts; forward-looking ideas; breakthrough; arbitrarily; illogically.



1. How important is health for people?
2. How has health care changed over the last 100 years?
3. Do you think people take too many pills nowadays?
4. What is the role of sport today?

5. What kind of things do you think may damage our health?
6. What should we do to stay healthy?
7. What kinds of medical innovations do you know?
8. What modern illnesses do you know?
9. How can science help people to cope with health problems?

**Speak about the most widespread health problems. Match types of health problems with their definitions. What are the reasons for these problems? Are there any other health problems nowadays?**

An illegal substance such as marijuana or cocaine, which some people take in order to feel happy, relaxed, or excited
A very serious disease that stops your body from defending itself against infections, and usually causes death
Drinking such beverages as beer or wine containing a substance making you drunk
A disease of the liver that causes fever and makes your skin yellow. There are several types of this disease, that can be very dangerous for people's health
Continuous feelings of worry about your work or personal life, that prevent you from relaxing
A very serious-disease in which cells in one part of the body start to grow in a way that is
A serious infectious disease that affects many parts of your body, especially your lungs

<p><b>a) Tuberculosis b) stress</b></p> <p><b>c) drugs d) cancer e) alcoholism</b></p> <p><b>f) hepatitis g) AIDS</b></p>
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## Reading



1. What can be done to stop the expansion of modern diseases?
2. Why are there a lot of people suffering from aids and hepatitis nowadays?
3. How do you think it is possible to recover from these diseases?

**Read short articles given below and fill in the table**

Definition of illness	Symptoms	Treatment

### AIDS

Acquired immune deficiency syndrome (AIDS) is an infectious disease caused by the human immunodeficiency virus (HIV). This condition progressively reduces the effectiveness of the immune system and leaves individuals susceptible to opportunistic infections and tumors. HIV is transmitted through direct contact of a mucous membrane or the bloodstream with a bodily fluid. In the early stages of infection, HIV often causes no symptoms and the infection can be diagnosed only by



testing a person's blood. Two tests are available to diagnose HIV infection, one that looks for the presence of antibodies produced by the body in response to HIV and the other that looks for the virus itself. Antibodies are proteins produced by the body whenever a disease threatens it. When the body is infected with HIV, it produces antibodies specific to HIV. Symptoms of AIDS include: cough and shortness of breath, seizures and lack of coordination, difficult or painful

swallowing, confusion and forgetfulness, severe and persistent diarrhea, fever, vision loss, nausea, abdominal cramps, and vomiting, weight loss and extreme fatigue, severe headaches with neck stiffness. Almost 30% of people with AIDS develop peripheral neuropathy, causing tingling, numbness, and weakness in the arms and legs due to nerve damage. If severe, peripheral neuropathy can cause difficulty walking. Several drugs used to treat people with AIDS can contribute to the development of peripheral neuropathy. There is currently no publicly available vaccine for HIV or AIDS. The only known methods of prevention are based on avoiding exposure to the virus or, failing that, an antiretroviral treatment directly after a highly significant exposure. As there is no cure for AIDS, the focus is on maintaining optimum health, activity, and quality” of life rather than on complete recovery.

<p style="text-align: center;"><b>Hepatitis C</b></p> <p>Hepatitis C is a form of liver inflammation that causes primarily a long-lasting (chronic) disease. It is estimated that Hepatitis C has infected</p>	<p style="text-align: center;"><b>Cancer</b></p> <p>Cancer is not just one disease, but a large group of almost one hundred diseases. Its two main characteristics are uncontrolled growth of the cells in the human body</p>
--	---

nearly 200 million people worldwide, and infects 3-4 million more people per year. Spread mainly by contact with infected blood, the hepatitis C virus causes most cases of viral liver infection not due to the A and B hepatitis viruses. The most common way of transmitting hepatitis C is when blood containing the virus enters another person's circulation through a break in the skin. Acute hepatitis C refers to the first 6 months after getting the infection. Symptoms specifically suggestive of liver disease are typically absent until substantial scarring of the liver has occurred. However, hepatitis C is a systemic disease and patients may experience a wide spectrum of clinical manifestations ranging from an absence of symptoms to a more symptomatic illness prior to the development of advanced liver disease. Generalized signs and symptoms associated with chronic hepatitis C include fatigue, flu-like symptoms, joint pains, itching, sleep disturbances, appetite changes, nausea, and depression. The hepatitis C virus induces chronic infection in 50%-80% of infected persons. Approximately 50% of these do not respond to therapy. There is a very small chance of clearing the virus spontaneously. However, the majority of patients with chronic hepatitis C will not clear it without treatment.

and the ability of these cells to migrate from the original site and spread to distant sites. If the spread is not controlled, cancer can result in death. One out of every four deaths in the United States is from cancer. It is second only to heart disease as a cause of death in the States. About 1.2 million Americans are diagnosed with cancer annually; more than 500,000 die of cancer annually. Cancer can attack anyone. Since the occurrence of cancer increases as individuals age, most of the cases are seen in adults, middle-aged or older. Sixty percent of all cancers are diagnosed in people who are older than 65 years of age. The most common cancers are skin and lung cancers. Cancer is a progressive disease, and goes through several stages with varying symptoms. Some symptoms are produced early and may occur due to a tumor that is growing within an organ or a gland. As the tumor grows, it may press on the nearby nerves, organs, and blood vessels. There are a multitude of alternative treatments available to help a person with cancer. They are usually integrated with allopathic treatments like surgery, chemotherapy, and radiation therapy, where only an estimated- 4% exclusively use alternative medicine. Chemotherapy and radiation treatments are some of the most painful and toxic of conventional treatments, and often have unpredictable results.



### Vocabulary

#### a) Find in the texts the English equivalents for the following Russian words and phrases

Синдром приобретенного иммунодефицита; инфекционное заболевание; чувствительный; новообразование; слизистая оболочка; кровообращение; антитело; одышка; потеря координации; судороги; неподвижность; клетка; кровеносный сосуд; хирургия; химиотерапия;

рентгенотерапия; воспаление; клинические проявления; боль в суставах; нарушение сна.

**b) Complete the following article with the words given below. Use only one word in each space**

<b>When to few after why as same another like but too no what with how</b>
--

Peter Molan, a doctor from New Zealand, is a specialist in stomach disorders. He offers his patients a simple, but effective alternative (1)\_\_\_\_\_ taking medicine: honey. Dr Molan claims the active component in honey is an antibacterial agent called UMF, There is some doubt in the medical world (2)\_\_\_\_\_ to whether UMF can destroy bacteria completely, (3) research clearly shows that people with stomach problems experience some relief soon (4) taking honey. Is this yet (5)\_\_\_\_\_ case of science simply giving credibility to (6)\_\_\_\_\_ we have always known? After all, it is common knowledge (7)\_\_\_\_\_ soothing hot water laced with honey and lemon can be for sore-throat sufferers. In accepting the beneficial effects of honey, however, a (8)\_\_\_\_\_ reservations should be borne in mind. Firstly, the popular belief that honey is healthier than sugar isn't entirely well- founded. (9) \_\_\_\_\_ all foods, honey can be healthy (10)\_\_\_\_\_ eaten in moderation, but may also have some downsides. Honey contains the (11)\_\_\_\_\_ number of calories as other types of sugar, and it can cause blood-sugar levels to rise quickly. Secondly, eating (12)\_\_\_\_\_ much honey on an empty stomach can cause discomfort. That is (13)\_\_\_\_\_ it's best to line the stomach with some fibre first, for example by following a main meal (14)\_\_\_\_\_ a dessert that incorporates honey. Thirdly, under (15)\_\_\_\_\_ circumstances should a baby's dummy be dipped in honey before the baby sucks it, as this is just as likely to cause tooth decay as any other sugary treat.

### **Intercultural point**

**Read the situation given below and discuss it in pairs or in small groups**

You are an expatriate adviser working in an AIDS education program in a III M developing country. Your sponsoring organization has designed a peer teaching project that involves training high school seniors in basic AIDS prevention techniques, which they then teach to younger teenagers in special after-school workshops. Research in your own culture has shown that when teens get this particular message from other, older teens, they pay much more attention than when an adult lectures them on this topic.

Your organization has conducted a number of training sessions around the country for the seniors, a cadre of whom has already begun to hold the after-school workshops. At a meeting with an official from the Ministry of Health today, you heard that there have been numerous complaints about these workshops from teachers around the country. The teachers maintain that to have high school seniors holding classes undermines the teachers' respect and credibility. Apparently, there have already been discipline problems in some schools. "We put teachers on a pedestal in our culture," this official explained to you, "because of the high regard we hold for knowledge and a sound education. To have students teaching other students makes our teachers look bad." Now what?

**Answer the questions:**

1. Why do you think Ministry of Health behaves this way? What are the real reasons for it?
2. What would you say to the representative of the Ministry of Health in this situation?
3. Would you continue to implement your project or prefer to quit it?
4. Do you really think that your project could make teachers look bad? Why? Why not?

**The World Health Organization (WHO) is a specialized agency of the United Nations that acts as a coordinating authority on international public health. The WHO is the world's leading health organization. Its policies and programs have a far-reaching impact on the status of international public health. Prepare a presentation about World Health Organisation \_<http://www.who.int/en/>**

## SECTION 2. HUMANITARIAN PROBLEMS

### Word Study



Fascinating (ideas, field of research); personal (story, viewpoint); reasonable (assumption, risk, agreement, approximation); self-evident (advantage, approach, conclusion); to discard a theory (hypothesis, etc.); to encounter difficulties; to face difficulties; to improve an apparatus (model, technique, etc.); to install equipment, an installation; to obtain results (evidence, etc.); to predict an effect (results, etc.); ever-growing population

Match types of humanitarian problems given below with their definitions



1. \_\_\_\_\_ unfair treatment of people, or violence against them, because they belong to a different race from your own.
2. \_\_\_\_\_ condition of not having the means to afford basic human needs such as clean water, nutrition, health care, clothing and shelter.
3. \_\_\_\_\_ the use of violence such as bombing, shooting, or kidnapping to obtain political demands such as making a government do something.
4. \_\_\_\_\_ a severe reduction in vitamin, nutrient and energy intake.
5. \_\_\_\_\_ one of the basic rights which many societies think every person should have to be treated in a fair equal way without cruelty, for example by their government, or the right to vote.
6. \_\_\_\_\_ the portion of a population unable to read, write and etc.
7. \_\_\_\_\_ the condition of having more people than can live on Earth in comfort, happiness and health.



### Answer the questions:

1. What are the causes of these humanitarian problems?
2. How do you think is it possible to solve these problems?
3. Do you know any other humanitarian problems? Give examples.
4. What kind of consequences can these problems result in?

### a) Read a short article about the way of solving the problem of illiteracy in India

The congress-led government wants to extend affirmative action for the lowest

members of India's hierarchical caste system to private universities. It wants the most independent business, technical and medical colleges to reserve places for students from the traditionally discriminated against and impoverished tribal communities and low castes, also known as Dalits or Untouchables. Government colleges already admit more than a fifth of their students from these groups.

To change the law, the government needs to amend India's constitution, where protection of the so-called scheduled castes and tribes is enshrined. It needs a two-thirds majority to do so, but the main opposition BJP Party, says it won't support the bill unless colleges run by religious minorities like the Muslims, are also included. Some private colleges are also opposed, saying they fear a drop in standards if the law is changed.

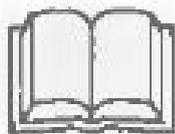
**b) Are the following statements true or false? Circle the correct answer**

1. The Indian government wants to help more poor people go to non-government universities.  
a) True      b) False
2. The government wants private universities and colleges to make places available for students who usually find it difficult to get into university because of their economic or social position.  
a) True      b) False
3. More than 50% of students in government colleges come from poor or disadvantaged backgrounds.  
a) True      b) False
4. There is an informal, unwritten agreement in India about how people in different casts should be treated and protected.  
a) True      b) False
5. The BJP Party says it will vote for the bill only if all private colleges are included in the new law.  
a) True      b) False
6. Some private colleges say that letting more poor people into higher education will mean that all students' grades will improve.  
a) True      b) False

**d) Match the following words and phrases with their definitions**

1.	Hierarchical caste system	A	To be preserved and protected so that people will remember and respect it
2.	Run by	B	To be afraid that the quality of learning will become worse, or that more students will fail
3.	Fear a drop in standards	C	A system where people are divided into levels of importance
4.	To extend affirmative action	D	Controlled, supervised by someone
5.	To be enshrined	E	To make sure there are places available
6.	To reserve places	F	To make sure the positive plan also covers others

## Reading



1. What do you think are the problems of human population?
2. Why is demography important?
3. What do you think about the causes of demographical crisis?
4. What can be the consequences of this crisis?
5. What should we do to increase birth rate?
6. Are there any demographical problems in our country? Give details.

### Demography

**Demography** is the statistical study of human populations, especially with reference to size and density, distribution, and vital statistics. Contemporary demographic concerns include the global birth rates, the interplay between population and economic development, the effects of birth control, urban congestion, illegal immigration, and labor force statistics. Demographic research focuses on why people have the number of children they do; on factors that affect death rates; and on the reasons for immigration, emigration, and geographic mobility. Understanding a society's demography is an essential tool in determining current and future public health needs.

### Demography in the USA

At the start of the twenty-first century, the population of the United States indicates historically low birth rates and death rates and relatively slow population growth. The U.S. average annual population growth rate was 0.83 percent between 1995 and 2000. About two-thirds of this growth rate is accounted for by more births than deaths in the United States each year. About one-third is due to the presence of more immigrants than emigrants each year.

A major influence on the U.S. population in 2000 is the "baby boom" that took place between approximately 1948 and 1965. Referring to this fact, it should be pointed out that, one of the reasons for the baby boom was the good economic climate conditions during the 1950s, which

meant that couples could afford to have more children.



The baby boom will have major impact on the demography of the United States in the next several decades - baby boomers will contribute to the aging of the population. People born at the beginning of the baby boom are just beginning to approach retirement age in 2000. Between 2010 and 2030, most people in the baby boom cohorts will reach age 65. America's population will continue to grow older, on average, because of the aging of the baby boom cohorts. Another reason that Americans will be older on average is that fertility and death rates are low. It also means that people are living longer lives, on average, than in the past.

Another major demographic trend in the United States is immigration. The United States is a country of immigration. Almost all Americans are descended from immigrants to North America. Even Native Americans, who preceded European and African settlers by many centuries, are believed to have immigrated to North America

from Asia. The volume of immigration to the United States has been increasing since the 1950s. Between 1992 and 1999, an average of 800,000 immigrants were legally admitted to the United States every year. This number includes family members of U.S. citizens and residents, as well as refugees, highly skilled workers, and farm workers and lower-skilled workers. An additional 250,000 immigrants probably entered the United States illegally during the same period. Approximately 220,000 people were estimated to emigrate (that is, to move to other countries) each year in the late 1990s.

### **Demography in Russia**

The post-Soviet era is marked by dire demographic trends. Rapid and wide scale increases in mortality and marked declines in already low fertility and marriage rates generated negative natural rates of increase throughout the 1990s. Population decline was avoided only due to substantial immigration from other successor states during the period. This period has been identified as the most dramatic peacetime demographic collapse ever observed. Aspects of the crisis are linked to long-term processes begun in the Soviet period, but were significantly exacerbated by economic and institutional instability of the later period.



Increasing male mortality, especially among older working-aged males, gained momentum during the 1990s. Estimates vary, but official estimates reported a six-year decline in male life expectancy between 1985 and 1995, Female life expectancy also declined, however more modestly. Deaths from lung cancer, accidents, suicide, poisoning, and other causes related to alcohol consumption underpin the change in mortality, but death rates for heart disease and cancer also increased. Period explanations focus on the stress generated by the economic transition, linking that stress to the mortality increase. During the 1990s financial crisis led to serious shortages of medical supplies, wage arrears in the governmental health sector, and the rise of private pay clinics and pharmacies. Increased poverty rates, especially among the growing pension aged population, precluded health care access. Public works (hospitals, prisons, etc.) were poorly maintained during the late Soviet era, and contributed to the resurgence of old health risks such as cholera, typhus, and drug resistant forms of tuberculosis during the 1990s. The reemergence of infectious disease shocked demographers and epidemiologists, who previously contended improvements in mortality were permanent and that death infectious diseases were a unique characteristic of undeveloped societies. The resurgence of infectious diseases includes HIV/AIDS. The numbers of infected were low, but in 2003 HIV infection rates were projected to increase in the near future. Russia's post-Soviet demographic crisis generated concerns over declining population size, especially in the Far East where border security is a concern, emigration helped maintain population size without shifting the ethnic composition, but anti-immigrant sentiments were strong during the late 1990s. In 2002 government attention had turned to below replacement fertility, but as in the rest of Europe the fertility rate remained very low.

**Answer the questions:**

1. What are the contemporary demographic concerns?
2. What was the reason for the baby boom in the USA in 1948?
3. Why will the America's population continue to grow older?
4. Compare immigration in the USA and Russia?
5. What were the causes of the high mortality rate in Russia in 1900s?

**Vocabulary**



**a) Translate the following words and phrases from English into Russian**

Density; vital statistics; birthrate; death rate; immigrants and emigrants; refugee; dire; mortality; substantial immigration; exacerbated; life expectancy; alcohol consumption; to underpin; shortage; wage arrear; to

preclude; resurgence; reemergence of disease; to generate; fertility.

**b) Insert the missing prepositions if necessary**

1. With reference.....our researchers, we have complete confidence in their honesty.
2. This document accounts ..... 90 percent of reported pollution.
3. An increase in the price of drugs has contributed . the rising cost of medical care.
4. Japanese people, .....average, live longer than Europeans.
5. Pay attention to the symptoms that precede. .. disease.
6. A new report says deaths..... lung cancer are declining.
7. These three scientific discoveries have underpinned... modem theory.

**c) Complete the text by choosing a word from the table**

Poverty	asylum	human rights	exploitation	refugee	aid
---------	--------	--------------	--------------	---------	-----

1. The government was accused of failing to observe basic .... , and was taken to the European Court.
2. Many families live in extreme ....., with barely enough money to feed and clothe themselves.
3. International .....organizations such as Oxfam and UNICEF often have to work in extreme adverse conditions.
4. After years of persecution in their own country, the family asked for political.....from the Bakavian government.
5. Many foreign workers in Britain are victims of..in the workplace, receiving wages far below those of their British counterparts.
6. Britain has traditionally been a safe haven for political .....

**Compose a presentation about «Food for the Hungry» organization. You can use the website address given below to get more information. <http://www.fh.org/>**

## SECTION 3. TERRORISM

### Word study



To make money; to be responsible for the job; according to the plan (scheme, theory); explain a problem (decision, theory); concerning research; devoted to science(politics); to take note of regulations (the point, data); tackle the material problems (the final part of experiment); reception of new ideas (views); to spend much trouble on research; renew data; to convince smb. of one's point of view; interpret the result; approve a proposal (results).

**Terrorism is the threat or use of violence, often against the civilian population, to achieve political or social ends, to intimidate opponents, or to publicize grievances**

1. What acts of terror do you know?
2. How does terrorism impact on human beings?
3. Most terrorism is considered to be linked with religious beliefs. Why do you agree or disagree with this point of view?
4. What most world-known act of terror could you name?
5. What could you say about anti-terror activities?
6. Why do you think the latest years have seen the increase in terrorism?
7. What are the possible reasons for terrorism? Explain your point of view.

### a) Read a short article about the types of terrorism

#### Types of terrorism

Different types of terrorism have been defined by lawmakers, security professionals and scholars. The types differ according to what kind of attack agents an attacker uses (biological, for example) or by what they are trying to defend (as in ecoterrorism). Researchers in the United States began to distinguish different types of terrorism in the 1970s, following a decade in which both domestic and international groups flourished. By that point, modern groups had begun to use techniques such as hijacking, bombing, diplomatic kidnapping and assassination to assert their demands and, for the first time, they appeared as real threats to Western democracies, in the view of politicians, law makers, law enforcement officers and researchers. They began to distinguish different types of terrorism as part of the larger effort to understand how to counter and deter it.

### b) Match the terms given below with their definitions

ecoterrorism      nuclear      terrorism      bioterrorism  
narcoterrorism      Cyberterrorism

\_\_\_\_\_ refers to the intentional release of toxic biological agents to harm and terrorize civilians, in the name of a political or other cause.

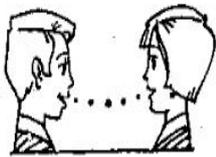
\_\_\_\_\_ is the use of information technology to attack civilians and draw attention to their cause. This may mean that they use information technology, such as computer systems or telecommunications, as a tool to orchestrate a traditional attack. More often, this type of terrorism refers to an attack on information technology in a way that would radically disrupt networked services. For example, terrorists could disable networked emergency systems or hack into networks housing critical financial information.

\_\_\_\_\_ is a recently coined term describing violence in the interests of environmentalism. In general, environmental extremists sabotage property to inflict economic damage on industries or actors they see as harming animals or the natural environment.

\_\_\_\_\_ refers to a number of different ways nuclear materials might be exploited as a terrorist tactic. These include attacking nuclear facilities, purchasing nuclear weapons, or building nuclear weapons or otherwise finding ways to disperse radioactive materials.

\_\_\_\_\_ has had several meanings since its coining in 1983. It once denoted violence used by drug traffickers to influence governments or prevent government efforts to stop the drug trade. In the last several years, this type of terrorism has been used to indicate situations in which terrorist groups use drug trafficking to fund their other operations.

### Answer the questions



1. What is the most dangerous type of terrorism for people? Why do you think so? Prove your point of view.
2. What do you think the most appropriate punishment is for each type of terrorism?
3. What other crimes can be considered terrorism?

### Reading



1. Is it possible to prevent terrorism?
2. How does the developing weapon industry impact on the rise of terror?
3. How can people defend themselves from terrorism?
4. Are you satisfied with security people and the police's work in society?

### Terrorism as a misfortune for the whole world

Terrorism is the threat or use of violence, often against the civilian population, to achieve political or social ends, to intimidate opponents, or to publicize grievances. The term dates Down the Reign of Terror (1793-94) in the French Revolution but has taken on additional meaning in the twentieth century. Terrorism involves activities such as assassinations, bombings, random killings, and hijackings. Used for political,

not military, purposes, and most typically by groups too weak to mount open a valid, it is a modern tool of the alienated, and its psychological impact on the public has increased because extensive coverage by the media. Political terrorism may also be part of a government campaign to eliminate the c, as under Hitler, Mussolini, Stalin, and others, may be part of a revolutionary effort to overthrow a regime, Terrorist attacks are now a common tactic in guerrilla warfare. Governments find attacks by terrorist groups difficult to prevent, international agreements to tighten borders or return terrorists for trial may offer some deterrence.

Building a counter-terrorism plan involves all segments of a society or many government agencies. In dealing with foreign terrorists, the lead responsibility is usually at the national level. Because propaganda and indoctrination help the cure of terrorism, understanding their profile and functions increases the ability to counter terrorism more effectively.

Most counter-terrorism strategies involve an increase in standard police and domestic intelligence. The central activities are traditional: interception of communications, and the tracing of persons. New technology has, however, expanded the range of military and law enforcement operations.

Domestic intelligence is often directed at specific groups, defined on the basis of origin or religion, which is a source of political controversy, Mass surveillance of an entire population raises objections on civil liberties grounds.

To select the effective action when terrorism appears to be more of an isolated event, the appropriate government organizations need to understand the source, motivation, methods of preparation, and tactics of terrorist groups. Good intelligence is at the heart of such preparation, as well as political and social understanding of any grievances that might be solved. Ideally, one gets information from inside the group, a very difficult challenge for Human Intelligence (HUMINT), because operational terrorist cells are often small, with all members known to one another, perhaps even related.

Counterintelligence is a great challenge with the security of ceil-based systems, since the ideal, but nearly impossible, goal is to obtain a clandestine source within the cell, Financial tracking can play a role, as can communications intercept, but both of these approaches need to be balanced against legitimate expectations of privacy. In 1999 the UN Security Council unanimously called for better international cooperation in lighting terrorism and asked governments not to aid terrorists, On 11 September 2001, in the most murderous terrorist attack American history had yet witnessed, almost three thousand people were killed. Nineteen Middle Eastern terrorists hijacked four airplanes; one crashed into the Pentagon, two destroyed the twin towers of New York City's World Trade Center, and one, possibly headed for the White House, crashed in a wooded area of Pennsylvania, Although the hijackers left no message, they were clearly motivated by hatred of the United States and by a desire to force a change in American policy in the Middle East.

Dedicated to the scientific study of terrorism and political violence, the International Center for the Study of Terrorism (ICST) engages in research, teaching and training activities that are international in scope and multidisciplinary in nature, The Center is committed ta promoting und engaging in dam driven empirical research

performed to the highest academic standards. With its hub at The Pennsylvania State University, the Center also functions around a core of Universities that comprise the Worldwide Universities Network. Using the global structure and capabilities of this network, the Center encourages collaboration information sharing, dialog and debate across geographical and disciplinary boundaries.

Social and behavioral sciences have tremendous potential for advancing knowledge and understanding of terrorism and for developing policy-relevant programs and interventions to reduce and control terrorism and its effects. Much of the solution to making progress in combating terrorism will derive from the application of perspectives, theories, methods and results from the social and behavioral sciences to questions from basic and applied research on the roots of terrorism, the effects of terrorism and the most effective means of responding to terrorism. **The mission of ICST is, therefore, to engage in and promote the scientific study of terrorism and political violence.** In doing so, ICST creates multidisciplinary, cross-national research teams, drawing strongly but not exclusively on the social and behavioral sciences, to respond to needs and opportunities in the broad areas of terrorism and counterterrorism. The overarching goal of ICST is to provide actionable knowledge and a conceptual basis to policy-relevant and operational counterterrorism activity.

The Counter-Terrorism Rewards Program, administered by the United States Department of State offers monetary compensation for individuals who volunteer information that leads to the location, capture, and trial of suspected terrorists. The program also seeks information relevant to finances, assets, and plans of terrorist organizations. The Federal Bureau of Investigation (FBI), and the Central Intelligence Agency (CIA) work closely with the Department of State to investigate all information garnered through the Counter-Terrorism Rewards Program. In 1998, after the bombing of United States embassies in East Africa, the Department of State raised the maximum reward for information to \$5 million. The United States government further promises to aid and relocate informants whose disclosure of information places themselves, and their family, in jeopardy.

1. What does the term «terrorism» mean?
2. What does building of a counter-terrorism plan involve?
3. Describe the terror act on 11 September 2001
4. What are the main aims of the International Center for the Study of Terrorism?

## Vocabulary



**a) Translate the following words and phrases from English into Russian**  
Assassination; extensive coverage by the media; to eliminate the opposition; indoctrination; interception of communications; surveillance; civil liberties; humint; counterintelligence; clandestine source; legitimate; motivated by hatred of, a desire to force a change; dedicated to; hub; interventions; the overarching goal; disclosure; in jeopardy:

**b) Insert the missing prepositions**

1. A small group of military officers overthrew..... the President in October,
2. Basic compassion, not just for the old but for the younger generation too, lies..... the heart of this idea.
3. She intends to expand..... the company's operations in the US
4. He is hoping to obtain..... funding for a follow-p study of the children
5. The public's right to know has to be balanced..... national security
6. It was a tricky situation that called .....a lot of diplomacy.
7. Their priorities would have been quite different - more mundane, more limited.....scope, more pragmatic.
8. The fire department responded ..... the call within minutes.
9. Kids have to understand how school is relevant..... their lives,
10. Because in the act of explanation he would have to reveal his past culpability, and would place him..... jeopardy.

1	Intimidate	A	Disapproving or suggesting that something is not good or is of no importance
2	Assassination	B	A person who fights in a war
3	Assets	C	Illegal seizure of control of an aircraft, ship, etc. while it is in transit
4	Pejorative	D	Someone who is taken as a prisoner by an enemy in order to forcethe other people involved to do what the enemy wants
5	Grievance	E	Murder of a political or religious leader.
6	Combatant	F	A complaint or a strong feeling that you have been treated unfairly
7	Hostage	G	Patiently endure (something unpleasant)
8	Tolerate	H	Use of the Internet to damage or destroy computer systems for political or other reasons
9	Hijacking	I	Property owned by a person or company
10	Cyber terrorism	J	To frighten or threaten someone, usually in order to persuade them to do something that you want them to do

### **Intercultural point**

**Read the situation given below and discuss it in pairs or in small groups.**

You come from a universalist culture, but you live and work in a particularist one. You have been asked to fill a vacancy in the division you manage, and you have been reviewing the qualifications of various candidates. You intend to select Mr. Chu, a man who has worked his way up through the organization. He scores the highest on all the criteria against which the candidates are being measured, namely, education, work experience, technical skills, and knowledge of the job and the organization. You are surprised and disappointed to learn that your boss, who gives final approval, wants to hire the nephew of a certain well-connected family who may be in a position to steer a large government contract to your company. You believe this is very unfair with respect to Mr. Chu and that it is not good in the long run for the company to hire someone who does not have the skills to do the job. What do you do?

### **Answer the questions**

1. Why do you think your boss behaved this way?
2. Would you say anything to your boss in such a situation or prefer to keep silence?
3. What do you think about match-making? What are the advantages and disadvantages of this strategy?
4. What would you prefer - to hire Mr. Chu and make him responsible for the contract involved or not to interfere in this process?

**Compose a brief presentation «On anti-terror Strategies» using the website address given below.**

<http://www.videojug.com/interviewanti-lerrorist-stmiegiess2>

## SECTION 4. UNIVERSE & PLANET EARTH

### Word study



To accomplish a distance; to appear alien; spacecraft; space age; space probe; to approach a problem; to attain speed; to give impetus to smth.; alarming situation; to dismiss a proposal; satellite (artificial satellite); mindless actions; gratuitous interference; to make a forecast; to modify a model (apparatus, theory, etc.); to test smth. by experiment; out-and-out war; scope of testing

Match the astronomic terms given below with their definitions

**universe**            **star**            **black hole**            **comet orbit**  
**Milky Way**            **meteor**            **asteroid**

1. \_\_\_\_\_ an area in outer space into which everything near it, including light, is pulled.
2. \_\_\_\_\_ an object in space like a bright ball with a long tail that moves around the sun.
3. \_\_\_\_\_ the pale white band of stars that can be seen across the sky at night.
4. \_\_\_\_\_ a piece of rock or metal that travels through space and makes a bright line in the night sky when it falls towards the Earth.
5. \_\_\_\_\_ one of the many small planets that move around the sun, especially between Mars and Jupiter.
6. \_\_\_\_\_ all matter and energy, including the earth, the galaxies, and the contents of intergalactic space, regarded as a whole.
7. \_\_\_\_\_ a large ball of burning gas in space that can be seen at night as a p light in the sky.
8. \_\_\_\_\_ the curved path travelled by an object which is moving around much larger object such as the Earth, the sun etc.



1. Why do you think space exploration is important for science?
2. What are the possible dangers from space?
3. What are the advantages and disadvantages of space explorations?
4. Why do you (not) believe in life beyond Earth?
5. Do you think it is a good idea to send messages to other planets?
6. What do you think we should do if one day we discover a new life in space?

Digressing  
Incidentally  
By the way

While I remember  
Before I forget

## Reading



1. Is it necessary to conduct space explorations? Why? Why not?
2. Is it reasonable to spend great amounts of money for space explorations?
3. What country made the first breakthrough in space exploration?
3. What country made the first breakthrough in space exploitation?
4. What outstanding events in the space exploration history can you name?
5. Do you know what «Space Race» means?

## Space Race

Space exploration is the investigation of physical conditions in space and on stars, planets, and other celestial bodies through the use of artificial satellites (spacecraft orbiting the earth), space probes (spacecraft that pass through the solar system and that may or may not orbit another celestial body), and spacecraft with human crews. The Space Race was a heated competition between the United States and the Soviet Union, as each side tried to match or better the other's accomplishments in exploring outer space. It involved the efforts to explore outer space with artificial satellites, to send man into space, and to land him on the Moon.

The Space Race effectively began after the Soviet launch of Sputnik 1 on October 4, 1957. The term originated as an analogy to the arms race. The Space Race became an important part of the cultural, technological, and ideological rivalry between the United States and the Soviet Union during the Cold War. Space technology became a particularly important arena in this conflict, because of both its potential military applications and the morale-boosting social benefits. After the Second World War, the US and the USSR, once wartime allies, became involved in a Cold War (1945-91) of espionage and propaganda. The United States defence strategy included a large air-refuelable, strategic bomber air force and advance bases in countries close to Soviet airspace. Having neither an equivalent air force, nor analogous advance bases near the continental United States, the USSR countered with long-range rockets and missiles.

On July 29, 1957, in recognition of the 1957-1958 International Geophysical Year, the White House announced that the U. S. intended to launch satellites by the spring of 1958. This became known as Project Vanguard. On July 31, the Soviets announced that they intended to launch a satellite by the fall of 1957.

On 4 October 1957, the Soviet Union successfully launched Sputnik 1 into space, the first artificial satellite to orbit the Earth, thus beginning the Space Race and making the USSR the first space power. A month later, the USSR successfully orbited Sputnik 2, with the first living passenger, a dog named Laika.

In the Soviet Union, a country recovering from a devastating war, the launch of Sputnik and the following program of space exploration were met with great interest from the public.

It was also important and encouraging for Soviet citizens to see the proof of technical prowess in the new era.

But nearly four months after the launch of Sputnik 1, the United States successfully launched its first satellite, Explorer 1, with an alternate program on an accelerated schedule, becoming the second "space power". Within a year, the United States Congress passed the legislation creating NASA. When it began operations on 1 October 1958, NASA consisted mainly of the four laboratories and some 8,000 employees of the government's 46-year-old research agency for aeronautics.

Apart from their political value as technological achievements, these first satellites had real scientific value. Sputnik helped to determine the density of the upper atmosphere, through measurement from the ground of the satellite's orbital changes. It also provided data on radio signal distribution in the ionosphere. Pressurized nitrogen, in the satellite's body, provided the first opportunity for meteoroid detection. If a meteoroid penetrated the satellite's outer hull, it would be detected by the temperature data sent back to Earth. Engineering and biological data from Sputnik 2 and the dog Laika were transmitted back to Earth. Two photometers were on board for measuring solar radiation (ultraviolet and x-ray emissions) and cosmic rays. Explorer I flight data led to the discovery of the Van Allen radiation belt by James Van Allen, considered one of the outstanding discoveries of the International Geophysical Year.

The first animal to orbit the earth, the dog Laika (in English, "Barker"), traveled in the Soviet Union's Sputnik 2 in 1957. The dog was not meant to be returned back to Earth, and died five to seven hours after launch from overheating and stress. In 1960 Soviet space dogs Belka and Strelka orbited the earth and successfully returned.

The U. S. space program imported chimpanzees from Africa and sent at least two into space before launching their first human orbiter. The Soviet Union launched tortoises, flies, and mealworms in 1968 on Zond 5, which became the first animals to fly around the Moon.

The Soviet cosmonaut Yuri Gagarin became the first human in space when he entered orbit in the Soviet Union's Vostok I on April 12, 1961, a day now celebrated as a holi holiday in Russia and in many other countries. He orbited the Earth for 108 minutes.

Twenty-three days later, in the Mercury capsule Freedom 7, Alan Shepard became the first American in space. Though he did not achieve orbit, unlike Gagarin he was able to exercise manual control of his spacecraft's attitude and retro-rocket firing. On 20 February 1962 John Glenn became the first American to orbit Earth, completing three orbits in Friendship 7. His capability of manual attitude control became crucial when the automatic system failed.

Technology, especially in aerospace engineering and electronic communication, advanced greatly during this period. The effects of the Space Race, however, went far beyond rocketry, physics, and astronomy. "Space age technology" extended to fields as diverse as home economics and forest defoliation studies, and the push to win the race changed the very ways in which students learned science. Today over a thousand artificial satellites orbit earth, relaying communications data around the planet and facilitating remote sensing of data on weather, vegetation, and human movements to

nations who employ them. In addition, much of the micro-technology which fuels everyday activities from time-keeping to enjoying music derives from research initially driven by the Space Race.

**Sum up the information on space exploration development in the USSR and the USA and fill in the table.**

	First satellite in space	First animals in space	First men in space
The USSR			
The USA			

## Vocabulary



**a) Translate the following words and phrases from English into Russian**

Celestial bodies; artificial satellite; space probe; solar system; outer space; accomplishment; arms race; rivalry; military application; allies; long-range rocket; devastating war; prowess; density; upper atmosphere; nitrogen; to penetrate; x-ray emission; cosmic rays; manual attitude control; rocketry; home economy; remote sensing;

vegetation.

**b) Insert the missing prepositions if necessary**

1. There has always been intense rivalry ..... New Zealand and China.
2. Australia is planning to launch ... a space rocket later this month.
3. The economy has not yet recovered ..... the recession.
4. Finally, apart ... one small reference, the analysis never examines the relationship between these countries.
5. A light plane ..... five people ..... board crashed last night.
6. ... six years of joining the company he was Managing Director.

**c) Read the short text below. Use the words given in CAPITALS below the passage to form the new words fitting the corresponding spaces in the text.**

### The Sun

Fortunately for life on Earth, the Sun's production of heat is remarkably consistent. But scientists are aware that even a small change would have grave (1) \_\_\_ for the future, triggering either a new ice age, or runaway global warming. There is (2) \_\_\_ that this has happened before. In 17th century England, for example, the River Thames in London was regularly (3) \_\_\_ over. Scientists now think that fluctuations in the Sun's temperature caused a 'Little Ice Age' at that time. Indeed, the latest theory is that the processes going on in the centre of the Sun are inherently (4) \_\_\_ If the experts are right, there could be many changes in the Sun's (5) \_\_\_ this century and the (6) \_\_\_ is that the temperature here on Earth will get (7) \_\_\_ hotter and hotter.

**1. SEQUENCE**

**2. EVIDENT**

**3. FREEZE**

**4. STABLE**

**5. BRIGHT**

## **6. LIKELY**

## **7. STEADY**

### **Intercultural point**

**Read the information given below and discuss the following situation in pairs or in small groups**

All cultures can be subdivided into two types: achievement and ascription ones. Status describes the positioning of individuals in their society. In achievement culture a person's status is indicated by what someone DOES, and in ascription culture status is indicated by what someone IS. In achievement culture status is taken by people because of their skills, knowledge and talents. In ascription culture people's behavior is measured taking into account the groups into which they were born or attributed to birth right, gender, caste, or age but also to your interpersonal relationships and your ranking in society. Situation

You are working as a manager of personnel department in a big company. You're reported that there is a vacancy and a new employee required. There would be testing and this place would get a person whose final results would be the best. At the end of the testing it is proved out that two results were equal. One of them was a young talented and erudite person who achieved success in his job, while the other was an older and more experienced person. The main thing is that he was the owner's wife's brother. What candidate would you choose?

### **Answer the questions**

1. Do you believe that people should be measured by how successful they are in their jobs and what an individual has done, or by what they are, and their interpersonal relationships and their ranking in society?
2. Do you think it is reasonable to lay your personal relationships aside and look at the situations objectively? Why?
3. What culture do you prefer to live and work in: achievement or ascription one? Why?
4. What culture do you belong to? Explain why you think so.

### **Writing**

#### **Writing a scholarly article**

Writing a scholarly article is a way of sharing the results of your research; it allows you to share your discovery with the rest of the world. Read the first part of appendix 6 for more information about writing a scholarly article. Read appendix 13 for information about writing synopses and annotations for articles.

Visit the website address given below and conduct a virtual space travel. <http://www.spacewander.com/USAenglish.html>

### **Answer the questions**

1. How long does it take to reach the Moon?
2. Why is Mars colder than the Earth?
3. What is Valles Marineris?
4. What is the biggest volcano on the Mars?
5. What is the largest planet in our Solar System?
6. What is the Jupiter made of?
7. How is our galaxy called?

## Appendix 1. Power Point Presentation

- Think about the presentation beforehand. It is short-changing the organizers of the event and your audience if you only think about what you're going to say the day before or while travelling to the event. If necessary, clarify with the organizers exactly what is required of you and what facilities you will require.
- Be very clear about how much time you have and stick to that time in preparing and delivering your presentation. It's very difficult to 'cut' a PowerPoint presentation at the event itself, so it's a great mistake to run out of time.
- Be very clear about your key message and ensure that everything in your presentation is both consistent with, and supportive of that key message. You should be able to articulate the message in a phrase or a sentence and indeed you might want to use that phrase or sentence in one of your first slides, or one of your last, or even both.
- Make copies of your slides available. It is a matter of preference whether you do this at the beginning of your presentation or at the end. If your listeners have copies at the beginning, they can take notes simply by annotating the slides, instead of having to note down all the information on the slides. On the other hand, you might feel that, if they can see in advance the slides you are going to use, you lose the element of control or surprise. It might depend on the content of the presentation: if you are going to show detailed tables or graphs with lots of figures, your audience will probably find it easier to have a copy on their lap. It might depend on the circumstances of the presentation: if there is a large audience, people at the back may not be able to see the screen clearly and would really appreciate having copies of the slides.
- Ensure that the slides look good. This does not necessarily mean that they look flashy - although suitable pictures or illustrations are very effective - but it does mean using a consistent format and typeface and readable colors plus giving each slide the logo of the organization you are representing and a chronological number.
- Don't use italics to emphasize in your PowerPoint presentation; the effect will be the reverse of what you intend. Underlined words are also hard to read. Use these effects sparingly - if at all!
- The first slide should announce the title of your presentation, the event and date, and your name and position. This may seem terribly obvious, but many speakers miss off some of this basic information and then weeks later listeners (or their colleagues back at the organization) are not clear who made the presentation or when. You should try to make the title catchy, so that you immediately have the interest of your audience. A challenging question works well for instance, a presentation on the global economic crisis might ask: "Is this the end of capitalism as we've known it?" Or a play on words works too-for example, a presentation on next generation broadband could be titled "The Slow Arrival Of Fast Broadband".
- The second slide should seize the attention of your audience for your presentation. It could be the central proposition of your presentation or a conventional wisdom that

you wish to challenge or a relevant or witty quote from a leader in your field. If it is amusing or controversial or both, so much the better.

- The third slide should set out the structure of your presentation. The default structure should consist of three themes that you intend to examine. For a very short presentation, there might only be time for two; if you want to look at more than five areas, write a book instead.
- Each theme should be the subject of a small number of slides. Again, a good working assumption is that three slides for each theme is about right. Less than two and it isn't substantial enough to be a separate theme; more than five and it should probably be broken up into two themes.
- Each slide should have a clear heading. A question is often a good way of winning attention - but, in that case, make sure you answer the question in the body of the slide.
- Each slide should normally contain around 25-35 words, unless it is a quote (when you might use more) or contains an illustration (when you will probably use less). Too many words and your audience will have trouble reading the material; too few words and you are likely to be flashing through the slides and spending too much time clicking the mouse.
- Each bullet point should consist of an intelligible phrase, rather than merely a word or two that is meaningless on its own or conversely a complete sentence that is better delivered orally. So, for instance, do use "Focus on profitable and growing markets" rather than simply "Focus" or "Markets" or "It is necessary to focus on those markets which are profitable and growing rather than those which are loss-making and declining". Consider this test: your slides should make sense and be useful to someone who was not present at your presentation.
- Make appropriate use of pictures. It's a good idea to break up text with illustrations and it is true that a picture is worth a thousand words.
  - The last slide should set out all appropriate contact details: certainly e-mail address and possibly snail mail address, the web site of your organization, and any personal website or weblog if you have one.

## Appendix 2. Strategies for oral presentations

**1. Overcome speaker's fright.** In order to deal with such bodily symptoms of fear as mouth, hands perspiration, adrenalin gushes in veins, faster heart beats, contracting stomach muscles robbing a person of all interest in food you have two things to do:

- convince yourself that the challenge is not a matter of life and death, and therefore does not require that marshalling of forces which once was required for hand-to-hand combat or panic-stricken flight;
- don't starve yourself of air by shallow breathing, as this will only intensify your body's efforts to draw more oxygen to your muscles, thus greatly increasing your general agitation.

**First**, convince yourself you are going to give an ordinary speech. Don't aim for a brilliant oration; don't try to out-joke anybody; don't aspire to a standing ovation. You're a beginner and all you're trying to do is a satisfactory job.

**Second**, remember all the boring, badly constructed speeches you have listened to. That regrettably, is the norm. All you have to do is to be slightly better than that, and your audience will be grateful - especially if you keep it brief.

**Third**, the worst that can happen is that you will be as boring and as disjointed as many other speakers – and that's not something to get agitated about or to lose sleep over.

**Fourth**, human memory for the spoken word is extremely short-especially if the spoken word is boring and uninteresting. So even if you make a hash of things, people will have forgotten your speech within hours - certainly by the next day. It's only remarkable speeches that are remembered. Ordinary ones are quickly forgotten.

**2. Avoid reading your speech if at all possible.** If at all possible, avoid having a prepared script. That makes you a reader, not a speaker, and you may as well be replaced by a tape recorder. On some occasions you will have to follow a script: if you are delivering a complex scientific paper to a conference; if you are setting out a legally binding arrangement; if you are presenting a politically sensitive decision or any other statement which must be adhered to word for word. There is still much you can do to liven your presentation. If you have to use script, sometimes it's necessary to break the reading. One of the best methods of breaking the reading of a script is to point to a chart or diagram propped on an easel; or to write on the blackboard; or to display an interesting object; or to screen a picture with a slide or overhead projector.

**3. Use gesture to liven your performance.** Many speakers have trouble knowing what to do with their hands. Your hands are part of your on-stage personality. Use them well, and you will improve the presentation of your speech. Use them badly, and you will seem stiff and stilted.

- Stand erect, shoulders back, arms ready to move in fulsome sweeps.
- Let your left hand sweep out in a long flowing movement that involves the whole arm.

**4. Use a parallel case.** This two-step strategy seeks to obtain the agreement of the audience to a principle outlined in a context in which they are bound to agree with it; then to use the same principle in a context where they are less likely to agree. If you

can get a Yes response in a non-threatening situation, you may be able to transfer that Yes to a parallel situation. Let's suppose you are to give a speech against capital punishment and you suspect some of your listeners favor it. You could open with a discussion of a form of punishment still used in parts of the Middle East: severance of a hand for theft. Describe this horror in detail, and the often trivial nature of the crimes it is supposed to deter. The success of this stratagem will depend on how well you draw the analogy. If you can show your audience that the inhuman nature of the death penalty parallels punishment by amputation, you may well win them to your position.

**5. Dangle a worse prospect before them.** This technique works best when you spend the early part of your speech building up a 'worse prospect' in all its unwholesome detail, then switch to the prospect you favor, emphasizing that it is moderate and reasonable and workable. Use this device adroitly, and you will convert the most obstinate opponent to your point of view. Again, the trick is to give him good reason for abandoning his entrenched opinion.

**6. Establish rapport with eye contact and facial expression.** Eye contact is one of the most potent skills a speaker has. It is crucial in establishing rapport with the audience. Many speakers recall with wonderment and awe the first time they experienced the feeling of 'holding' the audience. As your eyes rove over the people in front of you, you suddenly realize that every one of them is gazing at you, and hanging on your next word. You may be a little puzzled at this point. If there are 200 people in the audience, how can you look at all of them? Easy: while you are speaking, let your eyes flow along the front few rows, left to right; then the next few rows, right to left; and so on to the back of the hall. Then work from the back rows to the front again. With experience, eye contact comes naturally. Every person in the audience will then have the feeling that you are speaking directly to him or her. None will feel left out (as they will if you concentrate on a knot of people directly in front of you).

The close partner of eye contact is facial expression. Frozen or twisted features, angry expression, tightly drawn lips, unsmiling eyes can all alienate an audience. Many speakers, when they become worked up, unknowingly adopt alarming expressions. It is much better if you can smile. Use a friendly smile, a tolerant smile, an exasperated smile, a wicked smile, a grim smile - but a smile. Where you want to express anger (say at the brutal killing of a child), try to let your words rather than your expression indicate your disgust. Of course, you will use ringing tones to make plain your abhorrence, but let the words express your loathing, not the fury of your features. This leads me into the perils of vehemence, of over-emphatic speaking.

**7. Find funny material.** This technique is essential. If you have a speech to give on (say) the need to upgrade local highways, don't go rummaging through joke books hoping to find just the right joke listed under Highways. It won't be there. It may be listed under Personal Insults (that is, an insult that can be adapted to describe the person who designed the present highway system). Or it may be listed under Women's Fashions - a put-down of non-functional dress design which can be adapted for non-functional highway design. This is a fundamental lesson. When looking for

humorous material, disregard the subject matter and concentrate on the point made by the joke. And when compiling your own joke file, cross reference each joke both under subject matter and under the point it makes. When you adapt a joke, you usually transfer the point of the joke to a new target. That is, you take the essential point of the joke and you re-aim it. Write down jokes that appeal to you - in a notebook, in a card index, even on scraps of paper. You will come across these especially appealing jokes when rummaging through a book of jokes, listening to TV, leafing through a magazine or chatting with friends. Immediately scribble down the gist of the joke, or at least the punchline, on any old scrap of paper. Later you can transfer these choice items to your own jokefile or jokebook - or you may just clip the scraps of paper together. The main thing is to collect funny material, think about it, rehearse it, use it, practise adapting it to your needs.

### **8. Write your own humorous material.**

- Go through your speech looking for double meanings of words and phrases; for contrasting relationships between ideas, events, situations and people. All of these are possible sources of humor.

- Try free association. Think about your audience: Who do they dislike and why? Who do they like and why? Who are their rivals? What are the hobbies, occupations, and unusual characteristics of well-known people among them? What recent events in the news affect them? What past events? What common sayings or slogans or advertising headlines do they relate to take any of these ingredients and search for contrasts, exaggerations, odd juxtapositions, incongruities, ironies. Remember: a joke that relates to the interests of your audience will work three or four times better than one that does not.

### **9. Hold a silence to demonstrate mastery.**

Novices are afraid of pause. And they are. Indeed, many talented speakers are ruined by breakneck delivery. Pausation is one of the most effective tools a speaker can use. Pauses in the right place allow significant statements time to sink in; they give the audience space to applaud or to laugh; they separate ideas; they help develop the structure of the speech. Pauses can come at the end of a paragraph or group of sentences; at the end of a sentence; in the middle of a sentence; several times within a sentence: or even after every word in a sentence. Pauses can last one second or four or five seconds. Or they can be long ringing silences of eight or ten seconds. Pauses always seem much longer to the speaker than to the audience. This is because he cannot see himself. For the audience, the change of the speaker's expression, how he moves his head and body, are events that help fill in the gap. To prove this to yourself, record a speech both on a tape recorder and on a video recorder. When the voice tape is played back, some silences will seem quite long; but when the video tape is screened those silences will probably disappear.

Silences become awkward when it is obvious they are unintentional. The speaker stops at an inappropriate point, maybe in mid-sentence, his face shows concern, he fumbles with his notes. It is obvious something has gone wrong.

Awkward silences usually occur when the speaker loses concentration and becomes too self-aware. Instead of focusing on what he should be saying, instead of giving out to his listeners, he becomes too conscious of the audience pressing in upon him - and in the worst situation his 'mind goes blank'. (Actually, it doesn't go blank. Quite simply he starts thinking of the audience, not of his speech.)

The remedy for this is: don't panic. Above all, don't look worried. Stay calm as you pick up your thread once more. Generally, however, silences are golden. The ability to hold a long silence and make it seem natural, is the mark of a gifted speaker, which clearly demonstrates his mastery over the audience.

**10. Welcome interruptions.** Some speakers are terrified that someone will interrupt them with a question or comment. Actually, this is one of the best things that can happen, because it shows that someone in the audience has engaged with what you're saying, and, if you have the time to offer a brief response, it can actually lead to genuine progress on the point you were making. And two-way conversation (assuming you're minimally good at it) is always a tension-reducer.

## Appendix 3. Tests

### Test 1.

#### I. Match words with their definitions

1.	Undergraduate student	A	To try very hard to reach a place or position, using a lot of effort and determination
2.	Drought	B	Skill at inventing things and thinking of new ideas
3.	Biopsy	C	To steal large amounts of money or property from somewhere, especially while fighting in a war
4.	Scratch and claw the way	D	A university student working for a bachelor's degree
5.	Peers	E	A small mass of something such as earth or mud
6.	In advance	F	a person who works independently for different companies rather than being employed by one particular company
7.	Landslide	G	Is a long period of dry weather when there is not enough water for plants and animals to live
8.	Ingenuity	H	Before something happens or is expected to happen. Pile of broken stones and bricks that are left when a building falls down
9.	Meteor	I	The removal of cells, tissues from someone's body in order to find out more about a disease they may have
10.	To plunder	J	The people who are the same age as you, or who have the same type of job, social class
11.	Clump	K	Is a sudden fall of a lot of earth or rocks down a hill, cliff
12.	Freelance	L	a piece of rock or metal that travels through space, and makes a bright line in the night sky when it falls down towards the Earth
13.	Rubble	M	Before something happens or is expected to happen

#### II. Insert the missing prepositions if necessary

14. The facts were obtained ..... these surveys.

15. He wanted to tell her everything, but something made him hold .....

16. Food production will have to increase if we are not to be faced ..... epic crises.

17. A first step for this current administration would be to discard ..... its ideologically-inspired opposition to council housing building.

18. But to make governments of the country effective again people must reinvent .....them.

19. Although the Commission drew ..... proposals, adopted by the Council in June 1980, no conferences have been held since.

20. He tries to keep his professional life completely separate ..... his private life.

21. Australia is planning to launch ..... a space rocket later this month.

22. Finally, apart ..... one small reference, the analysis never examines the relationship between these countries.

23. The researcher feeds ..... admiration from the public.

24. Governments should be encouraged to get rid ..... all nuclear weapons.

25. .... six years of joining the company he was Managing Director.

**III. Translate the following words and phrases from Russian into English**

26) прикладное исследование; 27) валовой внутренний продукт; 28) самосознание; 29) государственный бюджет; 30) убедительная причина; 31) территории, богатые рудой

**IV. Translate the following words and phrases from English into Russian**

32) Maiden voyage; 33) to accomplish a goal; 34) rocketry; 35) paramount importance; 36)

notoriety; 37) rivalry; 38) distress signal; 39) arms race; 40) celestial bodies.

**V. Fill the gaps with the words and phrases from the box**

Graduate	qualifications	expectancy	brightness	intelligence
redundant	Furnace	maiden voyage	halt	ethical
consequences	full-time			

41. But scientists are aware that even a small change would have grave.....for the future, triggering either a new ice age, or runaway global warming.

42. After three years at university, most students.....with a degree in their chosen subject.

43. Most people have a.....job. This means that they are at work for all the hours of the week during which it is usual to work.

44. Whales have large brains but little is really known about their levels of .....

45. Some people think that it is not ..... to use animals to test new drugs.

46. Fifty-two years before I met him, Lawrence Beesley had been a second-class passenger on the .....of the Titanic.

47. An increasing number of young people are leaving school without any formal.....

48. I was made..... last week. I had to leave my job because there wasn't enough work.

49. The research came to a .....just in time to avoid hitting the problems.

50. The life .....of a whale varies depending on the species but can be between 30 and 80 years.

51. It has a very high viscosity which requires that it be raised to about 250F to pump and spray into the.....

52. If the experts are right, there could be many changes in the Sun's .. .....is century and the likelihood is that the temperature here on Earth will get steadily hotter and hotter.

**VI. Answer the questions**

53. Describe the traditional system of higher education in Russia

54. Speak about the scientific situation in the USA and Russia

55. What spheres of research are inclined to animal testing usage?

56. Speak about Titanic: general description and equipment

57. Describe the main types of human cloning

58. Is there any difference between cloned-animal products and non-cloned animal products?

59. What does the term «Space race» mean?

60. What are the main tips for a successful job interview?

**Test 2.**

**I. Match words with their definitions**

1.	Greenhouse effect	A	A big hole in the ground where waste is taken and left
2.	Hepatitis	B	Put you under a lot of pressure, very difficult to cope with
3.	To live in an ivory tower	C	To be preserved and protected so that people will remember and respect it
4.	Poverty	D	The study of the movement, distribution, and quality of water throughout Earth
5.	To refute	E	To prove that a statement or idea is not correct
6.	Hydrology	F	A disease of the liver that causes fever and makes your skin yellow
7.	Disk drive	G	Right granted by statute to the author or originator of certain literary, artistic, and musical productions whereby for a limited period of time he or she controls the use of the product
8.	Plagiarism	H	Condition of not having the means to afford basic human needs such as clean water, nutrition, health care, clothing and shelter
9.	To overwhelm	I	To represent or refer to something
10.	To be enshrined	J	Not to be aware of the realities of everyday life
11.	Copyright	K	A piece of equipment in a computer system that is used to get information from a disk or to store information on it
12.	A landfill	L	Is the gradual warming of the air surrounding the Earth as a result of heat being trapped by pollution
13.	To designate	M	The theft of ideas (such as the plots of narrative or dramatic works) or of written passages or works, where these are passed off as one's own work without acknowledgement of their true origin.

## II. Insert the missing prepositions if necessary

14. The two oil companies, which are due .....merge in February, also provide considerable technical assistance.
15. In our opinion the information given in the Directors' report on pages 11 to 13 is consistent ..... the financial statements.
16. I would never have won if my friends hadn't encouraged me.....keep trying.
17. Japanese people, ..... average, live longer than Europeans.
18. Usually, the dollar will fall..... response.
19. Police were accused of suppressing ..... evidence that might have proved that the men were innocent.
20. An increase in the price of drugs has contributed ..... the rising cost of medical care.
21. The US Senate refused to ratify ..... the agreement on weapons reduction.
22. These tax laws are not applicable ..... foreign companies.
22. Plants draw nourishment ..... the soil.
23. The following problem solving technique is derived ..... the practice of work study and management consultancy.
24. And ..... rare occasions, we may actually experience something of that sort.
25. By accepting the money Bass has left himself wide open .....criticism.

## III. Translate the following words and phrases from Russian into English

- 26) передний план; 27) инфекционное заболевание; 28) составлять договор; 29) кровообращение; 30) вести переговоры; 31) нарушение сна

## IV. Translate the following words and phrases from English into Russian

- 32) Wage arrear;B 33) artificial intelligence; 34) surface temperature;B 35) life expectancy; 36) intractable problem; 37) permafrost; 38) refugee; 39) sea level rise 40) to predate

## V. Fill the gaps with the words and phrases from the box

Bachelor's	statute	saved by the bell	ozone	download	greenhouse	
resources	Warming	human rights	exploitation	software	websites	infringement
assignment						

41. The first copyright ..... was signed in 1709 and it is considered to be a first copyright act.
42. The first degree most students study at university is also known as a..... degree.
43. The government was accused of failing to observe basic..... and was taken to the European Court.
44. There are several .....on the internet where you can find out about accommodation in my city.
45. We were .....when the fire alarm went before we had to give a very badly-prepared presentation.

46. A violation of any of the exclusive rights of the copyright holder is said to be a very serious copyright .....
47. Poisonous gases from factories destroy the.....layer, contributing to the.....effect which results in global .....
48. We should try to reserve energy.....such as oil and coal, by turning down our central heating or making less use of our cars.
49. Many foreign workers in Britain are victims of..... in the workplace, receiving wages far below those of their British counterparts.
50. .... can often take a long time to receive and store information or programs from the Internet.
51. Computers are cheaper now than they used to be, but the computer..... you need to operate them can be quite expensive.
52. It takes a lot of time and efforts to transfer..... of copyright. All documents should be signed by both sides.

## **VI. Answer the questions**

53. What are the advantages of joining Bologna Process?
54. What are the main reasons of temperature increase?
55. What are the symptoms of AIDS? Is there any treatment?
56. Describe engineering education in Russia.
57. Describe demography in the USA.
58. What does the term «computer science» mean?
59. Why English can be treated as a global language?
60. What does the term «scientific misconduct» mean?

## Appendix 4. Additional Texts

### Interactive virtual reality emerges as a new tool for drug design against COVID-19

Bristol scientists have demonstrated a new virtual reality [VR] technique which should help in developing drugs against the SARS-CoV-2 virus -- and enable researchers to share models and collaborate in new ways. The innovative tool, created by University of Bristol researchers, and published in the *Journal of Chemical Information and Modeling*, will help scientists around the world identify anti-viral drug leads more rapidly.

A SARS-CoV-2 enzyme known as the main protease (Mpro) is a promising target in the search for new anti-viral treatments. Molecules that stop the main protease from working -- called enzyme inhibitors -- stop the virus reproducing, and so could be effective drugs. Researchers across the world are working to find such molecules. A key predictor of a drug's effectiveness is how tightly it binds to its target; knowing how a drug fits into the protein helps researchers design changes to its structure to make it bind more tightly.

Professor Adrian Mulholland from Bristol's School of Chemistry and the study's lead author explained: "We've shown that interactive virtual reality can model how viral proteins and inhibitors bind to the enzyme. Researchers can use this tool to help understand how the enzyme works, and also to see how potential drugs fit into the enzyme. This should help design and test new potential drug leads. We are sharing these models with the whole community."

The Bristol team have developed a virtual framework for interactive 'molecular dynamics' simulations. It is an open source software framework, called Narupa, which uses readily available VR equipment.

In this study, the Bristol team created a 3D model structure of the SARS-CoV-2 Mpro and used interactive molecular dynamics simulations in VR (iMD-VR) to 'step inside' it and visualise molecules binding to the enzyme, in atomic detail. Results showed that users were able to show how a drug molecule fits within the enzyme.

Professor Mulholland added: "There are currently many efforts globally aimed at identifying drug leads for COVID-19. Our iMD-VR tools will be a valuable resource, enabling virtual collaboration for the international drug discovery community, helping to predict how potential drug leads bind to SARS-CoV-2 targets. An exciting aspect is that it also allows researchers to collaborate in new ways: using cloud computing, they can tackle a drug discovery problem together at the same time when in they are in different locations -- potentially even in different countries -- working simultaneously in the same virtual molecular environment."

"Computational modelling of how drugs bind to the SARS-CoV-2 spike protein has been critical in advancing the global fight against the pandemic. Narupa takes that modelling to an entirely new level with molecular dynamics simulations in virtual reality," said Alison Derbenwick Miller, Vice President, Oracle for Research. "We are delighted that Oracle's high-performance cloud infrastructure supported the development of this innovative framework, and is now helping to advance globally-

connected efforts to defeat COVID-19. Growing a connected community of cloud-powered researchers is exactly what Oracle for Research was designed to do."

The study was supported by grants from the EPSRC, the Royal Society and the British Society for Antimicrobial Chemotherapy. Cloud credits were provided by Oracle for Research.

<https://www.sciencedaily.com/releases/2020/11/201112134637.htm>

## **Sound waves power new advances in drug delivery and smart materials**

Researchers have revealed how high-frequency sound waves can be used to build new materials, make smart nanoparticles and even deliver drugs to the lungs for painless, needle-free vaccinations.

While sound waves have been part of science and medicine for decades -- ultrasound was first used for clinical imaging in 1942 and for driving chemical reactions in the 1980s -- the technologies have always relied on low frequencies.

Now researchers at RMIT University in Melbourne, Australia, have shown how high frequency sound waves could revolutionise the field of ultrasound-driven chemistry.

A new review published in *Advanced Science* reveals the bizarre effects of these sound waves on materials and cells, such as molecules that seem to spontaneously order themselves after being hit with the sonic equivalent of a semi-trailer.

The researchers also detail various exciting applications of their pioneering work, including:

- **Drug delivery to the lungs** -- patented nebulisation technology that could deliver life-saving drugs and vaccines by inhalation, rather than through injections
- **Drug-protecting nanoparticles** -- encapsulating drugs in special nano-coatings to protect them from deterioration, control their release over time and ensure they precisely target the right places in the body like tumours or infections
- **Breakthrough smart materials** -- sustainable production of super-porous nanomaterials that can be used to store, separate, release, protect almost anything
- **Nano-manufacturing 2D materials** -- precise, cost-effective and fast exfoliation of atomically-thin quantum dots and nanosheets

Lead researcher Distinguished Professor Leslie Yeo and his team have spent over a decade researching the interaction of sound waves at frequencies above 10 MHz with different materials.

But Yeo says they are only now starting to understand the range of strange phenomena they often observe in the lab.

"When we couple high-frequency sound waves into fluids, materials and cells, the effects are extraordinary," he says.

"We've harnessed the power of these sound waves to develop innovative biomedical technologies and to synthesise advanced materials.

"But our discoveries have also changed our fundamental understanding of ultrasound-driven chemistry -- and revealed how little we really know.

"Trying to explain the science of what we see and then applying that to solve practical problems is a big and exciting challenge."

### **Sonic waves: how to power chemistry with sound**

The RMIT research team, which includes Dr Amgad Rezk, Dr Heba Ahmed and Dr Shwathy Ramesan, generates high-frequency sound waves on a microchip to precisely manipulate fluids or materials.

Ultrasound has long been used at low frequencies -- around 10 kHz to 3 MHz -- to drive chemical reactions, a field known as "sonochemistry."

At these low frequencies, sonochemical reactions are driven by the violent implosion of air bubbles.

This process, known as cavitation, results in huge pressures and ultra-high temperatures -- like a tiny and extremely localised pressure cooker.

But it turns out that if you up the frequency, these reactions change completely.

When high frequency sound waves were transmitted into various materials and cells, the researchers saw behaviour that had never been observed with low-frequency ultrasound.

"We've seen self-ordering molecules that seem to orient themselves in the crystal along the direction of the sound waves," Yeo says.

"The sound wavelengths involved can be over 100,000 times larger than an individual molecule, so it's incredibly puzzling how something so tiny can be precisely manipulated with something so big.

"It's like driving a truck through a random scattering of Lego bricks, then finding those pieces stack nicely on top of each other -- it shouldn't happen!"

### **Biomedical advances**

While low-frequency cavitation can often destroy molecules and cells, they remain mostly intact under the high-frequency sound waves.

This makes them gentle enough to use in biomedical devices to manipulate biomolecules and cells without affecting their integrity -- the basis for the various drug delivery technologies patented by the RMIT research team.

One of these patented devices is a cheap, lightweight and portable advanced nebuliser that can precisely deliver large molecules such as DNA and antibodies, unlike existing nebulisers.

This opens the potential for painless, needle-free vaccinations and treatments.

The nebuliser uses high-frequency sound waves to excite the surface of the fluid or drug, generating a fine mist that can deliver larger biological molecules directly to the lungs.

The nebuliser technology can also be used to encapsulate a drug in protective polymer nanoparticles, in a one-step process bringing together nano-manufacturing and drug delivery.

In addition, the researchers have shown irradiating cells with the high-frequency sound waves allows therapeutic molecules to be inserted into the cells without damage, a technique that can be used in emerging cell-based therapies.

### **Smart materials**

The team has used the sound waves to drive crystallisation for the sustainable production of metal-organic frameworks, or MOFs.

Predicted to be the defining material of the 21st century, MOFs are ideal for sensing and trapping substances at minute concentrations, to purify water or air, and can also hold large amounts of energy, for making better batteries and energy storage devices.

While the conventional process for making a MOF can take hours or days and requires the use of harsh solvents or intensive energy processes, the RMIT team has developed a clean, sound wave-driven technique that can produce a customised MOF in minutes and can be easily scaled up for efficient mass production.

Sound waves can also be used for nano-manufacturing 2D materials, which are used in myriad applications from flexible electric circuits to solar cells.

### **Scaling up and pushing boundaries**

The next steps for the RMIT team are focused on scaling up the technology.

At a low cost of just \$US0.70 per device, the sound wave-generating microchips can be produced using the standard processes for mass fabrication of silicon chips for computers.

"This opens the possibility of producing industrial quantities of materials with these sound waves through massive parallelisation -- using thousands of our chips simultaneously," Yeo said.

The team at the Micro/Nanophysics Research Laboratory, in RMIT's School of Engineering, is one of just a few research groups in the world bringing together high-frequency sound waves, microfluidics and materials.

Yeo says the research challenges long-held physics theories, opening up a new field of "high frequency excitation" in parallel to sonochemistry.

"The classical theories established since the mid-1800s don't always explain the strange and sometimes contradictory behaviour we see -- we're pushing the boundaries of our understanding."

<https://www.sciencedaily.com/releases/2020/11/201124101029.htm>

### **Portable device cleans medical equipment in situ using solar power**

A portable device capable of sterilising medical devices in the field using solar energy has been developed by MIT researchers.

It uses a transparent, cloud-like aerogel coupled with a solar heater to generate steam that is hot enough and at high enough pressure to sterilise medical instruments even under hazy and partly cloudy weather.

The researchers believe it can be used to help alleviate infection-related healthcare burden and facilitate the adoption of solar energy as a potential power source in resource-limited regions.

Devices called autoclaves, which use high temperatures and high pressure to sterilise medical equipment, are commonly used by medical professionals.

However, due to the heat loss to the environment, traditional solar heaters have difficulties reaching temperatures above boiling point. In the new study, the research team incorporated a thermal insulating aerogel into the solar thermal device to reduce the escaping heat, allowing the device to generate 128°C and 250kPa steam for sterilisation.

“When we were doing the field research in India, many healthcare providers said that they can operate an autoclave if there is reliable energy, but there are certain occasions where the electricity is unavailable,” said first author Lin Zhao who conducted a field study in Mumbai, India.

“They are then forced to use maybe unsterilised equipment, or they have to use some rudimentary method like boiling water to try to sterilise things. A solar-powered device, in that case, would certainly be helpful to them.”

Unlike other steam-generating solar thermal devices, which rely on solar tracking that requires operators to concentrate sunlight, the team’s device is stationary, more user friendly, and energy efficient.

In the field test, the aerogel-aided device generated steam at 100°C with more than two times higher energy efficiency than other solar thermal devices reported in the lab.

“As long as you have sunlight, you can use this device. It doesn’t have to rely on well-built infrastructure. You can use it off-grid in remote areas,” said Zhao. But like other solar-powered gadgets, it also has a limit – cloudy and rainy days. “It really depends on your location. If you’re in a sunny area, our device may offer more benefits.”

Zhao and his colleagues’ device also has a lower price tag, and most of its components are commercially available in the solar water-heater industry. Compared to benchtop autoclaves on the market, which can cost up to \$3,000 (£2,280), the researchers’ device costs about \$35 per unit. Three to six units of the prototype device can sufficiently power a benchtop autoclave, demonstrating its potential as an inexpensive and accessible approach to reduce infection in remote and developing regions. The next step for the research team is to manufacture the aerogel in high quantity and quality.

“The real ‘secret sauce’ or the enabling factor is the transparent aerogel. Once we have the aerogel scaled up, we can think about providing the device to people who need it, such as channels like NGOs and other organisations,” said Zhao.

“We can also think about using the same technology for larger-scale applications. For example, food-processing plants and chemical plants, they use boilers steam generators too.”

## Appendix 5. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ПОДГОТОВКЕ ПРЕЗЕНТАЦИЙ



Главная задача настоящих методических указаний – дать обучающимся практические навыки применения современной информационной технологии создания презентационных материалов с помощью компьютерного программного обеспечения «Power Point» (Microsoft Office).

Методические указания составлены в соответствии с рабочими программами и календарно – тематическими планами учебных дисциплин и междисциплинарных курсов, нацелены на самостоятельную работу обучающихся любой формы обучения.

Программа «Power Point» служит для создания презентаций, рекламных роликов и подобных материалов на компьютере.

С её помощью можно создавать черно - белые и цветные прозрачные пленки для кодоскопа, 35 мм слайды, распечатки изображений слайдов с примечаниями докладчика и раздаточный материал. Последний используется для ознакомления аудитории с основными моментами выступления, организуемого с помощью программы. В нём дублируются основные иллюстрации, табличные и иные данные, что позволяет участникам презентации более активно и предметно следить за её ходом, сохранить полученный материал для последующего изучения или работы с ним. Программа рассчитана на включение в презентации визуальной и вербальной информации одновременно, что, несомненно, способствует лучшему восприятию представляемого материала, так как аудиовизуальная информация усваивается человеком не менее чем на 65%.

Все названные качества и возможности этой программы позволяют использовать «Power Point» для создания презентационных материалов.

Любая презентация – последовательность специальным образом отобранных и представляемых в определённой очередности материалов.

Компьютерная презентация базируется на умении отбирать, подготавливать, структурировать, последовательно выстраивать и вводить в компьютер необходимую текстовую, графическую или иную информацию. Компьютерный сценарий содержит её структуру, то есть названия слайдов и расширенный план. Такой подход способствует исключению повторений и логическому

построению демонстрируемых материалов. Кроме того, можно организовать конспект выступающего в виде заметок с уменьшенным изображением слайдов на каждом печатном листе [4].

Таким образом, «Power Point» представляет собой разветвленное и, одновременно, распространенное прикладное компьютерное программное средство, позволяющее обучающемуся самостоятельно с минимальными затратами физических и финансовых ресурсов создавать достаточно эффективные компьютерные презентационные материалы по различным темам учебных дисциплин и междисциплинарных курсов.

Успешное выполнение обучающимся практических заданий зависит от предварительно подготовленного сценария презентации, что, несомненно, связано с его умением алгоритмически мыслить – продумывать, а затем выстраивать и формализовать последовательность действий, нацеленную на выполнение поставленной задачи [5].

Представьте себе серию красиво, в едином стиле оформленных слайдов, подготовленных для их последовательной демонстрации на экране компьютера. На этих слайдах записываются основные положения доклада, выступления, новые термины, определения. Их можно дополнить схемами, таблицами, графиками, диаграммами, созданными с помощью стандартных, уже знакомых средств, можно украсить рисунками, они придадут выразительность и наглядность вашей речи, помогут слушателям лучше запомнить материал.

Во время выступления слайды будут по вашей команде плавно сменять друг друга, а возможно, некоторые элементы изображения станут «выплывать» на экран или появляться еще каким – ни будь интересным образом. Переход от одного слайда к другому можно дополнить различными звуковыми эффектами. Вот такой слайд - фильм и называется презентацией [6].

При необходимости слайды можно распечатать на принтере и получить раздаточный материал, а можно сделать «прозрачность», то есть распечатать слайды на прозрачной бумаге и показывать их с помощью проектора на обычном экране.

Но всё - таки желательно для демонстрации слайдов использовать компьютер. Особенно эффектно будет смотреться презентация, если её дополнить средствами мультимедиа.

Для создания такой презентации существует специальная программа Power Point, входящая в пакет Microsoft Office. С её помощью можно подготовить выступление с использованием слайдов, которые потом распечатать на бумаге или на прозрачных пленках или просто продемонстрировать на экране компьютера [3].

### *1. Дидактические требования к слайдам*

Для того чтобы наглядные пособия в виде слайдов способствовали повышению эффективности восприятия информации, изображенной на слайде, они должны отвечать следующим требованиям:

- информация, представленная на слайде, должна отвечать последним достижениям науки, техники и передовому опыту;
- при создании слайда необходимо использовать такие формы изображения объекта, которые были бы более выразительными, чем другие наглядные пособия;
- форма представления информации должна соответствовать уровню знаний слушателей;
- наглядные пособия в виде слайдов должны иллюстрировать наиболее трудный для восприятия материал;
- размещение информации на слайде должно быть таким, которое позволяло бы демонстрировать как весь слайд, так и его составные части в отдельности [3].

## ***2. Рекомендации по оформлению слайдов***

Для лучшего восприятия информации на слайде старайтесь придерживаться единого формата слайдов, то есть используйте на всех слайдах:

- одинаковый шрифт;
- сходную цветовую гамму, если слайды цветные.

## ***3. Тип и размер шрифтов***

Вычурность и разнообразие шрифтов делают трудно читаемым набранный текст. Используйте один шрифт в одном изображении и не более двух для всего доклада. Предпочтительней использовать шрифты, не содержащие тонких линий.

Правильно: А Б В Г Д И Й К Л М Н О П Р С.

Размер шрифта должен быть таким, чтобы буквы отчетливо различались с последнего ряда аудитории, если демонстрация слайдов осуществляется через проектор. Не рекомендуется использовать шрифт менее 5 мм по высоте. Если для подготовки слайдов используется редактор Microsoft Word, таким требованиям отвечает шрифт 16 мм, полужирный. Старайтесь не использовать часто заглавные буквы – это также затрудняет прочтение текста.

## ***4. Цветовая гамма***

При использовании цветов старайтесь максимально близко придерживаться естественного цвета демонстрируемого объекта – это обеспечит правильное представление о нем. При подборе искусственного цвета старайтесь придерживаться следующих правил:

- не используйте более 4-х различных цветов на одном слайде;
- учитывайте психологическое влияние цветов;
- стимулирующие (теплые) тона – действуют как раздражители: красный, оранжевый, желтый;

- дезинтегрирующие (холодные) тона – приглушают возбуждение: фиолетовый, синий, голубой, сине – зеленый;
- статические (успокаивающие) тона – уравнивают, отвлекают от возбуждающих цветов: зеленый (чистый), желто – зеленый, пурпурный;
- глухие тона – не вызывают возбуждения, помогают сосредоточиться: серый, белый, черный;
- теплые темные (коричневые) тона – смягчают, стабилизируют возбуждение, действуют инертно: коричнево-землистый, темно – коричневый;
- холодные темные тона – изолируют, приглушают возбуждение: темно – серый, темно – синий, темно – зелено – синий.

### *5. Расположение информации на слайде*

В большинстве случаев на слайде необходимо располагать 1 объект – так он запомнится лучше, чем в группе с другими. Может быть представлено и два объекта, которые докладчик открывает и поясняет по очереди, а затем проводит их сравнительную характеристику.

Старайтесь не располагать на одном слайде много информации (особенно это касается таблиц) – они плохо читаются. Лучше разбить информацию на несколько логически завершенных частей и продемонстрировать на отдельных слайдах [2].

Текстовые комментарии на слайде должны передавать ваши мысли как можно проще и яснее, то есть текстовые слайды должны передавать лишь главные утверждения.

Слайд – не самостоятельное наглядное пособие, его демонстрация должна всегда сопровождаться комментариями, поэтому по возможности необходимо избегать лишних надписей и текстовых дополнений, которые дублируют слова докладчика или преподавателя.

При размещении текстовой информации необходимо помнить, что человек воспринимает зрительную информацию в следующей последовательности:

- слева направо;
- сверху вниз.

## ТРЕБОВАНИЯ К СОЗДАНИЮ И ОФОРМЛЕНИЮ ПРЕЗЕНТАЦИИ

*Хорошая презентация – это залог вашего успешного выступления!*

В оформлении презентаций выделяют два блока: оформление слайдов и представление информации на них. Для создания качественной презентации необходимо соблюдать ряд требований, предъявляемых к оформлению данных блоков [1].

Презентация не должна быть меньше 10 слайдов.

Первый слайд включает в себя приветствие к аудитории.

Второй и третий слайд – это титульный лист, на котором обязательно должны быть представлены: название выпускающей организации, название и тема проекта, название, фамилия, имя, отчество автора. В заключение презентации содержатся выводы относительно возможного практического применения материалов работы, даётся оценка полноты решения поставленной задачи.

Последними слайдами презентации должны быть список литературы (можно представить глоссарий), а также выражение благодарности к слушателям.

Дизайн – эргономические требования: сочетаемость цветов и их общее количество (на слайде не более трёх цветов), ограниченное количество объектов на слайде, цвет текста.

Оформление слайдов:

Стиль	<ul style="list-style-type: none"><li>• соблюдайте единый стиль оформления;</li><li>• избегайте стилей, которые будут отвлекать от самой презентации;</li><li>• вспомогательная информация (управляющие кнопки) не должны преобладать над основной информацией (текстом, иллюстрациями);</li></ul>
Фон	<ul style="list-style-type: none"><li>• для фона предпочтительны холодные тона;</li></ul>
Использование цвета	<ul style="list-style-type: none"><li>• на одном слайде рекомендуется использовать не более трёх цветов: один для фона, один для заголовка, один для текста;</li><li>• для фона и текста используйте контрастные тона;</li><li>• обратите внимание на цвет гиперссылок (до и после использования);</li></ul>
Анимационные эффекты	<ul style="list-style-type: none"><li>• используйте возможности компьютерной анимации для представления информации на слайде;</li><li>• не стоит злоупотреблять различными анимационными эффектами, они не должны отвлекать внимание от содержания информации на слайде;</li></ul>

Представление информации:

Содержание информации	<ul style="list-style-type: none"> <li>• используйте короткие слова и предложения;</li> <li>• минимизируйте количество предлогов, наречий, прилагательных;</li> <li>• заголовки должны привлекать внимание;</li> </ul>
Расположение информации на странице	<ul style="list-style-type: none"> <li>• предпочтительно горизонтальное расположение информации;</li> <li>• наиболее важная информация должна располагаться в центре экрана;</li> <li>• если на слайде располагается картинка, надпись должна располагаться под ней;</li> </ul>
Шрифты	<ul style="list-style-type: none"> <li>• для заголовков – не менее 24;</li> <li>• для информации – не менее 18;</li> <li>• шрифты без засечек легче читать с большого расстояния;</li> <li>• нельзя смешивать разные типы шрифтов в одной презентации;</li> <li>• для выделения информации следует использовать жирный шрифт, курсив или подчёркивание;</li> <li>• нельзя злоупотреблять прописными буквами (они читаются хуже строчных);</li> </ul>
Способы выделения информации	<ul style="list-style-type: none"> <li>• следует использовать:             <ul style="list-style-type: none"> <li>– рамки, границы, заливку;</li> <li>– штриховку, стрелки;</li> <li>– рисунки, диаграммы, схемы для иллюстрации наиболее важных фактов;</li> </ul> </li> </ul>
Объём информации	<ul style="list-style-type: none"> <li>• не стоит заполнять один слайд слишком большим объёмом информации: человек может одновременно запомнить не более трёх фактов, выводов, определений;</li> <li>• наибольшая эффективность достигается тогда, когда ключевые пункты отображаются по одному на каждом отдельном слайде;</li> </ul>
Виды слайдов	<ul style="list-style-type: none"> <li>• для обеспечения разнообразия следует использовать разные виды слайдов:             <ul style="list-style-type: none"> <li>– с текстом;</li> <li>– с таблицами;</li> <li>– с диаграммами.</li> </ul> </li> </ul>

**КРИТЕРИИ ОЦЕНКИ ПУБЛИЧНОГО ВЫСТУПЛЕНИЯ С  
ИСПОЛЬЗОВАНИЕМ ПРЕЗЕНТАЦИИ MS POWER POINT  
И РАЗДАТОЧНЫХ МАТЕРИАЛОВ НА ОСНОВЕ ПРЕЗЕНТАЦИИ**

№ п/п	Критерии	3 балла	4 балла	5 баллов
1.	Актуальность выбранной учащимися темы и её соответствие проекту	Выбранная учащимися тема частично соответствует проекту	Выбранная учащимися тема соответствует общей теме проекта	Выбранная учащимися тема презентации предполагает детальное исследование проблемы
2.	Формулировка цели и задач	Поставленные цели и задачи частично соответствуют теме	Поставленные цели и задачи соответствуют теме	Поставленные цели и задачи способствуют творческому подходу к работе
3.	Содержание	Материал известен, отсутствует элемент творчества	Материал соответствует теме презентации, интересен, выходит за рамки изученного материала на уроке	Содержание полностью соответствует теме презентации. Материал оригинально и интересно изложен, вызывает желание заниматься поисковой работой
4.	Исследование	Исследование недостаточно, доказательства неубедительны	Исследование проведено подробно, для доказательства привлечены интересные примеры	Исследование отображает творческий подход
5.	Степень самостоятельности	Оказывалась помощь преподавателем на ряде этапов работы	Оказывалась помощь на одном из этапов работы	Работа выполнена полностью самостоятельно

6.	Дизайн	Оформление продумано, некоторые элементы работы не полностью раскрывают содержание	Оформление продумано, элементы взаимосвязаны	Оформление продумано, включены элементы, привлекающие внимание
7.	Оригинальность	Заимствован материал из других источников	Авторская идея подкреплена примерами из разнообразных источников	Присутствует оригинальный подход во всех составляющих деятельности учащихся
8.	Количество слайдов	Менее 10 слайдов	10 слайдов	Более 10 слайдов
9.	Защита презентации	Защита с небольшими комментариями. В выступлении дополняются и раскрываются ключевые моменты, представленные на слайдах	Защита с развернутыми комментариями. Выступающий не зачитывает информацию с экрана. Выступающий поддерживает зрительный контакт с аудиторией	Защита в оригинальном варианте. Выступающий свободно управляет презентацией MS Power Point в процессе выступления и ответов на вопросы. Слушателям предоставляются раздаточные материалы на основе презентации.

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## Appendix 6. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ

### ЗАДАНИЙ ПО МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Культурные контакты – важный компонент общения между людьми. Они позволяют представителям одной культуры познакомиться с традициями, обычаями, представлениями и нормами повседневного общения, присущими чужой культуре. Это способствует установлению взаимопонимания, повышению эффективности сотрудничества, обогащению духовного мира людей, расширению их кругозора.

**Коммуникация** – необходимое условие жизнедеятельности человека, одна из фундаментальных основ существования общества. Этим термином обозначают совокупность многообразных связей и отношений, возникающих в человеческом обществе. Социальная коммуникация – специфическая форма взаимодействия людей по передаче информации друг другу при помощи языка и иных знаковых систем. Одним из ее видов является межкультурная коммуникация – взаимодействие людей, принадлежащих к разным культурным сообществам, что выражается как в непосредственных контактах, так и в опосредованных формах коммуникации [7].

#### **Виды межкультурной коммуникации:**

- **вербальная** – речевое общение, язык;
- **невербальная** – мимика, жесты, телодвижения, позы тела, прикосновения, визуальные контакты, а также одежда, элементы оформления внешности;
- **паравербальная** – интонации, конкретизирующие передаваемую информацию, уточняющие ее смысл (удивление, сарказм, ирония), а также голосовые оттенки, громкость и темп речи, возгласы, вздохи, покашливания, смех, плач.

Межкультурная коммуникация выражается в обмене знаниями, идеями, мыслями, понятиями, эмоциями выходцами из разных культурных сред. Она осуществляется постоянно – между туристами и жителями принимающей страны, мигрантами и коренным населением, участниками международных форумов и программ обмена, представителями различных этнических общностей и субкультур внутри одной страны [6].

#### **Формы межкультурной коммуникации:**

- **прямая** – непосредственное взаимодействие посредством вербальных и невербальных средств общения;
- **опосредованная** – характеризуется наличием промежуточного звена между участниками коммуникации (телефон, почта, социальная сеть);
- **косвенная** – получение информации из различных источников: произведений литературы, искусства, средств массовой информации.

**Межкультурная коммуникация** – это специфическая форма деятельности, которая предполагает знание:

- иностранного языка;
- материальной и духовной культуры;
- религиозных и светских традиций;

- ценностных и нравственных установок;
- норм поведения и общения, этикета;
- национального характера и менталитета.

**Язык** – главное средство общения между людьми, основной носитель и транслятор культуры. Все знания, умения, материальные и духовные ценности, накапливаемые народами веками, хранятся в их языковых системах – фольклоре, книгах, устной и письменной речи. В языке отражаются многообразные культурные традиции, моральные и этические устои, ход истории. Язык формирует культурную среду, в которой живет человек [9].

Каждый язык – это уникальная система символов, с помощью которой одни люди кодируют и передают информацию, а другие ее принимают и декодируют. Этот код, а также принципы кодирования и декодирования формируются под непосредственным воздействием культуры, являются ее отражением. Участники внутрикультурной коммуникации используют один и тот же код. Участники межкультурной коммуникации, используя собственный языковой код и культурные установки, одновременно пытаются учитывать языковой код и культурные установки противоположной стороны [5].

Для эффективной коммуникации большое значение имеет **межкультурная компетентность** – способность воспринимать чужую культуру, не утрачивая собственной культурной идентичности. Понятие включает в себя:

- благожелательное и уважительное отношение к чужой культуре;
- знание особенностей чужой лингвокультурной среды или способность достигать успеха в общении с представителями других культур даже при нехватке необходимых знаний;
- положительный опыт общения с представителями других культур;
- владение стратегиями межкультурных контактов, направленными на успешное протекание взаимодействия – побуждение к речевому общению, готовность к пониманию, выявление сигналов непонимания, поиск общих культурных элементов [4].

Культура общения коммуникантов помогает избежать коммуникативных неудач и конфликтов. Она предполагает:

- терпимость к непохожести друг друга, принятие различий в стиле жизни, одежде, мышлении;
- преодоление стереотипов в отношении другого народа и его культуры;
- интерес и открытость новому и неизвестному.

**Межкультурная коммуникация** – это набор навыков, которыми можно и нужно владеть. Это особенно важно для людей, чья профессиональная деятельность связана с межкультурными взаимодействиями, а коммуникативные ошибки и неудачи приводят к провалам в переговорах, неэффективной работе коллектива, межэтническим конфликтам. Главная причина коммуникативных неудач – восприятие коммуникантами чужой культуры сквозь призму своей. Для преодоления этой ограниченности межкультурной коммуникации нужно учиться [2].

### **ПЕРЕВОД ТЕКСТОВ**

При переводе текстов помните о следующем:

1. Текст, предназначенный для перевода, необходимо рассматривать как единое смысловое целое.
2. Начинать перевод надо с названия текста. Однако, если перевод заглавия вызывает затруднения, его можно осуществить после перевода всего текста.
3. Прежде чем переводить текст, внимательно прочтите его, стараясь понять его общее содержание и направленность. Обращайте внимание на интернациональные слова, реалии, даты и т.д.
4. Прочитайте весь текст, приступайте к переводу отдельных предложений. Понять предложение – значит выяснить не только значение каждого слова, но и установить, в какой связи находятся друг с другом слова. Не следует выписывать слова сразу из всего текста, так как одно и то же слово часто имеет несколько значений, которые не подходят для данного текста.
5. Первоначальный перевод может быть дословным, облегчающим понимание основного смысла текста. Затем следует приступить к его стилистической, литературной обработке, для чего надо подбирать слова и словосочетания, наиболее четко передающие смысл переводимого текста. Перевод должен быть точным, а не буквальным, дословным. Точность перевода – это краткость, выразительность, логическая последовательность, четкость изложения текста оригинала и соответствие его нормам русского литературного языка. Буквальный перевод сводится к механической подстановке русского слова вместо английского без учета его связи в предложении, что обычно приводит к бессмыслице и искажению смысла переводимого текста [3].

При переводе допускается:

- a. изменение порядка слов в предложении
- b. перенос отдельного слова из одного предложения в другое,
- c. объединение двух или более предложений в одно или наоборот
- d. добавление отсутствующих в тексте слов, но требуемых по смыслу слов и, наоборот, опущение отдельных слов оригинального текста на русском языке,
- e. замена одной части речи другой

При переводе пользуйтесь словарем.

Чтобы работа со словарем не отнимала много времени, следует:

- хорошо знать алфавит, так как слова расположены в алфавитном порядке не только по первой букве, но и по всем последующим;
- помнить, что слова даны в их исходной форме, т.е. глаголы – в инфинитиве, существительные – в общем падеже, единственном числе, прилагательное – в положительной степени. После каждого слова в словаре используется сокращение, обозначающее принадлежность слова к определенной части речи.

adjective	a.	прилагательное
adverb	adv.	наречие
conjunction	сj.	союз
noun	n	существительное
numeral	num	числительное
plural	pl	множественное число
preposition	prep	предлог
pronoun	pron	местоимение
verb	v	глагол

### **Следует помнить!!!**

Нельзя злоупотреблять on-line переводчиками, а если используете их, то необходима серьезная редакция переведенного текста!!!

Так, например, Google Translate (<http://translate.google.com/>) – это система статистического машинного перевода, что означает, что GT-система не анализирует синтаксис текста на основе каких-то структурных правил. Она выдает наиболее вероятный перевод предложения или слова, основанный на статистике накопленных человеческих переводов. В основе анализа при этом часто лежат короткие цепочки всего из нескольких слов. Это означает, что когда системе не хватает данных для комплексного статистического анализа или когда в языках оригинала и перевода существенно различается порядок слов, то GT выдает тарабарщину или просто переносит в перевод те слова оригинала, для которых у нее нет перевода [1].

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