

Міністерство освіти і науки України
Прикарпатський національний університет
імені Василя Стефаника

Лілія Приймак

**INDIVIDUAL TASKS FOR HOME READING
for Intermediate Level Students of Management in Sociocultural
Activity**

**завдання для домашнього читання та самостійної роботи
з дисципліни «Іноземна мова»
(за підручником «English for International Tourism:
Intermediate»)**

**Івано-Франківськ
2024**

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**Навчально-методичний посібник
для самостійної роботи
студентів спеціальності «Менеджмент соціокультурної діяльності»**

**Івано-Франківськ
2024**

УДК 811.111:338.48 (072)

ББК 81 (2 Англ.)

П 42

Приймак Л.Б. Individual Tasks for Home Reading for Intermediate Level Students Management in Sociocultural Activity: Навчально-методичний посібник з дисципліни «Іноземна мова» для самостійної роботи студентів денної форми навчання спеціальності 028 «Менеджмент соціокультурної діяльності». Івано-Франківськ, 2024. 58 с.

Навчально-методичний посібник складається з 6 розділів, присвячених різним розмовним темам професійного спрямування згідно структури підручника “English for International Tourism: Intermediate” by Peter Strutt, 2013. В кожен розділ входять: тексти для читання з глосарієм та завданнями для опрацювання тексту, набір тематичних ідіом для застосування у відповідних самостійно створених ситуаціях, граматичні вправи для закріплення засвоєного граматичного матеріалу, а також цікаві історії з життя працівників галузі туризму для розширення лексичного запасу, вдосконалення навиків читання та розуміння отриманої інформації

Матеріали навчально-методичного посібника можуть бути використані як викладачами на заняттях з англійської мови за професійним спрямуванням, так і студентами в самостійній та індивідуальній роботі.

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Рекомендовано до друку вченою радою навчально-наукового Інституту мистецтв Прикарпатського національного університету імені Василя Стефаника (протокол №1 від 18 вересня 2024 року).

ЗМІСТ

ВСТУП	5
Силабус навчальної дисципліни	7
Unit 1. Careers in Tourism	19
Unit 2. Destinations	23
Unit 3. Hotel Facilities	29
Unit 4. Tour Operators	34
Unit 5. Dealing With Guests	40
Unit 6. Travel Agencies	48
Література	55

ВСТУП

Самостійна робота: суть, мета, види, завдання.

Самостійна робота студентів при вивченні англійської мови відіграє першорядну роль. Згідно з Положенням “Про організацію навчального процесу у вищих навчальних закладах”, самостійна робота студента є основним засобом оволодіння навчальним матеріалом у час, вільний від обов’язкових навчальних завдань.

Традиційно **самостійна робота** визначається як:

- «основний спосіб освоєння студентами навчального матеріалу без участі викладача, а також час, вільний від обов’язкових навчальних занять»;
- «... форма навчання, в якій студент засвоює необхідні знання, опановує уміннями і навиками, вчиться плановірно і систематично працювати, мислити, формує свій стиль розумової діяльності».

Метою самостійної роботи є:

- оптимізувати процес оволодіння студентами іноземною мовою;
- активізувати їх пізнавальну діяльність у навчальному процесі;
- розвинути компетенції читання, письма та перекладу;
- підвищити ефективність опрацювання програми навчальної дисципліни.

Самостійна робота при вивченні професійної англійської сприяє: поглибленню і розширенню знань; формуванню інтересу до пізнавальної діяльності; оволодінню прийомами процесу пізнання; розвитку пізнавальних здібностей студента. Власне тому самостійна робота при вивченні професійної англійської є головним резервом підвищення ефективності підготовки висококваліфікованих спеціалістів

Самостійна робота студентів – це складне педагогічне явище, особлива форма навчальної діяльності, спрямована на засвоєння студентами сукупності знань, вмінь, навиків, а також сприяє формуванню навичок самостійної роботи в учбовій, науковій та професійній діяльності, які є необхідні у вищій школі; для формування здібності приймати на себе відповідальність за володіння навчальним матеріалом, самостійно вирішувати проблему підвищення рівня володіння мовою і т. д.

Вирізняють такі основні **види** самостійної роботи студентів при вивченні професійної англійської:

- вивчення нового матеріалу: читання та конспектування літературних джерел інформації; перегляд відеозаписів; прослуховування лекцій онлайн та ін.;
- поглиблене вивчення програмного матеріалу: підготовка до контрольних, практичних робіт; підготовка до модульного контролю та іспитів з англійської мови; виконання типових вправ на аудіювання, на розвиток лексичних навичок, на розвиток навичок діалогічного та монологічного мовлення;
- вивчення матеріалу з використанням елементів творчості: підготовка домашнього читання; участь у ділових іграх; участь у розгляді навчальних проблемних ситуацій; підготовка рефератів, доповідей, інформацій з заданої тематики та ін.;
- слухання лекцій, комунікативний підхід до участі у практичних заняттях;
- робота з основною та рекомендованою літературою та ін.

Самостійна робота студента – це самостійна діяльність, яку викладач планує і систематично контролює. Студент виконує її під керівництвом і контролем викладача, але без його прямої участі. Всі зазначені види самостійної роботи викладачі включають у загальний рейтинг оцінювання знань та умінь. Кожен із зазначених видів самостійної роботи є поза аудиторним і потребує від студентів наполегливої праці. Навчальний матеріал, який пропонується для самостійного опрацювання, передбачений робочим навчальним планом, виноситься на підсумковий контроль поряд з навчальним матеріалом, який опрацьовувався при проведенні аудиторних занять.

Завдання самостійної роботи:

- розширення і поглиблення знань з дисципліни, що вивчається; розвиток мовних компетенцій в межах програми;

- розвиток вмінь роботи з допоміжною (довідковою) літературою, лексикографічними джерелами та іншими інформаційними ресурсами;
- формування у студентів самостійності при вирішенні запропонованих завдань; підвищення рівня володіння іноземною мовою як складовою майбутньої професії.

Виходячи із вище зазначеного, поданий у навчально-методичному посібнику матеріал можна використовувати для самостійної та індивідуальної роботи студентів спеціальностей «Туризм», «Готельно-ресторанна справа» та «Менеджмент соціокультурної діяльності» відповідно до кількості годин, виділених на самостійну роботу на II та III курсах (див. табл.1).

Табл. 1, Кількість годин, виділених на самостійну роботу з іноземної мови даної спеціальності:

Спеціальність	Менеджмент соціокультурної діяльності
Курс	
II	102
III	138

Отже, самостійна робота студентів у вищих навчальних закладах при вивченні професійної англійської мови становить невід’ємну складову навчального процесу. Самостійна робота входить у загальний рейтинг і призначена для розвитку навичок самостійного засвоєння мовного матеріалу.

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ
ВАСИЛЯ СТЕФАНИКА**



Факультет туризму

Кафедра іноземних мов і країнознавства

СИЛАБУС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**Іноземна мова
(англійська)**

Рівень вищої освіти перший (бакалаврський)

Освітня програма «Менеджмент соціокультурної діяльності»

Спеціальність 028 «Менеджмент соціокультурної діяльності»

Галузь знань 02 «Культура і мистецтво»

Затверджено на засіданні кафедри іноземних мов і країнознавства
Протокол № 1 від «29» серпня 2024 р.

м. Івано-Франківськ – 2024

ЗМІСТ

1. Загальна інформація
2. Анотація до навчальної дисципліни
3. Мета та цілі навчальної дисципліни
4. Програмні компетентності та результати навчання
5. Організація навчання
6. Система оцінювання навчальної дисципліни
7. Політика навчальної дисципліни
8. Рекомендована література

1. Загальна інформація	
Назва дисципліни	Іноземна мова
Викладач (-і)	Приймак Лілія Богданівна, канд. філ. н., доц. кафедри іноземних мов і країнознавства
Контактний телефон викладача	+380999065123
E-mail викладача	liliya.pryimak@pnu.edu.ua
Формат дисципліни	очний/заочний
Обсяг дисципліни	9 кредитів ECTS, 270 год.
Посилання на сайт дистанційного навчання	https://d-learn.pnu.edu.ua/course/subscription/through/url/c4d1d10b39157019f869
Консультації	Консультації проводяться відповідно до графіку консультацій, розміщеному на інформаційному стенді кафедри
2. Анотація до навчальної дисципліни	
1. Jobs in a hospitality industry 2. Holidays. Service and safety. 3. Types of tourism.	
3. Мета та цілі навчальної дисципліни	
<p>Метою викладання навчальної дисципліни <i>«Іноземна мова»</i> є формування і розвиток професійної комунікативної компетентності студентів для адекватної поведінки в реальних ситуаціях академічного та професійного життя, характерних для фахівців туристичної індустрії.</p> <p>Основними завданнями вивчення навчальної дисципліни <i>«Іноземна мова»</i> є досягнення таких цілей:</p> <p><i>Практичної:</i> формувати у здобувачів вищої освіти загальні та професійно орієнтовані комунікативні мовленнєві компетентності (лінгвістичну, соціолінгвістичну і прагматичну) для забезпечення їхнього ефективного спілкування в академічному та професійному середовищі.</p> <p><i>Освітньої:</i> формувати у студентів загальні компетентності (декларативні знання, вміння й навички, компетенцію існування та вміння вчитися); сприяти розвитку здібностей до самооцінки та здатності до самостійного навчання, що дозволить студентам продовжувати навчання в академічному і професійному середовищі.</p> <p><i>Пізнавальної:</i> залучати студентів до таких академічних видів діяльності, які активізують і далі розвивають увесь спектр їхніх пізнавальних здібностей.</p> <p><i>Розвивальної:</i> допомагати студентам у формуванні загальних компетентностей з метою розвитку їх особистої мотивації (цінностей, ідеалів); зміцнювати впевненість студентів як користувачів мови, а також їх позитивне ставлення до вивчення мови.</p> <p><i>Соціальної:</i> сприяти становленню критичного самоусвідомлення та вмінь спілкуватися й робити вагомий внесок у середовищі міжкультурної взаємодії.</p> <p><i>Соціокультурної:</i> досягати широкого розуміння важливих та різнопланових міжнародних соціокультурних проблем, для того щоб діяти належним чином у культурному розмаїтті професійних та академічних ситуацій.</p>	
4. Програмні компетентності та результати навчання	
<p>Інтегральна компетентність: Здатність розв'язувати складні спеціалізовані задачі та практичних проблем у соціокультурній сфері, у галузі освіти і науки, креативної економіки та культурних практик, що передбачає застосування теорій та методів менеджменту культури і мистецтва та характеризується комплексністю та невизначеністю умов.</p> <p>Загальні компетентності:</p> <p>ЗК 3. Знання та розуміння предметної області та розуміння професійної діяльності.</p> <p>ЗК 5. Навички використання інформаційних і комунікаційних технологій.</p> <p>ЗК11. Здатність працювати в міжнародному контексті.</p>	

ЗК16 Здатність спілкуватися іноземною мовою.

ЗК17.Здатність реалізувати свої права і обов'язки як члена суспільства, усвідомлювати цінності громадянського (вільного демократичного) суспільства та необхідність його сталого розвитку, верховенство права, прав і свобод людини і громадянина в Україні.

СК 28. Здатність здійснювати ефективні комунікації та розв'язувати конфліктні ситуації у професійній діяльності.

СК 33. Вміння використовувати сучасні методи обробки інформації для організації та управління соціокультурними процесами..

ПР 01. Визначати базові професійні поняття та використовувати термінологічний апарат менеджера соціокультурної діяльності.

РН 04. Здійснювати практичну діяльність відповідно до чинного законодавства.

РН 09. Приймати обґрунтовані рішення та нести відповідальність за результати своєї професійної діяльності.

РН 12. Формулювати, аргументувати професійні завдання.

РН 15. Вміти встановлювати діалог з різними професійними суб'єктами та групами.

РН 18. Проявляти самостійність суджень та самокритичність у процесі дискусії.

5. Організація навчання

Обсяг навчальної дисципліни – 270 год.

Вид заняття	Загальна кількість годин
семінарські заняття / <u>практичні</u> / лабораторні	90
самостійна робота	180

Ознаки курсу

Семестр	Спеціальність	Курс (рік навчання)	Нормативний / вибірковий
1, 2, 3	028 «Менеджмент соціокультурної діяльності»	1, 2	Нормативний

Тематика навчальної дисципліни

1 семестр.

Змістовий модуль 1. Jobs in a hospitality industry

Тема		кількість год.	
		практичні заняття	сам. роб.
Unit 1. All in a day's work.	1. Not always hospitable. 2. Sun bay hotel-meet our stuff. 3. Hotel jobs. 4. Adverbs of frequency. 5. Grammar. Present Simple. 6. Consolidation. Check and reflect.	6	12

Unit 2. Fly-drive holidays.	1. Booking a fly-drive holiday. 2. Dealing with a telephone enquiry. 3. Car hire. 4. Planning a holiday. English in action. Buy tickets. 5. Grammar: Present Continuous. 6. Consolidation. Check and reflect. Pronunciation. Th-sound.	6	12
Unit 3. Table for two.	1. Types of food. 2. Describing a traditional dish. 3. Describing food 4. Complaining about food. Dealing with a complaint.	6	12

	5. Grammar: Countable and uncountable nouns. Some and any. much, many, a lot of) 6. Consolidation. Check and reflect		
Unit 4. City tours.	1. A guided tour. 2. Giving a tour. 3. Describing a building 4. English in action. Ask for information. Giving directions. 5. Question words. Grammar: Past Simple. 6. Consolidation. Check and reflect.	6	12
Unit 5. Water cities.	1. Hotel facilities. 2. Hotel star ratings. 3. Describing hotels. 4. Dealing with new words. Writing an email describing a hotel. 5. Dealing with a complaint. Writing a letter of apology. Grammar: Comparatives and superlatives. 6. Consolidation. Grammar review	6	12
2 семестр. Змістовий модуль 2. Holidays. Service and safety.			
Unit 6. Cruise ships.	1. Cruises. Cabin facilities. 2. Writing a CV. 3. Writing a covering letter. 4. Applying for a job. Interview for a job. 5. Grammar: Present Perfect. 6. Consolidation. Check and reflect	6	12
Unit 7. Service and safety.	1. Health and safety. On safari. 2. Checking in a guest. 3. Giving health and safety advice. Pronunciation: Sounding polite. 4. English in action. Give and accept an apology. Writing a letter of apology. 5. Grammar: Modal verbs, requests and offers). 6. Consolidation. Check and reflect.	6	12

Unit 8. East meets West.	1. Exchanging holiday plans. 2. Describing traditional gifts. 3. Creating a tourism development plan. Giving a presentation. 4. Change words. Pronunciation: Connected speech. 5. Grammar: predictions and intentions. 6. Consolidation. Check and reflect	6	12
Unit 9. Window seat or aisle?	1. Air travel. 2. Check-in. 3. Producing an information leaflet. 4. Selling on-board duty-free goods. 5. Grammar: Modal verbs (obligation) 6. Consolidation: modal verbs.	6	12
Unit 10. Business or pleasure?	1. Why Do People Travel? 2. Hotel Facilities; 3. The Wawel as the main Tourist Attraction of Cracow; 4. Modals of suggestion; 5. Phrases of suggestion; 6. Why don't you / how about / what about / shall / should / could / it would be...for suggestions.	6	12
	Заг. за I, II семестри	60	120
3 семестр. Змістовий модуль 3. Types of Tourism			
Unit 11. The great outdoors.	1. New Zealand: The North and South Islands; 2. Changing a Booking; 3. Selling Tours; 4. Extreme Sports; 5. The Present Simple / The Present Continuous; 6. The Present Simple / The Present Continuous for Future	6	12

Unit 12. Winter holidays.	1. Entertainment in Ski Resorts; 2. Ski equipment; 3. Bukovel as a Ski Resort; 4. Ski Resort Jobs; 5. Swiss Hotel Management School; 6. The Passive Voice. Doer / instrument of the action (by / with).	6	12
Unit 13. Land of smiles.	1. Ecotourism - Environmentally Friendly Tourism; 2. Ecotourism in Thailand; 3. Thai Etiquette; 4. A Holiday to Thailand. Giving Health Advice; 5. Defining relative clauses; 6. Non-defining relative clauses	6	12
Unit 14. Enjoy your stay.	1. Checking-in / -out of hotels; 2. Currencies / Numbers; 3. Upselling at Registration; 4. Zero Conditional, First Conditional; 5. Second Conditional; 6. Third Conditional.	6	12
Unit 15. Winds of change.	1. Checking-in / -out of hotels; 2. Currencies / Numbers; 3. Upselling at Registration; 4. Zero Conditional, First Conditional; 5. Second Conditional; 6. Third Conditional.	6	12
	Заг. за II семестр	30	60
	ЗАГ.:	90	180
6. Система оцінювання навчальної дисципліни			

Загальна система оцінювання курсу	<p>Форми контролю знань студентів:</p> <ul style="list-style-type: none"> - поточний; - підсумковий семестровий (залік, екзамен). <p>Оцінювання знань студентів здійснюється за 100- бальною шкалою, яка переводиться у відповідну національну шкалу («відмінно», «добре», «задовільно», «незадовільно») та шкалу європейської кредитно- трансферної системи (ЄКТС – A, B, C, D, E, FX, F).</p> <p>Поточний контроль проводиться на кожному практичному занятті та за результатами виконання завдань самостійної роботи. Він передбачає оцінювання теоретичної підготовки студентів із зазначеної теми (у тому числі, самостійно опрацьованого матеріалу) під час роботи на практичних заняттях. Оцінки у національній шкалі («відмінно» – 5, «добре» – 4, «задовільно» – 3, «незадовільно» – 2), отримані студентами, виставляються у журналах обліку відвідування та успішності академічної групи (питома вага оцінки – 40%).</p> <p>Система оцінювання курсу відбувається згідно з критеріями оцінювання навчальних досягнень студентів, що регламентовані в університеті, та відповідно до Положення про оцінювання факультету туризму. Підсумковий контроль Підсумковий контроль у 1-му семестрі – залік, у 2-му семестрі – екзамен. Залік виставляють за результатами поточного контролю упродовж семестру. Допуск до іспиту становить 26 балів (мінімум) – 50 балів (максимум); кількість балів за складання іспиту (підсумковий контроль) становить максимум 50 балів. Рівень знань здобувачів освіти оцінюють за 100-бальною шкалою, яка відображає якість виконання: завдань на практичних заняттях – максимум 5 балів за одне заняття, вага оцінки за практичні заняття – 10 (у семестрах, в яких передбачено екзамен) та 25 (у семестрах, в яких передбачено залік); письмових завдань, які оцінюються у 5 балів максимум (вага оцінки – 5); самостійної роботи – 10 балів (вага оцінки – 10); контрольної роботи (максимум 100 балів), вага оцінки – 10 (у семестрах, в яких передбачено екзамен). та 20 (у семестрах, в яких передбачено залік).</p>
Вимоги до письмової роботи	<p>У кожному змістовому модулі передбачено письмове завдання, яке оцінюється в межах шкали 1-5 балів (вага оцінки – 5). Письмова перевірка знань студентів відбувається у формі есе, презентацій, ділових листів. Передбачено складання іспитів (підсумковий контроль) у формі письмової екзаменаційної роботи (1-50 балів, з яких максимум 20 балів виставляється за тематичне письмове завдання і 30 балів – за усні відповіді).</p>
Практичні заняття	<p>Кожна тема оцінюється у 5 балів (максимум). Вага оцінки за практичні заняття – 10 (у семестрах, в яких передбачено екзамен) та 25 (у семестрах, в яких передбачено залік).</p>
Умови допуску до підсумкового контролю	<p>Залік виставляється за результатами роботи впродовж семестру. Враховуються навчальні досягнення здобувачів вищої освіти (бали), набрані на поточному опитуванні під час аудиторних годин, при виконанні завдань для самостійної роботи, а також бали за письмові завдання і тестування. Якщо здобувач вищої освіти впродовж навчання набрав менше 50-ти</p>

		балів, то йому можуть рекомендувати повторне вивчення навчальної дисципліни. При виставленні допуску до екзамену (26 балів min, 50 балів max) враховуються навчальні досягнення здобувачів вищої освіти (бали), набрані на поточному опитуванні під час аудиторних занять, бали за письмові завдання, самостійна робота і контрольна робота.					
1-й семестр - Залік							
ЗМ1	КР1	СР1	ЗМ2	КР2	СР2	Всього	
30	10	10	30	10	10	100	
2-й семестр - Залік							
ЗМ1	КР1	СР1	ЗМ2	КР2	СР2	Всього	
30	10	10	30	10	10	100	
3-й семестр - Екзамен							
ЗМ1	КР1	СР1	ЗМ2	КР2	СР2	ЕК	Всього
25	10	5	25	10	5	20	100
7. Політика навчальної дисципліни							
Академічна доброчесність		Атмосферу довіри, взаєморозуміння, взаємоповаги потрібно будувати щоденно. Політика ректорату спрямована на академічну доброчесність, прозорість та законність діяльності. Задля цього розроблено та впроваджено «Положення про запобігання академічному плагіату та іншим порушенням академічної доброчесності у навчальній та науково-дослідній роботі здобувачів освіти Прикарпатського національного університету імені Василя Стефаника», «Положення про Комісію з питань етики та академічної доброчесності Прикарпатського національного університету імені Василя Стефаника», «Кодекс честі Прикарпатського національного університету імені Василя Стефаника» і опубліковано їх на сайті. В університеті академічна доброчесність передбачається за замовчуванням. Це означає, що всі здані роботи є результатом вашої розумової праці та творчості. Якщо ви подали роботу когось іншого, повністю або частково, без належного цитування, завдання буде оцінене в 0 балів (без права перездачі)					
Відвідування занять		Усі студенти, незалежно від форми навчання, зобов'язані відвідувати аудиторні заняття і проходити всі форми поточного та підсумкового контролю. Відпрацювання пропущених занять відбувається у перший день за графіком консультацій викладача з навчальної дисципліни, за винятком поважної причини у студента (документальне підтвердження) згідно «Порядку організації та проведення оцінювання успішності здобувачів вищої освіти Прикарпатського національного					

	університету імені Василя Стефаника (п.4)».
Неформальна освіта	<p>Зараховуються як підсумковий контроль, результати онлайн курсів на платформах Coursera, Prometheus, які відповідають програмі навчальної дисципліни.</p> <p>Рекомендовані:</p> <ul style="list-style-type: none"> - Improve Your English Communication Skills (https://www.coursera.org/specializations/improve-english) - Learn English: Beginning Grammar (https://www.coursera.org/specializations/learn-english-beginning-grammar) - Questions, Present Progressive and Future Tenses (https://www.coursera.org/learn/questions-present-progressive-future-tenses) - English for Career Development (https://www.coursera.org/learn/careerdevelopment) <p>Sustainable Tourism – promoting environmental public health (https://www.coursera.org/learn/sustainable-tourism)</p>
8. Рекомендована література	

1. Roadmap A2. Student's Book. Lindsay Warwick and Damian Williams. Pearson Education Limited, 2020. 160 p.
2. Roadmap A2. Workbook. Lindsay Warwick and Damian Williams. Pearson Education Limited, 2020. 80 p.
3. English for International Tourism Pre-Intermediate. Student's Book. London: Longman / Pearson Education Limited, 2019. 144 p.
4. English for International Tourism Pre-Intermediate. Work Book. London: Longman / Pearson Education Limited, 2019. 89 p.
5. Business Partner. A2. Coursebook / Dubicka I., Rosenberg M., Dignen B., Hogan M. Longman (Pearson Education), 2020.
6. Longman Dictionary of Contemporary English Online. (n.d.). Retrieved from <https://www.ldoceonline.com/>
7. Жумбей М.М., Копчак Л.В., Апелът Г.В. "English Grammar with Tests " for Students of the Field of Study "24" – "Services". Навчальний посібник з професійної англійської мови для аудиторної та самостійної роботи студентів I- IV курсів факультету туризму спеціальностей галузі знань "24" – «Сфера обслуговування». Івано-Франківськ: Супрун В.П., 2023. 278 с.
8. Приймак Л.Б. "Individual Tasks for Home Reading for Intermediate Level Students Management in Sociocultural Activity" Навчально-методичний посібник з дисципліни «Іноземна мова» для самостійної роботи студентів денної форми навчання спеціальності «Менеджмент соціокультурної діяльності». Івано-Франківськ, 2024. 43 с.
9. *Інформаційні ресурси:*
10. Learning English. British Council. Retrieved from <https://learnenglishteens.britishcouncil.org>
11. Learning English. British Council. Retrieved from <https://learnenglish.britishcouncil.org/>
12. Business Partner. My English Lab (доступ за персональним кодом).

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Unit 1. Careers in Tourism

“Choose a job you love, and you will never have to work a day in your life”

(Confucius)



1. a. Read and translate the text:

Jobs You Might Be Interested in

Tourism is a diverse industry which offers long-term career opportunities for enthusiastic individuals who want to put their education and skills to work in various environments. People in tourism may work indoors or outdoors, standard hours or on a flexible schedule, seasonal jobs or all-year-round.

Tourism industry can be divided into five career areas: accommodation, food and beverage services, recreation and entertainment, transportation and travel services. All of these areas involve providing services to people travelling, thus treating them in a hospitable way.

The main thing to know about careers in hospitality and tourism is that it's never going to be your typical *nine-to-five job*. The people who work in this sector really *take one for the team* and work when others are having fun. For instance, people who work in pubs and clubs tend to work mainly in the evenings while people who work in travel agencies are especially busy when everyone is *jetting off* on their summer holidays.

Here are some interesting jobs in tourism to help you decide on your career path!

Concierge. If you enjoy welcoming people and helping them feel at home, then you might want to become a concierge in a hotel. A concierge is the first person that most guests meet. Their tasks tend to include things like answering questions, taking reservations, and recommending activities – but if you end up on the more luxurious side of the sector, you might find yourself with a few more *outlandish requests*!

Event manager. Working as an event manager will mean *thinking on your feet* and solving a lot of practical problems – everything from technical difficulties to spilled wine will be on your list! However, it also means that you'll get to meet a lot of different people and maybe even some celebrities, depending on what kind of events you decide to become involved in. You could end up working in a conference center, concert hall, or festival spaces, so you can be sure that you'll experience a lot of variety.

Restaurant general manager. For those who are keen to be in the food industry but don't want to actually be in the kitchen, managing a restaurant could be *a good compromise*. You will still need to know all about food (including important things like *health and safety regulations*), but you'll also have a lot of customer service responsibilities. Restaurants need a lot of staff and you'll *be in charge of* them all, so you'll need good leadership skills too.

Tour guide. This role is perfect if you are a confident public speaker with a great memory and no problem spending lots of time on your feet. Your main task will be showing groups of tourists around the important parts of town and keeping them entertained. An interest in history can also be helpful in this job, as most places will have famous landmarks or buildings that visitors will want to know about – so be prepared *to do a lot of research!*

Whether you're a travel agent, a hotel manager or a luggage handler, you need to be *customer oriented*. Consequently, excellent communication skills, patience and a friendly nature are essential for you *to thrive* in tourism and hospitality industry. You will be working with plenty of clients who will require your help, so being able *to cater to their needs* is a must. So if you are a warm, enthusiastic and helpful personality, this industry is a great choice.

b. Glossary to assist your text comprehension:

a nine-to-five job - a normal and routine job (often used to describe boring or unfulfilling jobs)

to take one for the team - willingly undertake an unpleasant task or make a personal sacrifice for the collective benefit of one's friends or colleagues

jetting off - to depart and travel by airplane

outlandish requests - invitations to work abroad

thinking on your feet - having good ideas and making decisions quickly in a difficult situation

a good compromise - a positive mutual agreement

health and safety regulations - instructions on how to protect workers and other persons present at workplaces from work-related risks to their health, safety, and well-being

to be in charge of - be responsible for

to do a lot of research - to carefully investigate the field of your occupation

customer-oriented - focused on helping clients to meet their needs and wants

to thrive – to develop well, grow successfully

to cater to one's needs - to provide or supply what is desired

2. Answer the questions based on the text:

1. What kind of industry is tourism?
2. Name five career areas in tourism industry.
3. What are the advantages and disadvantages of working in tourism and hospitality industry?
4. Characterize a job of a tour guide.
5. What are the duties of an event manager?
6. What skills and characteristics do you need to work in tourism and hospitality industry?

3. a. Think of the duties of the given professions and try to explain them in one sentence:

e.g.

A concierge welcomes guests at the hotel, gives recommendations and answers loads of questions.

1. *A travel agent -*
2. *A hotel manager -*
3. *An event and conference organizer -*
4. *A restaurant chef -*
5. *A sommelier -*
6. *A PR manager -*
7. *A leisure and activity co-ordinator -*
8. *A booking manager -*
9. *A transferman -*
10. *A cruise ship director -*

b. Find 10 more professions in tourism and hospitality and define their duties:

4. Learn the idioms and use them in sentences of your own:

● **have a lot on your plate**

If you **have a lot on your plate**, it means you have a lot of work and responsibilities at the moment.

e.g. *"Sorry I didn't call you back sooner; I **have a lot on my plate** right now."*

● **selling like hotcakes**

If a product is **selling like hotcakes**, it means a lot of customers are buying it very fast.

e.g. *"The new product is **selling like hotcakes**. We'll need to produce more to keep up with the demand!"*

● **work for peanuts**

If you **work for peanuts**, it means you work for very little money.

e.g. *I am sick of **working for peanuts**!*

● **think outside the box**

To **think outside the box** means to think in a creative way that is different from usual.

e.g. *"We need to come up with a really good advertising campaign. Let's try to **think outside the box**."*

● **win-win situation**

A **win-win situation** is a cooperative agreement that is good for both people or companies.

e.g. *"This partnership will bring increased publicity to their company and new customers to ours. **It's a win-win situation**."*

● **test the waters**

If you **test the waters**, you try something new to see if it will be successful or not.

e.g. “We’re **testing the waters** to see if changing the product’s packaging will increase sales.”

● **on the back burner**

If a project is **on the back burner**, it means it is less important at the moment.

e.g. “The preliminary market analysis is **on the back burner**; I have some other projects that are taking priority.”

● **in the red / in the black**

If a company is **in the red**, it means it is operating with debt.

A company operating **in the black** means that it has a profit.

e.g. “Our company ended the year **in the red** with a debt of \$5,000,000.”

● **ramp up**

If you **ramp up** something, it means you increase it.

e.g. “We need to **ramp up** our efforts to find new customers.”

● **be on the house** – provided free by the owner of the bar, restaurant

e.g. Can I get you a **drink on the house**?”

● **work your fingers to the bone**

If you work your fingers to the bone, it means you work very hard.

e.g. I **worked my fingers to the bone** to give my children a good life.

● **burn the midnight oil** - consistently work beyond normal business hours

e.g. Our manager is **burning the midnight oil** to meet every deadline.

● **not rocket science** - something is not complicated to understand

e.g. Just look up the answer online; **it’s not rocket science**.

● **get the ball rolling** - to get started

e.g. It’s time to **get the ball rolling** on the 2018 forecast.



5. a. Fill in the gaps with the necessary question words (*why, when, could, how, what*) to form the questions used at the job interview. Some of the words may be used more than once:

1. _____ you tell us about yourself?
2. _____ should we hire you?
3. _____ did you learn about the vacancy for the position of a receptionist?
4. _____ is your greatest strength?
5. _____ is your greatest weakness?
6. _____ have you left your job?
7. _____ foreign languages do you speak?
8. _____ do you want this job?
9. _____ do you handle stress and pressure?
10. _____ will you be able to start?
11. _____ are your salary expectations?

b. Make-up a dialogue on job interview procedure using the questions formed (choose any job in tourism or hospitality industry).



6. Read a funny story and retell it in class:

Numeracy Skills

A tourist is travelling with a guide through one of the thickest jungles in Latin America, when he comes across an ancient Mayan temple. The tourist is charmed by the temple, and asks the guide for details. To this, the guide states that archaeologists are carrying out excavations, and still finding great treasures. The tourist then asks how old the temple is.

"This temple is 2503 years old", replies the guide.

Impressed at this accurate dating, the tourist inquires as to how the guide gave this precise figure.

"Easy", replies the guide, "the archaeologists said the temple was 2500 years old, and that was three years ago."

Unit 2. Destinations

"The journey of a thousand miles begins with one step"

(Lao Tzu)



1. a. Read and translate the text:

New York – a Traveller's Dream

New York is the largest and one of the most important cities in the United States of America. This huge city is located on the eastern coast of the country and consists of 5 administrative districts: Manhattan, Brooklyn, Queens, Bronx and the Staten Island. Partially the city is located on the islands *adjacent to* the coast of the Atlantic Ocean and the Hudson Bay.

The population of New York is over 8,5 million people. In addition, more than 140 thousand visitors and tourists arrive to New York every day.

Not being a capital of the country, or even of the state, New York City, however, has become a major center of financial, economic, political and cultural life for the Americans.

The city has a long history. The Dutch were the first *settlers* in the 17th century and the old name of the city was New Amsterdam.

The main center of New York City has always been the island of Manhattan. The main attractions and the *wealth* of the city are concentrated here. The most famous company offices, *headquarters*, museums, monuments of culture and architecture, many theaters and restaurants, hotels and well-known shopping malls are located in the heart of the huge metropolis.

Those who arrive to New York to see the most interesting and famous places of America, begin their journey with a tour of the main symbol of the city and the country, the Statue of Liberty, located on a small island southwest of Manhattan. Since 1886, a huge 93-meter statue *greets and farewells* residents and visitors of New York.

Famous New York skyscrapers are concentrated in the central part of the island of Manhattan, neatly *lined up* on the horizontal and vertical streets of the city.

Despite the huge area, it is impossible to get lost in New York. All the streets form equal squares and have number titles. Twelve wide streets crossing these squares are called Avenues. The most famous Avenues are: Broadway, Fifth and Seventh Avenue. Fifth and Seventh Avenue are famous for their brand shops and designer fashion centers.

Broadway, which as well forms a famous Times Square, is the main area of activities. On Broadway there are a lot of theaters and restaurants. This street is busy day and night.

The richest museums of New York are the Metropolitan and Solomon Guggenheim's Museum. They contain unique works of world's greatest artists of all times.

The underground railway station, Penn Station, is located in the centre of Manhattan in Seventh Avenue. It connects New York with almost all the cities of the US. High-speed trains depart every minute in all directions straight from the heart of the city. This connection greatly simplifies and *speeds up* the way from the city to the various close and distant parts of the state.

One of the attractive parts of the *concrete jungle* of New York is Central Park. It is a green zone, with *a petting zoo*, children's attractions, lakes, and skating rinks. Festivals and shows are conducted here; residents of the city go in for sports, bring their children for walks and picnics.

Any tourist coming to this wonderful city, will always find something that interests him the most. No wonder, they say, that all tastes and cultures are mixed here and you can meet representatives of any nationality of the world. New York is considered to be the capital of the world and the dreamers' *venue*.

b. Glossary to assist your text comprehension:

adjacent - next to or neighbouring on

a settler - a person who moves with a group of others to live in a new country or area

wealth - a large amount of money and other valuable possessions:

headquarters - main offices or center of operations of an organization, such as the army, police, or a company

greet and farewell - welcome and see off

lined up - things put together in a row

to speed up - to cause something to happen faster

concrete jungle - a city or urban area which has a high density of large, unattractive, modern buildings and is perceived as an unpleasant living environment
a petting zoo - a zoo at which visitors, especially children, may handle and feed the animals
venue - the place where something happens, site, destination

2. Answer the questions based on the text:

1. Characterize the geographical location of NY.
2. Who founded the city?
3. What is the capital of the USA?
4. Name the most famous avenues of NY.
5. What is the symbol of NY?
6. Why would you want to visit NY?

3. Read the facts about NY. Choose the one which you like most and prepare detailed information on it.

Interesting Facts about New York City You May not Have Known

- A little over 8 million people live in New York City. That means 1 in every 38 people in the United States call the city home.
- More than 800 languages are spoken in New York City, making it the most linguistically diverse city in the world.
- Oysters were so popular in New York in the 19th century that the shells were used to pave Pearl Street.
- France gifted the Statue of Liberty to the United States in 1886 for its centennial celebration. The statue was shipped as 350 pieces in 214 crates and took 4 months to assemble at its current home on Ellis Island.
- New York City's Federal Reserve Bank has the largest gold storage in the world. The vault is 80 feet below street level and contains \$90 billion in gold.
- The New York Public Library has over 50 million books and other items and is the second largest library system in the nation after the Library of Congress. It is also the 3rd largest library in the world.
- The United Nations headquarters was established in New York City in 1952 after World War II.
- The first pizzeria in the United States opened in NYC in 1895. Since the 1960s, the price of a slice of pizza has been roughly the same price as a subway ride, generating the idea of "Pizza Principle" among economists.
- New York City has a little more than 13,000 yellow taxis. Each taxi makes nearly 800 trips per month.
- Times Square is named after the New York Times. It was originally called Longacre Square until the Times moved there in 1904.
- New York City became the first capital of the United States in 1789.

- More Chinese people live in New York City than any other city outside of Asia.

4. Learn the idioms and use them in sentences of your own:

● **All roads lead to Rome**

An expression meaning that many methods will lead to the same result.

e.g. *So long as you meet the deadline, I don't care how much help you get - **all roads lead to Rome**.*

● **ships that pass in the night**

About people who meet fleetingly and who are unlikely to see each other again.

e.g. *We met on a course in Spain and had a wonderful time together. But we both knew that we were **just ships that pass in the night**.*

● **asleep at the wheel** - not attentive

e.g. *We would have won if our goalkeeper hadn't fallen asleep at the wheel!*

● **third wheel**

It is said about someone who is unnecessary or tags along with a couple.

e.g. *I was the only person at the dinner party without a date. I felt like a **third wheel**.*)

● **a backseat driver** - someone who tries to establish and maintain control over every situation.

e.g. *Although Mary was capable of completing the project on her own, John couldn't stop himself from being a **backseat driver** and telling her what to do.*

● **right up one's alley** - in one's specialty, to one's taste, ideally suited to one's interests

e.g. *Anna loves watching movies, so I'm sure she'll go to the film festival with you—that's **right up her alley**.*

● **itchy feet** - the need to leave, a feeling of a need to travel

If you have **itchy feet**, you want to go somewhere new or start doing something new.

e.g. *Hearing the train whistle at night gives me **itchy feet**.*

● **follow (one's) nose**

1. to be guided by your sense of smell

e.g. *He **followed his nose** to the kitchen, and found Marina making tomato soup.*

2. to go straight forward

e.g. *The garage is a mile ahead up the hill — just **follow your nose**.*

3. to trust one's instinct when making a judgment or decision or taking action

e.g. *I tend to **follow my nose** when I have a bad feeling about someone, and it's helped me to avoid a lot of drama.*

● **to live out of a suitcase**

If someone stays very briefly in several places, with only the belongings in his suitcase, it means that he **lives out of a suitcase**

e.g. *I travel so much and am always **living out of a suitcase**.*

● **miss the boat** - to fail to take advantage of an opportunity

e.g. *The price discount ended yesterday and I just **missed the boat** on a great deal.*

● **to paddle one's own canoe** - to act independently and decide your own fate; to do something by oneself

e.g. *He's been left **to paddle his own canoe** when he started his business.*



5. Grammar:

a. Using the Present Simple for story-telling and commentary

Though the Present Simple's main use is for general rules, and grammatically represents timeless facts, native speakers often use it in an colloquial setting for story-telling. This can be to recount a past event, a film or book plot, or for running commentaries.

● The Present Simple in story-telling

The Present Simple is regularly used depicting past narratives for informal story-telling. It can create a sense of immediacy, urgency or informal friendliness, so it may be used for dramatic or comedic effect. This is common in spoken English.

e.g. *"So I go to pay for my sandwich, and the guy asks me for two pounds – but I don't have any money on me!"*

● The Present Simple is also commonly used to give narratives of consumed stories, for example the plots of films, books and plays.

e.g. *"The main character finds the diamonds, saves the girl and stops the baddie. It's great."*

"She says she's seen something, and you don't know if it's in her head or not."

This is used to put the listener in the moment of the story. This technique is sometimes used in creative writing, as well as in spoken language.

● You may also find the Present Simple in advertising and other texts designed to put the reader in a particular scene or state of mind.

e.g. *A hot summer's day; you feel the cool breeze as you slip into the warm embrace of the golden sand. A bird sings above you.*

● The Present Simple in commentaries

The Present Simple is often used for running commentaries. This provides an ongoing narrative, describing events as they happen, which is especially common for sports.

Sports broadcasters and other live reports use the present simple to commentate on events in real time (now), to save time and create drama:

e.g. *Ronnie passes to Jim, he shoots, he scores! The ball hits the net, and she loses the point.*

b. Put the verbs in brackets in the correct tense form:

1. "In the second paragraph, he (stress) the fact that these programs were useless".

2. "At the beginning of the text, Nixon (criticize) the previous programs made by Johnson."
3. "From line 16 to line 18, he (refer) to ..."
4. "Rooney... (play) it to Van Persie, who (spread) the ball out wide to Falcao, who (trip) over it".
5. 'So I (sit) in Starbucks, right, and this guy (come) up to me, and he (say) 'do you come here often?'
6. Pepsi (give) you a chance to win tickets to the CMA Music Festival.
7. It (come) to Mike Catt, he (kick) it high into the stand. The whistle (go). It (be) all over, and England (be) the 2003 World Champions.
8. Twix (come) in a package of two identical candy bars. One Company (flow) caramel on the first bar, the other one (cascade) caramel on the second bar. LEFT TWIX (bathe) in chocolate, while RIGHT TWIX (soak) in chocolate. It (be) all in the mix of creamy, chocolate, chewy, caramel.

c. Complete the football match commentary:

- a) Number 10 (shoot).
- b) The ball (hit) the bar.
- c) A German player (head) the ball.
- d) Number 7 (cross) the ball.
- e) The referee (talk) to the linesman.
- f) The ball (enter) the penalty box.
- g) The ball (be) on the right-wing.
- h) The ball (bounce) on the goal line.



6. Read a funny story and retell it in class:

An Unexpected Passenger

A taxi passenger tapped the driver on the shoulder to ask him a question. The driver screamed, lost control of the car, nearly hit a bus, went up on a footpath, and stopped centimeters from a shop window of Dunkin' Donuts.

For a second everything went quiet in the cab, then the driver said, "Look, mate, don't ever do that again. You scared me!"

The passenger apologized and said, "I didn't realize that a little tap would scare you so much."

The driver replied, "Sorry, it's not really your fault. Today is my first day as a taxi driver. I've been driving a funeral van for the last 25 years."

Unit 3. Hotel Facilities

“Money is a terrible master but an excellent servant”
(P.T.Barnum)



1. a. Read and translate the text:

Top Reasons to Stay in a Luxury Hotel

A luxury hotel is a better choice for a true luxury traveller than *a myriad* of apartment rental services. While budget travellers are often well served by rentals, which are usually cheaper than mid-range hotels, there are a number of advantages that luxury hotels offer compared to rentals.

If you're a luxury traveller, attention to detail counts — the kind of detail that is often missing if you rent an apartment. For example, a personalized welcome amenity for you, and perhaps a cute *plush* animal or special pastry treat for your child; champagne if you're celebrating a honeymoon or anniversary or a cake for your birthday; snow-white bathrobes and slippers; reservations at hard to get restaurants *via* the concierge; twice daily housekeeping; an in-room Nespresso machine for your first coffee of the day; the list goes on.

While apartment rentals are more *akin to* a change of scenery, a top luxury hotel is a true vacation from the everyday, with thought put into the entire experience and hotel staff sweating the details so that you don't have to. A luxury traveller who cares about the *overall* experience will find better value for money and less risk of unpleasant surprises with a top luxury hotel.

There's a reason why the top luxury resorts and hotels are very *rigorous with* their hiring and training, particularly for associates who interact with guests: service is a key differentiator for luxury brands, such as Aman Resorts, The Peninsula, Four Seasons, and Mandarin Oriental, over other hotel chains.

The best staff actually anticipate needs, not just respond to them. For example, restless children at lunch are invited on a special tour of the kitchen, thus enabling their parents to enjoy a romantic lunch together; a broken set of eyeglasses is repaired without being asked, and muddy sneakers are offered to be cleaned.

A luxury hotel generally offers a wonderfully comfortable bed that is supportive yet plush (or can be made plush by calling housekeeping for a mattress topper), proper temperature control that works, and—very important—*blackout shades* that make the room nice and dark, even for naps in the middle of the day.

The top luxury hotels either offer a preferred partner program or are a member of a luxury *consortium* such that you can enjoy special *perks*, such as upgrade on arrival, *complimentary* breakfast, a hotel credit, and other amenities depending on how you make your booking

Sometimes mistakes occur or there's a problem with your room, suite or rental. If you're in a rental, you're pretty much out of luck, which could end up really

ruining your vacation. If you're at a luxury hotel and there's an issue, the hotel will work to find you another room or suite that you can move to (and sometimes even upgrade you in the process): problem solved.

If you have a change of plans, you can freely cancel a *refundable* reservation at a luxury hotel, often up to the day before (check the hotel's cancellation policy) and not pay anything.

At a luxury hotel (or even a regular hotel, for that matter) someone is always at the front desk or can be easily *summoned* with a bell. In contrast, if you're renting an apartment from rental agency, there is a risk of not being able to meet up with the host and access your room when you arrive.

One of the great benefits for families of staying at a luxury resort is the chance for kids to make new friends at the complimentary kids' club. While doing many activities with your kids, you might forget they want to play with other kids, make forts, play sports, do local arts and crafts, and go on *scavenger hunts*. Hotel kids' clubs provide children facilities. Thus, everyone manages to have a real vacation.

b. Glossary to assist your text comprehension:

a myriad - countless or extremely great in number

plush - a rich fabric of silk, cotton, wool; richly luxurious and expensive

via - by way of; through, by means of

akin to - of similar character, related to

overall - taken as a whole; in all

rigorous with - careful to look at or consider every part of

blackout shade - thick, lined curtains designed to shut out all daylight and keep a room in complete darkness

consortium - an association, typically of several companies

perks - an advantage or something extra, such as money or goods, that you are given because of your job

complimentary - given or supplied free of charge

refundable - given back, repaid

summoned - called upon to do something specified

scavenger hunts - game, typically played in an extensive outdoor area, in which participants have to collect a number of various objects

2. Answer the questions based on the text:

1. What hotel facilities and services are mentioned in the text?
2. What are the advantages of staying in a luxury hotel?
3. Describe the disadvantages of staying in a rental ?
4. Describe children facilities in deluxe hotels.
5. What does it mean to be a luxury traveller?

3. Make a list of 15 facilities you get while staying in a luxury hotel. Some of them you can find in the text above, other ones you should think on:

e.g. While staying in a 5-star hotel in Barcelona, we were given a free transfer to the airport, free wi-fi, two complimentary bottles of water every day and cocktails on the house.

4. Learn the idioms and use them in sentences of your own:

- **have a roof over your head** - have somewhere to live

e.g. Unless we find another flat to rent, we won't have a roof over our heads in two months' time!"

- **build castles in the air** - have impossible dreams or plans

*e.g. She has this unrealistic idea of sailing around the world. She's **building castles in the air** again."*

- **travel light**: to bring very few things with you when you go somewhere

*e.g. Please **travel light** tomorrow. We have a lot of walking to do.*

- **watch your back**: be careful; pay attention to people around you

*e.g. Keep your wallet in a safe place and **watch your back** on the subway.*

- **call it a day**: finish an activity or tour; go home or back to the hotel

*e.g. You all look tired. Let's **call it a day**.*

- **get a move on**: go more quickly

*e.g. We'll need to **get a move on** if we want to catch the four o'clock bus.*

- **a full plate**: a full schedule; no free time

*e.g. We have **a full plate** tomorrow, so get a good rest tonight.*

- **bright and early** : very early in the morning

*e.g. We'll need to leave **bright and early** to catch the first ferry.*

- **hang on or hang tight**: wait patiently for a moment

*e.g. Please **hang tight** until the driver returns.*

● **If worse comes to worst OR If all else fails...**- introduces the action to take when no other option is successful

*e.g. **If worse comes to worst**, call the police.*

- **train of thought** a sequence of connected ideas

*e.g. I was considering the different options when the noise outside broke my **train of thought**."*

- **cut corners** -do something the easiest or quickest way

*e.g. **Cutting corners** on case studies will result in careless errors.*



5. Grammar.

a. Forming negative adjectives.

In English, the following prefixes are used to form negative adjectives: *un-, il-, in-, ir-, im-*.

The prefix *un-* is one of the most common negative prefixes. We usually use this prefix before a consonant or a vowel, for example:

- *prepared – unprepared*
- *able – unable*

- *fortunate – unfortunate*
- *comfortable – uncomfortable*
- *forgettable – unforgettable*
- *helpful – unhelpful*
- *happy – unhappy*
- *attractive – unattractive*
- *real – unreal*
- *usual – unusual*
- *occupied – unoccupied*

The prefix *dis-* is used as a negative prefix with adjectives that begin with a vowel or a consonant, for example:

- *advantageous – disadvantageous*
- *articulate – disarticulate*
- *obedient – disobedient*
- *affirming – disaffirming*
- *believing – disbelieving*

The prefix *il-* can only be used with words that start with the letter *l*, for example:

- *legitimate – illegitimate*
- *legible – illegible*
- *legal – illegal*
- *literate – illiterate*
- *logical – illogical*

Some words that start with a consonant or the vowels: a, e, o can use the prefix *in-*, for example:

- *organic – inorganic*
- *sane – insane*
- *eligible – ineligible*
- *capable – incapable*
- *decent – indecent*
- *accurate – inaccurate*

Words that start with *m* or *p* take the prefix *im-*, for example:

- *perfect – imperfect*
- *mature – immature*
- *mobile – immobile*
- *possible – impossible*
- *moral – immoral*

Finally, we use the prefix *ir-* with words that start with *r*, for example:

- *replaceable – irreplaceable*
- *relevant – irrelevant*
- *regular – irregular*
- *rational – irrational*
- *religious – irreligious*

- *responsible – irresponsible*

It is very important to remember that the adjective *reliable* is an exception to the rule. Reliable takes the prefix *un-*

- *reliable – unreliable*

b. Use the necessary prefixes to form negative adjectives:

1. She was (able) to take the test because she was really sick.
2. Are you (sane)? If you do this jump you're going to die.
3. I find it highly (probable) that he will come to your party. He doesn't like crowds.
4. The accident caused (reparable) damage to his car.
5. I'm absolutely sure it wasn't Kate. She's (capable) of something like that.
6. Oh, Mary, you're so (grateful)! He's always done so much to help you.
7. Her father feels absolutely (approving) about dating John. He thinks John is a bad influence.
8. I believe this information is (accurate). This cannot be true.
9. I don't understand anything he says; he's so (articulate).
10. This table is (steady). I believe one of the legs is crooked.
11. I'm sure it's (legal). Why don't you ask your lawyer friend ?
12. I love Jane! She's so fun and (complicated).
13. Oh, come on. You must agree this is absolutely (moral).
14. It seems to me he is (happy) about his future wedding.
15. It proved a/an (resistible) temptation to Jerry to come back to Dominican gain.



6. Read a funny story and retell it in class:

Pets Welcome

A man wrote a letter to a small hotel in a Midwest town he planned to visit on his vacation. He wrote: "I would very much like to bring my dog with me. He is well-groomed and very well behaved. Would you be willing to permit me to keep him in my room with me at night?"

An immediate reply came from the hotel owner, who said, "I've been operating this hotel for many years. In all that time, I've never had a dog stealing towels, bedclothes, silverware or pictures off the walls. I've never had to evict a dog in the middle of the night for being drunk. And I've never had a dog run out on a hotel bill. Yes, indeed, your dog is welcome at my hotel. And, if your dog will vouch for you, you're welcome to stay here, too."

Unit 4. Tour Operators

***“Earth provides enough to satisfy every man’s needs,
but not every man’s greed”***

(Mahatma Gandhi)



1. a. Read and translate the text:

Tour Operators’ Contribution to Sustainable Tourism

If you’ve been working in tourism industry long, you must have heard about *sustainable tourism*. It’s an important problem that needs to be addressed by all of those working in tourism, including tour and activity operators.

While we may be familiar with the effects of *pollution* and global warming, sometimes it takes some *hard-hitting* facts to make us realise just how much of an *impact* we have on the *environment*:

- Since 1970, a third of the natural world has been destroyed by human activity;
- 70% of marine mammals are now *threatened* by *extinction*;
- Every day, we dump 90 million tons of carbon pollution into our atmosphere;
- 58% of the world’s coral reefs are at risk;
- Species of animal or plant life disappear at a rate of 1 every 3 minutes.

The World Tourism Organisation (WTO) defines sustainable tourism as “tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment, and host *communities*.”

It’s not just about trying to reduce the negative environmental impacts you make, but its also about using tourism to help local communities and raise support for conservation.

The Goods and Services Tax Council reports that sustainable tourism is still considered a niche, but big brands are starting to take the right steps towards achieving sustainability.

A big concern is ‘*greenwashing*’, often its PR is *deceptively* used to promote a perception that an organisation’s products, aims and policies are *environmentally friendly*. Tourism is one of the industries that can help efforts with conservation and *poverty alleviation* through sustainable practices.

Steps to maximise economic benefits for the local community:

- Invest in the area your business operates (give profits to your local community, help preserve and protect the area your customers visit);
- Contribute to the preservation of resources your company uses;
- Hire local staff, and provide training on your sustainable practices;

Reduce negative environmental impacts:

- Take responsibility for the damage you cause to the enviornment (for example, if you use water in dry area, use *energy efficient measures*). The Western world makes up 17% of the world’s population, but consumes 52% of its total energy;

- Create conservation and reduction measures for water, waste and energy. 70% of earth's surface is water but only 3% is *potable* (safe to drink);
- Offer incentives to staff/clients to *carpool*/use public transport;
- Reduce, reuse, and recycle. For example, in your office have recycling bins, and use recycled paper;
- Plant *indigenous* trees/shrubs in your area. Just 1 acre of trees absorbs 2.6 tonnes of CO₂ per year;
- Keep the size of tour groups small to have minimal impact on flora and fauna in an area.

Maximise social benefits for the local community:

- Tell clients to purchase local products;
- Don't purchase products made from *endangered* species;
- Support local projects, like *charities* and conservation efforts;
- Inform clients of cultural/religious issues where they should be considerate;
- Make sure none of your clients exploit children/break human rights conduct.

Do what you can! As long as you try to keep your environmental *footprint* small, you are doing your part.

b. Glossary to assist your text comprehension:

sustainable tourism - the concept of visiting a destination as a **tourist** and trying to make a positive impact on the environment, society, and economy

pollution - the presence in or introduction into the environment of a substance which has harmful or poisonous effects

hard-hitting - direct and honest, strong criticising

impact - a marked effect or influence

environment - the surroundings or conditions in which a person, animal, or plant lives or operates; natural world affected by human activity

threatened - at risk, endangered

extinction - a situation in which something no longer exists; disappearance

community - a group of people living in the same place or having a particular characteristic in common

greenwashing - making people believe that your company is doing more to protect the environment than it really is

deceptively - making you believe something that is not true

environmentally friendly - operating in a way that doesn't harm the environment

poverty alleviation - a set of measures, both economic and humanitarian, that are intended to permanently lift people out of poverty.

energy efficient measures - actions aimed to reduce the amount of energy required to provide products and services

potable - safe to drink, drinkable

carpool - an arrangement between the members of a group of people who travel together, especially to work or school to use a different member's car each day

indigenous - originating or occurring naturally in a particular place; native

endangered - seriously at risk of extinction, in danger of being harmed or lost
charity - the voluntary help, typically in the form of money, to those in need
footprint - the area occupied or affected by somebody or something

2. Answer the questions based on the text:

1. What is the WTO's definition of sustainable tourism?
2. What sustainable practices can tourism offer?
3. What does it mean to reduce, reuse and recycle?
4. What products can you buy from the locals in the Carpathians?
5. Is sustainable tourism achievable in your country?

3. a. Read the information about the harmful effects a human being has caused to the planet. Think on them thoroughly.

10 Ways Humans Impact the Environment

Take a look at 10 ways humans have left a footprint that has forever changed the environment and the planet.

1. *Overpopulation* is the condition of having a population so dense as to cause environmental deterioration, an impaired quality of life, or a population crash.
2. *Pollution* is the damage caused to water, air, etc. by harmful substances or waste.
3. *Global warming* is the gradual rise in the earth's temperature caused by high levels of carbon dioxide and other gases in the atmosphere.
4. *Climate change* is seasonal changes over a long period with respect to the growing accumulation of greenhouse gases in the atmosphere.
5. *Genetic modification* is the process of scientifically changing the genes of plants and animals in order to create forms of them that are less likely to get diseases, will grow and develop faster, etc.
6. *Ocean acidification* is the increase in acidity of sea water due to increasing concentrations of carbon dioxide thus causing a reduction in the calcification rates of calcifying organisms which include corals, mollusks, algae and crustaceans.
7. *Water pollution* is the contamination of lakes, rivers, seas and oceans usually as a result of human activities.
8. *Deforestation* is the destruction of forests by people.
9. *Acid rain* is the rain that contains large amounts of harmful chemicals as a result of burning substances such as coal and oil.
10. *Ozone depletion* is the reduction in the concentration of ozone in the ozone layer caused by substances formed from breakdown of ozone depleting substances.

Nota Bene!!! It is imperative that we support the earth that we live on, but no matter what, the earth will live on. Human impacts the natural habitat in so many ways and we need to be aware of our personal environmental input.

Whether we live with it or not solely depends on the decisions and actions we make next. Mother nature is an unrelenting, unforgiving force, so it is probably best if

we treat her well, and maybe, just maybe we can make up for the damage that has already been dealt.

The best time to act, was yesterday, the best we can do is today, but if we wait for tomorrow, it may just be too late. Society needs to help itself in order to survive. Don't be indifferent. Start here and now!

b. Choose the problem you are concerned about and prepare the detailed information on the effective ways of solving it.

4. Learn the idioms and use them in sentences of your own:

● **“Oops-a-daisy!”** – an expression of encouragement said to a child who has fallen/has hurt him- or herself, an expression of mild annoyance used when something has gone wrong

e.g. “Oops-a-daisy!” she said as her little kid fell down.

● **a late bloomer** - someone who is slower than their peers to develop in a particular field

*e.g. She's still quite small for a ninth grader, but I think she's just **a late bloomer**.*

● **a needle in a haystack** - something that is difficult/impossible to find because it is hidden among many other things

*e.g. Trying to find my contact lens on the floor was like looking for **a needle in a haystack**.*

● **a shrinking violet** - a (comically) shy person

*e.g. After years of being seen as nothing more than **a shrinking violet**, Christine decided to overcome her fears and start talking to strangers.*

● **as fresh as a daisy** - healthy, energetic, youthful

*e.g. After getting some sleep, I was as **fresh as a daisy**.*

● **flowery** - a word used to describe speech, writing or language that uses elaborate (but not necessarily effective) literary words or devices

*e.g. His **flowery** style of speaking, his way of expressing his feelings made her fall in love immediately.*

● **grass roots** - the basic level or the origin, especially the ordinary people in a country, association, trade, etc.

*e.g. The revolution is actually coming from the **grass roots** and I think eventually the authorities will follow.*

● **out of the woods** - out of danger, trouble

*e.g. That pneumonia was serious, but Charles is finally **out of the woods**.*

● **the grass is always greener on the other side** - other people's situations always seem superior to one's own

e.g. A: "It just seems like they have this perfect life, always travelling and spending time together." B: "Hey, the grass is always greener on the other side. I'm sure they have their own problems no one else can see."

● **to come up (out) smelling of roses** - to emerge from a situation in a favourable manner

*e.g. Nobody ever knew the details and he **came out of the deal smelling of roses**.*

● **to have green fingers / a green thumb** - to have gardening skills

*e.g. This old man **has a green thumb** and plants in his garden grow well.*

● **to hold out an olive branch** – to offer a reconciliation

*e.g. If you find yourself in an argue with a friend, try to be the bigger person and be the one to **hold out an olive branch**.*

● **to let the grass grow under your feet** – to delay in taking an action/opportunity

*e.g. Don't **let the grass grow under your feet**, kid. Get to work!*

● **to nip something in the bud** – to put an end to something before it has the chance to grow out of hand and into a problem

*e.g. By arresting all the leaders, they **nipped** the rebellion in the **bud**.*

● **leave a footprint** – to leave the evidence of someone or something's presence or influence.

*e.g. A company has **left** a "carbon **footprint**" which is the amount of polluting greenhouse gas it emits.*



5. Grammar

a. Modals – deduction (past)

In the same way that we use modal verbs to say how certain we are about things in the present we can also use them to speculate about the past.

have + past participle ('have done', 'have been', 'have stolen' etc.) is called the **perfect infinitive**. When we use modal verbs to talk about the present they are followed by an infinitive without 'to' (*must do, may be, can work*). When we use modal verbs to talk about the past they are followed by a perfect infinitive.

must + perfect infinitive

We use **must + perfect infinitive** when we feel sure about something in the past.

*e.g. You **must have been** delighted when you heard you'd won the lottery.*

*e.g. The thieves **must have come** in through the window. Look – it's still open.*

*e.g. Oh no! Where's my car? Someone **must have stolen** it!*

Might/may/could + perfect infinitive

We use **might, may or could** with the **perfect infinitive** to say that we think something was possible but we aren't sure.

*e.g. The thieves **might have escaped** by car but we **can't be** sure.*

*e.g. He **should be** here by now. He **may have been** delayed by a traffic jam or something.*

*e.g. I **can't find** my purse. I **could have left** it in the supermarket but I just **don't know**.*

Can't + perfect infinitive

We use **can't + perfect infinitive** when we feel sure something didn't happen in the past.

e.g. I thought I saw John in town this morning but it can't have been him – he's in Greece this week.

e.g. I can't have left it in the supermarket – I had it on the bus on the way home.

e.g. You can't have read the instructions properly. They're perfectly clear.

b. Fill in the gaps using *must/might/may/could/can't* + *perfect infinitive*:

1. I am sure he was here. I saw his car in front of the building.
He _____ been here.
2. A: Where is James? He should already be here, shouldn't he?
B: Yes, he should but I don't know why he isn't here – he _____ missed the bus.
3. I'm not sure if I passed the exam. I don't feel very sure that I passed.
I _____ failed the exam.
4. A: Last summer I took four exams and failed them all!
B: You _____ been very disappointed.
5. She speaks excellent French. I'm sure she's lived in Paris for a long time.
She _____ lived in Paris for a long time.
6. A: Their plane was delayed and they had to wait 36 hours in the airport.
B: They _____ been very happy with the airline.
7. Someone told me that Mark was in Mexico last week, but I saw him here so he _____ been in Mexico.
8. A: I saw John yesterday – he looked very pleased with himself. He didn't say why but I think he got that job he applied for.
B: He _____ got that job he applied for.
9. They gave me very little time to do the job. I _____ finished if I'd worked all night, but I'm not sure.
10. We agreed to meet yesterday but when I got there I didn't see him.
He _____ waiting elsewhere.



6. Read a funny story and retell in class:

No Exit

Byron checks into a hotel for the first time in his life and goes up to his room. Five minutes later he calls the reception desk and says, 'You've given me a room with no exit. How do I get out?'

The desk clerk says, 'Sir, that's absurd. Have you looked for the door?'. Byron replies, 'Well, there's one door that leads to the bathroom. There's a second door that goes into a cupboard. And there's a door I haven't tried, but it has a 'Do not disturb' sign on it.'

Unit 5. Dealing with Guests

***“Man cannot discover new oceans unless
he has the courage to lose sight of the shore”***

(Andre Gide)



1.a. Read and translate the text:

10 Different Types of Tourists – Which One Are You?

We all have our own *quirks* and preferences when it comes to travelling, some more *bizarre* than others. Do some of these types of tourists sound familiar to you? Don't be afraid to discover a new you and finally realize what you are.

1. The tourist with the *DSLR*. You go everywhere with a *DSLR* *slung* around your neck. It doesn't matter if you only know how to shoot in auto mode, or end up taking more photos with your iPhone than the *DSLR*. What matters is that you paid good money for that camera, and you're ready to bring it on every trip!

2. The budget traveller. You book your flights way in advance, and always pick the cheapest airline. \$30 for extra *legroom* on a 12-hour flight? Forget it! You don't mind staying in a rental or sharing a room with strangers in a hostel. After all, you'd rather travel to more places and take longer trips with the cost savings.

3. The free spirit. You prefer to travel with a backpack instead of a suitcase. You go where the mood takes you, and often go on *impulse* trips. Making concrete plans is a chore, and it excites you to book a one-way flight. You don't mind travelling alone, but you love meeting people and making friends along the way!

4. The photojournalist. You see the world through the lens of a camera. You have to take photographs of everything you *encounter*. It's as though you're on a mission to document everything, and remember everything. Breathtaking scenery? Click. A *sumptuous* meal? Click. Graffiti on the wall? Click. A leaf on the pavement? Click.

5. The selfie king/queen. You were one of the first people to buy a selfie stick, and you never travel without it. You're in every photo you take. You've taken photos of your feet as you stand on the edge of a cliff, your legs as you're lying by the pool, your hand holding an umbrella drink or an ice cream cone, your back *silhouetted* against the setting sun...etc.

6. The luxury traveller. You only fly in the economy class when the business class seats are all sold out. You never stay at hotels that are rated lower than four stars. Your hotel is located right in the heart of the city, but you still take taxis to move around. Sometimes you purchase additional luggage because you shopped so much that your suitcase has run out of space.

7. The foodie. Trying the local cuisine is a big part of your travel experience. If the locals eat with chopsticks, you'll eat with chopsticks. If they eat from a leaf,

you'll eat from a leaf. You're *game* to try everything once, even if it's too "exotic" for most people's tastes... such as *escargot*, rabbit, horse, or even tarantula.

8. The lost one. You have a map, but you're still lost. You never know exactly which bus to take... Bus No.12, or Bus No.12A? So you look for the most knowledgeable person in the crowd, and approach him to ask for directions. It turns out that you have to take Bus No.12. When it arrives, you ask the driver if you're on the right bus. He tells you that you are, so you follow the bus journey on your map. Of course, you still end up *alighting* a few stops too early, or a stop too late.

9. The tag-along. You love travelling, but you don't like travelling alone. You'd much rather travel with friends to a destination of their choice, than *embark* on a solo trip to a place you picked. Chances are, you've been the friend-of-a-friend tagging along on a trip planned entirely by somebody else. But that's okay, because you're not *fussy* about where to go and what to do.

10. The adventurer. You love nature, and being in the great outdoors. You've dreamed of taking a long hiking or cycling trip. The idea of travelling around the world in a purpose-built van appeals to you more than the idea of staying at a luxury hotel in the city. The *wilderness invigorates* you, and you'd rather climb a mountain than *vegetate* at a resort. Life should be *exhilarating*.

b. Glossary to assist your text comprehension:

quirk – an unusual habit or part of someone's personality, or something that is strange and unexpected: whim

bizarre – strikingly out of the ordinary, unusual

DSLR – digital single-lens reflex camera

slung – past simple and past participle of *sling*: to hang something over something

legroom – the amount of space available for your legs when you are sitting behind another seat

impulse – something that causes something to happen or happen more quickly

encounter – an unexpected or casual meeting with someone or something

sumptuous – splendid and expensive-looking, luxurious

silhouetted – leaving a dark shape and outline against a brighter background

to be game to – ready to do a certain action

escargot – the edible snail, especially as an item on a menu

alighting – descending from a train, bus, or other form of transport

embark – go on board a ship or aircraft

fussy – not easily satisfied, or having very high standards about particular things

wilderness – neglected or abandoned area

invigorate – give strength or energy to

vegetate – live or spend a period of time in a dull, inactive, unchallenging way

exhilarating – making one feel very happy, animated, or elated; thrilling

2. Answer the questions based on the text:

1. What type of tourist are you? Explain.
2. Describe the difference between the first and the fourth type of tourist.
3. Which of the described types of tourist seems to you the funniest? Why?
4. Add two-three more types of tourists which are not mentioned in the text.
5. Which types of tourists are possible to be combined? Name at least three combinations.

3. Read a list of common complaints about dinner in a restaurant. Choose five you consider the most meaningful:

- Dirty utensils or table
- Dirty or ill-equipped restrooms
- Impolite or condescending servers
- Servers with a sloppy appearance or poor hygiene
- Meals or beverages served at incorrect temperature
- Meals are not what you ordered
- Feeling rushed to finish or leave by the server
- Server removing your plate or beverage before you finish
- Food does not look or taste as described in the menu
- Slow service
- Table not ready more than 15 minutes past reservation
- Gratuities of 18% or higher automatically added to the bill
- Inaccurate calculation of check by server
- Tables that are too close together
- Poorly situated table – near door, kitchen, etc.
- Loud or distracting diners at other tables
- Diners nearby talking or texting on cell phones
- Servers not bringing water until asked
- Server referring to you as pet names such as «honey» or «dear»
- Server confusion about who gets which meal
- So much nutritional information available that it's a turn-off to eating
- Not enough nutritional information available

b. Recall and tell a story in class on the one of the mentioned above situations which has happened to you.

4. Learn the idioms and use them in sentences of your own:

● **"A penny for your thoughts?"** – a way of asking what someone else is thinking

e.g. "You have been quiet for a while, a penny for your thoughts."

● **a pretty penny** – very expensive

e.g. That house would cost them a pretty penny.

● **a quick buck** – money which was easy to make

*e.g. Meanwhile, the thieves are seeking to make **a quick buck**.*

● **cash cow** – a business/product which generates a stable flow of income/profit

*e.g. You need to tell him you're not a **cash cow**.*

● **daylight robbery** – obvious, unfair overcharging

e.g. I need to find another mechanic because this bill is just

*a **daylight robbery**! I can't believe how much he charged for a simple repair.*

● **from rags to riches** – from poverty to wealth

*e.g. After I inherited the money, I went **from rags to riches**.*

● **he who pays the piper calls the tune** – the person who provides the money should choose how it is spent

*e.g. The Rockefeller Foundation helps the project financially, and they have the right to say 'no' to any part of it. **He who pays the piper calls the tune**.*

● **I don't have two nickels/pennies to rub together** – I am very poor

*e.g. Where I come from in South Carolina, people didn't have **two pennies to rub together**.*

● **in for a penny, in for a pound** – involved in seeing an undertaking through no matter how much money, time, or effort it requires

● **mint condition** – perfect condition

*e.g. I got it for 150\$ but the **mint condition** one goes for 300\$.*

● **money doesn't grow on trees** – money isn't easy to acquire

*e.g. Does Hiroshi **think money grows on trees**?*

● **one man's trash is another's treasure** – what is worthless to one person might be valuable to another

*e.g. A: «I really don't understand the appeal of Jackson Pollock paintings – they just look like paint splatters to me!» B: «Eh, **one man's trash is another man's treasure**.»*

● **other side of the coin** – an opposing view

*e.g. I'd love to go out with you tonight, but, **on the other side of the coin**, I could use some extra sleep too.*

● **to earn a living** – to make money enough money to live comfortably

*e.g. Right now, I have to work three jobs just **to earn a living**.*



5. Grammar

a. The Indefinite / Definite Article

The Indefinite Article

General statements

1. A and an have exactly the same meaning. We use a in front of consonant sounds (a man) and an in front of vowel sounds (an umbrella, an eye, an hour).

2. We can talk about people or things 'in general' with a/an or with the plural.
e.g. Instead of: Cats are domestic animals. ("cats" in general)

We can say: A cat is a domestic animal. ("cats" in general)

Describing people and things

1. We use some words as adjectives or nouns when we want to describe people. When we use them as countable nouns, we always put a/an in front of them e.g.

- nationality: She's American, (adjective) or: She's an American, (noun);
- religion: She's Anglican, (adjective) or: She's an Anglican, (noun);
- politics: He's Conservative, (adjective) or: He's a Conservative, (noun).

2. We use some words only as countable nouns (people and things) and we always put a/an in front of them:

e.g. *He's a doctor. It's a tree.*

We can also use adjective + noun:

e.g. *She's a good girl.*

3. We can use a/an in front of proper nouns (names spelt with a capital letter: e.g.

- members of a family: *He's a Forsyte. (= a member of the Forsyte family)*
- literature and art: *It's a Dickens novel. It's a Brecht play.*

Sometimes we can use the name on its own.

e.g. *It's a Rembrandt painting or It's a Rembrandt.*

Something mentioned for the first time

1. We use a/an to introduce a person or thing for the first time. This shows that the listener or reader doesn't know what we are referring to. After this first reference, we use the.

e.g. *I watched a car as it came up our road. The car stopped outside our house and a man got out. The man was carrying a case in his hand. With the case in his hand, the man looked like a salesman.*

2. We do not use a/an + noun and one + noun in the same way.

We use a/an to mean 'any one':

e.g. *I'd like a coffee, please.*

We use one when we are counting:

e.g. *It was one coffee I ordered and not two.*

3. We use one with day, morning, evening when we are telling a story:

e.g. *One day, when I was working as a salesman, I received a strange telephone call.* Compare: *I had to stay in bed for a day.* (= any day, it doesn't matter which); *I had to stay in bed for one day.* (= one day and not two or more)

We use a/an or one with:

1. Whole numbers: *a/one hundred, a thousand.*
2. Fractions: *a/one quarter, a half.*
3. Money: *a/one pound, a dollar.*
4. Weights, measures: *a/one kilo, a foot.*
5. a/an for price, distance and frequency: *80 pounds a kilo, 40 km an hour, 30 miles a gallon, twice a day.*
6. a/an or zero with reference to illnesses: *a cold, a headache, a sore throat.*
7. We can use or omit a/an with these: *catch (a) cold, have (a/an) backache/earache/stomach-ache/toothache.*
8. We use no article at all with these plurals: *measles, mumps, shingles.*

9. We use no article with these: *(high) blood pressure, flu, gout, hepatitis.*

The Definite Article

1. With nouns we have mentioned previously.

e.g. There is a bedroom and a living room. The bedroom is quite large.

2. With nouns we mention for the first time, but where it is clear which person or thing we are talking about.

e.g. Can you pass the marmalade? My life changed completely after the war.

3. Where there is only one of something. It is clear which one we are talking about.

e.g. The moon is full tonight.

4. With nouns followed by a descriptive phrase, which makes them definite. *e.g. This is the man I told you about. London Bridge BUT the Tower of London*

5. With national groups:

e.g. The British drink far too much tea.

6. With classes of people:

e.g. The rich get richer and the poor get poorer.

7. With individual items which represent a class:

e.g. The lion is fast disappearing.

8. With names of musical instruments:

e.g. I can't play the piano but I can play the guitar.

9. With some geographical names. In particular: oceans, seas, rivers, regions:

e.g. The Thames flows into the North Sea. the Arctic

10. With plural countries, or where the country name contains a noun:

e.g. the Netherlands the People's Republic of China

10. With superlatives, ordinals, words (the same, the only):

e.g. This is the best. You are the first. This is the only one.

11. With media:

e.g. What's on (the) television? I went to the cinema.

Zero Article (no article)

1. With uncountable nouns and plural countable nouns when we are talking generally:

e.g. Give peace a chance. Football is life. I hate wasps. All he talks about is cars.

2. With most continents, countries, states, islands, mountains, lakes, cities, parks, roads and streets, squares, bridges, palaces, castles, cathedrals, stations and airports:

e.g. We live in France. We took the train from Paddington Station to Bath.

3. With company names, years, months, days and special times of the year:

e.g. She works for Lufthansa. I'll see you in January.

4. With names of meals when we are talking generally:

e.g. It's time for lunch. (BUT The lunch I had at Cafe Sol was good value.) What's for dinner? (BUT The dinner Sue gave us last night was delicious.)

5. With unique jobs or roles (the definite article is also possible in these cases):

e.g. Jim is (the) chairman of the company.

6. With prepositions of place with certain buildings, where the purpose of the building is more important than the place itself:

e.g. Sally is in prison. (she's a prisoner).

e.g. Sally is in the prison, (she's a visitor to that specific building).

Similar are: church, class, court, hospital, school, university.

7. With means of transport when we are talking generally:

e.g. We "went there by car. (BUT We went there in the car that Alex borrowed.)

Note that if we use in or on, we need an indefinite article:

e.g. We went there in a car/on a bus.

b. Fill in the gaps with a/an, the or no article:

1. A lot of people are giving up _____ meat.
2. _____ meat we had for lunch last Sunday was very tough.
3. As someone said _____ life is just one damned thing after another.
4. I don't know much about _____ life of _____ Napoleon.
5. _____ running is supposed to be good for you.
6. I ought to be fit with all _____ running I do, but I don't feel fit.
7. Which is your favourite colour? – _____ Red.
8. I think _____ red one will suit you best. _____ Red is more your colour.
9. We learnt _____ English at school, but _____ English we learnt was useless.
10. _____ London is a safe city today, but _____ London of the 18th century was pretty rough.
11. _____ watches have become very cheap and very attractive.
12. Most of _____ watches you see today work on _____ quartz.
13. _____ indoor plants require a lot of effort and attention.
14. _____ Bach gives me a great deal of pleasure.
15. _____ Bach recording you bought for my birthday is first class.
16. If you study _____ History, you've got to read a lot.
17. _____ journeys to unknown places require a lot of preparation.
18. _____ lives of _____ poets and _____ musicians have often been unbearably difficult.
19. I'm not interested in the price of _____ silver or the price of _____ gold.
20. _____ time is _____ money.



6. Reading for fun:

Not Funny

Two tourists were staying on the fiftieth floor of a New York hotel. They came back one day and were told at the reception that the elevator was out of order and they had to climb the stairs.

They decided to tell funny stories to make the climbing easier. At the forty-ninth floor they were so tired and they had run out of funny stories.

One man said " Lets try telling stories that are not funny" and the other said " I know one story that is not funny at all - we forgot our room key at the reception".

Unit 6. Travel Agencies

***“The pessimist complains about the wind.
The optimist expects it to change.
The realist adjusts the sail”***

(William A. Ward)



1. a. Read and translate the text:

A Travel Agent. Job Description

Not everyone enters a travel agency with a clear idea of where they'd like to go on holiday, so one of your main roles as a travel agent is to give well-informed, appropriate advice to clients about where and when to travel based on their needs. So if they hate hot weather, don't send them to Australia in summer.

A travel agent's duties will include:

- arranging flights, *insurance* and accommodation;
- using a booking system to secure holidays;
- collecting and *processing payments*;
- advising clients on travel arrangements, e.g. visas and passports;
- sending out tickets to clients;
- *keeping clients up to date* with any changes;
- dealing with complaints or *refunds*.

A travel agent is required to be an absolute KBC expert. What does KBC mean? Three parallel concepts which are closely *interlinked*. Knowledge, Booking and Customer Service.

Knowledge. Travel agents are required to have broad knowledge of the world, especially popular travel destinations. When you are planning a leisure vacation, a travel agent can suggest locations that fit your travel wants and needs. For business travellers, travel agents can offer knowledge about locations for meetings and conferences and suggest *must-do* activities for leisure time. Additionally, a good travel agent can inform you about local laws, customs, climate, travel documentation and travel advisories that concern your destination. Travel agents constantly increase and *refresh their knowledge* through attending trade shows and workshops and taking trips to familiarize themselves with different locales.

Booking. One of the most important duties of a travel agent is booking accommodation, car rentals, flights, cruises, trains, buses and tours. They have access to direct *inventory* for many accommodation and travel arrangements, giving you options that you may have missed by searching for yourself online. A travel agent may also be responsible for rebooking or making alternative travel arrangements due to *unforeseen circumstances*. In case of bad weather, for example, a call to your travel agent may be more helpful, or at least less stressful, than standing in line at a ticket counter waiting to be rebooked.

Customer Service is an important duty of a travel agent. Not only will travel agents book your trip and tell you about where you are going, but they will plan every detail from the time that you leave your home until the time you return. They can take care of transfers, and assist in *upgrades* and any special requests that you may have - for example, low-fat meals on your flight or a specific room or floor at a hotel.

Although these requests may be made online, in many cases, these requests may get lost in the translation. The direct relationship that travel agents have with companies allows them *to go above and beyond* for their customers.

OK, I'm interested... But is it really the job for me?

This job is all about the customer and helping to find and organise their dream holiday, so travel agents need to have *finely-tuned* customer service skills, passion for the travel industry and a friendly, approachable manner. Other qualities that will set you on the road to success include: good attention to detail, well organised personality, competent IT skills, patience. Plus, knowledge of foreign languages is always an advantage when working in the travel industry.

b. Glossary to assist your text comprehension:

insurance - an arrangement by which a company or the state undertakes to provide a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a specified premium

processing payments - accept or decline credit card transactions

keeping somebody up to date - to inform someone of all the most recent news and changes in a situation

refunds - repayment of money

interlinked - joined or connected together

must-do - unavoidable requirement

refresh knowledge - *renew in memory, achieve awareness of something again*

inventory - a complete list of items

unforeseen circumstances - events or actions beyond control

go above and beyond - do more or better than would usually be expected of someone

finely-tuned – having positive attitude towards gaining the highest level of performance, efficiency or effectiveness

2. Answer the questions based on the text:

1. What are the duties of a travel agent?
2. What does the abbreviation KBC mean?
3. What kind of knowledge should a travel agent possess?
4. Characterize booking skills of a travel agent.
5. In which way should a travel agent treat a customer?
6. What are the qualities of the perfect travel agent?

3. a. Read the tips on how to make a perfect travel brochure:

1. **Choose the destination of your potential clients.** If you are a professional working for a travel company, your destination of choice will be the one you work for. If you are a student, and are creating a pretend travel brochure, you will want to pick out a desirable, exotic, and interesting location. Write a captivating title. Use descriptive adjectives, possibly even verbs, to entice the viewer.

2. **Explore and locate the amenities of the location.** These include, but are not limited to, restaurants, shops, bathrooms, movie theaters, etc. It is important that your potential client knows what amenities are available to them at your destination, and where they are located. The eye-catching photos will help you tell the story you want to tell. The clients should be excited and intrigued by what they see in the brochure.

3. **Find out what the residents are saying, if your destination has residential accommodation.** Interview the persons who live there. Get their opinions of what the destination is like. If the destination is strictly for vacation (i.e. non-residential) try calling people who have vacationed there in the past. Students who do not have direct contact with persons who lived or have vacationed there, should look online. You may not only include a summary of what they said, but include block quotes. Do not include bad experiences, as this might turn off the clients.

4. **Pick your target audience.** For every destination, you will need to figure out what demographic group will be most interested in it. This will not only help you highlight particular accommodation, but also create a brochure that is visually stimulating to your targeted demographic group. Vacation spots with lots of bathrooms, and restaurants available are great for an older demographic audience. Destinations which are primarily vacation spots (non-residential) usually target a younger audience, or newlywed couples going on their honeymoon. Vacation spots which have hotels furnished with WiFi and cable TV are great destinations for families. Destinations which have large rooms are great for business workers, who are looking to conduct work from far away.

5. **Determine the price of your travel package.** This is the most important step of all. You need to make a reasonable profit, but you also do not want to scare away potential visitors. If you are a professional, the price of the trip will probably already be determined. Mention the different offers/deals travelers can get through your particular company such as family discounts, senior discounts, children discounts, etc.

b. Design a travel brochure on the destination of your choice.

4. Learn the idioms and use them in sentences of your own:

● **happy camper** - to be content or satisfied with what is happening in the life and to have no complaints

e.g. *I just got a raise, so I'm a **happy camper** today.*

● **be in a transport of delight/joy** - feel extremely happy or pleased

e.g. *I've **been in a transport of delight** ever since I got engaged – I just can't stop looking at my ring!*

- **bundle of joy (bundle from heaven)** - a newborn baby
e.g. *We arranged a baby shower for Jessica today so she can get all she needs in preparation for her little **bundle of joy**.*
- **burst with joy** - be full to the bursting point with happiness
e.g. *My kids **burst with joy** when we told them we were going to the theme park over the weekend.*
- **buzzing** - drunk
e.g. *Sally was **buzzing** after only a few drinks.*
- **leap for joy (jump for joy)** - jump up because one is happy; to be euphoric, show exceptional excitement
e.g. *I'm going to **leap for joy** when I see my parents at the airport.*
- **pride and joy** - something or someone that one is very proud of
e.g. *This car is my father's **pride and joy** – if we put a single scratch on it, he'll get angry!*
- **on cloud nine** - a person who is on cloud nine is overjoyed because something wonderful has happened
e.g. *Ever since Mary got her promotion at work, she's been **on cloud nine**. I don't think I've ever seen her happier!*
- **like a dog with two tails** - be elated
e.g. *'Is he pleased about his new job?' 'He's **like a dog with two tails!**'*
- **grin from ear to ear** - look very satisfied and smiling
e.g. *Tim was **grinning from ear to ear** when his bosses praised him during the ceremony.*
- **grin like a Cheshire cat** - when one has a smile on his face being happy with something
e.g. *I knew he had a prank planned for April Fools' Day when he arrived at work **grinning like a Cheshire cat**.*
- **over the moon** - extremely pleased and happy
e.g. *I'm **over the moon** about Rosie's news.*
- **in seventh heaven** - in a very happy state
e.g. *After I was given my first camera I was **in seventh heaven**.*
- **walking on air** - be merry, to feel like you are floating on air
e.g. *I've **been walking on air** ever since I got my driving licence.*



5. a. Grammar. The Future Continuous Tense

The Future Continuous has two different forms: "will be doing " and "be going to be doing." Unlike simple future forms, future continuous forms are usually interchangeable.

We form **the Future Continuous** with "**Will**"

[will be + present participle (verb+ing)]

e.g.

*You **will be waiting** for her when her plane arrives tonight.*

*Will you **be waiting** for her when her plane arrives tonight?*

*You **will not be waiting** for her when her plane arrives tonight.*

We form **the Future Continuous** with "**Be Going To**"

[am/is/are + going to be + present participle]

e.g.

*You **are going to be waiting** for her when her plane arrives tonight.*

***Are you going to be waiting** for her when her plane arrives tonight?*

*You **are not going to be waiting** for her when her plane arrives tonight.*

REMEMBER: It is possible to use either "will" or "be going to" to create the future continuous with little difference in meaning.

The Future Continuous expresses:

2. Interrupted Action in the Future

Use the future continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future. Remember this can be a real interruption or just an interruption in time.

e.g.

*I **will be watching** TV when she arrives tonight.*

*I **will be waiting** for you when your bus arrives*

*I **am going to be staying** at the Madison Hotel, if anything happens and you need to contact me.*

*He **will be studying** at the library tonight, so he will not see Jennifer when she arrives.*

Notice in the examples above the interruptions are in the Simple Present rather than the Simple Future. This is because the interruptions are in time clauses, and you cannot use future tenses in time clauses.

3. Specific Time as an Interruption in the Future

In addition to using short actions as interruptions, you can also use a specific time as an interruption.

e.g.

*Tonight at 6 PM, I **am going to be eating** dinner.*

*(I **will be** in the process of eating dinner).*

*At midnight tonight, we **will still be driving** through the desert.*

*(We **will be** in the process of driving through the desert).*

REMEMBER

In the simple future, a specific time is used to show the time an action will begin or end. In the future continuous, a specific time interrupts the action.

e.g.

*Tonight at 6 PM, I **am going to eat** dinner.*

*(I **am going to start eating** at 6 PM).*

*Tonight at 6 PM, I **am going to be eating** dinner.*

*(I **am going to start earlier** and I **will be** in the process of eating dinner at 6 PM).*

4. Parallel Actions in the Future

When you use the future continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

e.g.

I am going to be studying and he is going to be making dinner.

Tonight, they will be eating dinner, discussing their plans, and having a good time.

5. Atmosphere in the Future

In English, we often use a series of parallel actions to describe atmosphere at a specific point in the future.

e.g.

When I arrive at the party, everybody is going to be celebrating. Some will be dancing. Others are going to be talking. A few people will be eating pizza, and several people are going to be drinking beer. They always do the same things.

b. Change the verbs in brackets into the correct form of the Future Continuous or the Future Simple Tense:

1. **Sandra:** Where is Tim going to meet us?

Marcus: He (wait) for us when our train arrives. I am sure he (stand) on the platform when we pull into the station.

Sandra: And then what?

Marcus: We (pick) Michele up at work and go out to dinner.

2. **Ted:** When we get to the party, Jerry (watch) TV, Sam (make) drinks, Beth (dance) by herself, and Thad (complain) about his day at work.

Robin: Maybe, this time they won't be doing the same things.

Ted: I am absolutely positive they (do) the same things; they always do the same things.

3. **Florence:** Oh, look at that mountain of dirty dishes! Who (wash) all of those?

Jack: I promise I (do) them when I get home from work.

Florence: Thanks.

Jack: When you get home this evening, that mountain will be gone and nice stacks of sparkling clean dishes (sit) in the cabinets.

4. **Doug:** If you need to contact me next week, I (stay) at the Hoffman Hotel.

Nancy: I (call) you if there are any problems.

Doug: This is the first time I have ever been away from the kids.

Nancy: Don't worry, they (be) be fine.

5. **Samantha:** Just think, next week at this time, I (lie) on a tropical beach in Maui drinking Mai Tais and eating pineapple.

Darren: While you are luxuriating on the beach, I (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

Samantha: I 'll manage somehow.

Darren: You're terrible. Can't you take me with you?

Samantha: No. But I (send) you a postcard of a beautiful, white sand beach.

Darren: Great, that (make) me feel much better.



6. Read a funny story and retell in class:

Pure Kindness?

A travel agent looked up from his desk to see an older lady and an older gentleman peering in the shop window at the posters showing the glamorous destinations around the world. The agent had had a good week and the dejected couple looking in the window gave him a rare feeling of generosity.

He called them into his shop and said, "I know that on your pension you could never hope to have a holiday, so I am sending you off to a fabulous resort at my expense, and I won't take no for an answer."

He took them inside and asked his secretary to write two flight tickets and book a room in a five star hotel. They, as can be expected, gladly accepted, and were on their way.

About a month later the little lady came in to his shop. "And how did you like your holiday?" he asked eagerly.

"The flight was exciting and the room was lovely," she answered. "I've come to thank you. But, one thing puzzled me. Who was that old guy I had to share the room with?"

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Лілія Приймак

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Activity**

завдання для домашнього читання та самостійної роботи
з дисципліни «Іноземна мова»
(за підручником «English for International Tourism:
Intermediate»)

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Наклад 300 примірників