

Міністерство освіти і науки України
Прикарпатський національний університет
імені Василя Стефаника

Лілія Приймак

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

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

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**Івано-Франківськ
2024**

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Навчально-методичний посібник

з англійської мови для самостійної роботи

студентів спеціальності 028 «Менеджмент соціокультурної діяльності»

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Івано-Франківськ
2024

УДК 811.111:338.48 (072)

ББК 81 (2 Англ.)

П 42

Приймак Л.Б. Individual Tasks for Business Reading for Intermediate Level Students of Management in Sociocultural Activity Навчально-методичний посібник з дисципліни «Ділова іноземна мова» для самостійної роботи студентів денної форми навчання спеціальності 028 «Менеджмент соціокультурної діяльності». Івано-Франківськ: Прикарпатський національний університет імені Василя Стефаника. 2024. 48 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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ЗМІСТ

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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 планомірно 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 СТЕФАНІКА**



Факультет туризму

Кафедра іноземних мов і країнознавства

СИЛАБУС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Ділова іноземна мова

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	Ділова іноземна мова
Викладач (-і)	Приймак Лілія Богданівна, канд. філ. н., доц. кафедри іноземних мов і країнознавства
Контактний телефон викладача	+380999065123
Е-mail викладача	liliya.pryimak@pnu.edu.ua
Формат дисципліни	очний/заочний
Обсяг дисципліни	12 кредитів ECTS, 360 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	
<ol style="list-style-type: none"> 1. Hotels: facilities and services. Jobs in hospitality industry. 2. Holidays. Service and safety. 3. Types of Tourism. 	
3. Мета та цілі навчальної дисципліни	
<p>Метою викладання навчальної дисципліни «Ділова іноземна мова» 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 «Ділова іноземна мова» 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>ЗК 8. Вміння виявляти, ставити та вирішувати проблеми.</p> <p>ЗК 9. Здатність працювати в команді.</p>	

ЗК11. Здатність працювати в міжнародному контексті.
 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 27. Здатність дотримуватися норм професійної етики в процесі вирішення соціальних, культурних, економічних питань.
 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..
 РН 01.Визначати базові професійні поняття та використовувати термінологічний апарат менеджера соціокультурної діяльності.
 РН 09. Оцінювати сучасну соціокультурну ситуацію.
 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 – 360 год.

Вид заняття	Загальна кількість годин
семінарські заняття / <u>практичні</u> / лабораторні	120
самостійна робота	240

Ознаки курсу

Семестр	Спеціальність	Курс (рік навчання)	Нормативний / вибірковий
4, 5, 6	028 «Менеджмент соціокультурної діяльності»	2, 3	Нормативний

Тематика навчальної дисципліни

4 семестр

Змістовий модуль 1. Hotels: facilities and services. Jobs in hospitality industry

Тема	кількість год.	
	практичні заняття	сам. роб.
Unit 1. Hospitality Industry. Hotel jobs. 1. Introduction to Hospitality Industry. Main benefits. 2. People and places. 3. Hotel jobs. A night's work. 4. Daily duties. English in action. Tell the time. 5. Nationalities. Grammar. Present Simple. Adverbs of frequency. 6. Consolidation. Check and reflect.	8	16

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.	8	16
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.	8	16
	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.	8	16
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	8	16
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	8	16
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.	8	16
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	8	16
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.	8	16

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.	8	16
	Заг. за I, II семестри	80	160
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	8	16
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).	8	16
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	8	16

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.	8	16
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.	8	16
	Заг. за II семестр	40	80
ЗАГ.:		120	240

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 – А, В, С, D, E, F, 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</p>
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	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).
Вимоги до письмової роботи	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).
Практичні заняття	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).
Умови допуску до підсумкового контролю	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 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.

4-й семестр - Залік

ЗМ1	КР1	СР1	ЗМ2	КР2	СР2	Всього
30	10	10	30	10	10	100

5-й семестр - Залік

ЗМ1	КР1	СР1	ЗМ2	КР2	СР2	Всього
30	10	10	30	10	10	100

6-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
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	<p>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)</p>
Відвідування занять	<p>Усі студенти, незалежно від форми навчання, зобов'язані відвідувати аудиторні заняття і проходити всі форми поточного та підсумкового контролю.</p> <p>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)».</p>
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) - Sustainable Tourism – promoting environmental public health (https://www.coursera.org/learn/sustainable-tourism)
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., Апельт 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. Копчак Л. В., Жумбей М. М. "Individual Tasks for Home Reading for Intermediate Level Students of Tourism, Hospitality Industry and Management in Sociocultural Activity".
9. Навч.-метод. посібн. для самостійної роботи студентів II-III курсів. Івано-Франківськ: підприємець Голіней О.М., 2019. 80 с.
10. 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.
11. *Інформаційні ресурси:*
12. Learning English. British Council. Retrieved from <https://learnenglishteens.britishcouncil.org>
13. Learning English. British Council. Retrieved from <https://learnenglish.britishcouncil.org/>
14. Business Partner. My English Lab (доступ за персональним кодом).

Приймак Л.Б., к.ф.н., доцент кафедри іноземних мов і країнознавства

Unit 1. Hotel Reservations

*“People will forget what you said,
forget what you did, but people will
never forget how you made them feel”*
(Maya Angelou)



1. a. Read and translate the text:

A Day in the Life of a Hotel Receptionist

According to the Bureau of Labor Statistics (BLS), there are more than 243,000 hotel receptionists – also known as front desk receptionists, front desk clerks, front desk agents and sometimes guest service agents – employed in the U.S. today and earning an average annual salary of \$22,610. These individuals play a highly important role in the success of the hotels, motels, resorts and other lodging establishments in which they work. Should you choose to become one, let’s take a closer look at the tasks you’ll perform in a typical day on the job.

The shift you are assigned determines the time you will report to work. Some hotel receptionists work early morning to midday. Others work from the afternoon into the late night. Overnight shifts are also possible. While you may be able to request the shift or shifts you prefer, it’s likely you’ll be working weekends and at least the occasional holiday if you *pursue* a career as a hotel receptionist.

Each shift will begin with a *rundown of the events* of the previous shift. If the employee on the desk before you was working to solve a guest problem, you’ll need to step in where he or she leaves off. You’ll also need to take over any other administrative tasks in progress. If you work at small hotel that offers *complimentary breakfast* and you happen to work the morning shift, you may need to prepare the breakfast area as well.

Throughout the day, you’ll answer the phone, transferring calls for guests to their rooms, taking messages and booking future stays. If potential visitors call with questions about the hotel or special offers currently available, you’ll answer them. If *vendors* or other service providers call to speak with other departments or the hotel general manager, you’ll transfer the calls or take messages when appropriate. Current guests may also call down from their rooms with special requests, which you will need to route appropriately.

As guests call or email to book a room or arrive at the hotel for their visit, you’ll use a computerized system to make their reservation or check them in. Check in generally requires a number of steps, from verifying the guests’ identity and credit card information to explaining potential fees and other details necessary to ensure a stay free of unpleasant surprises. Some guests may ask to upgrade their room or make another request that requires you to adjust room assignments.

As a hotel receptionist, you’ll also be responsible for checking out guests on the last day of their stay. This will require completing check-out procedures including

collection of room keys, explaining any additional fees, and running the guest's credit card for payment. Some guests may complain about certain aspects of their stay. When they do, you must remain pleasant and calm, thank them for letting you know about their displeasure, and find a way to turn their experience around.

You'll need to *field questions*, requests and complaints from current guests as well. Some may need assistance navigating the city or making restaurant or theatre reservations. Others may need a safe place to store their valuables. Many will ask you to recommend things to do for entertainment in the area. No matter how busy the front desk is at the time, you'll need to respond to each guest *in a friendly, courteous and timely manner*.

Depending on the size and organizational structure of the hotel, there may be other duties for which you'll be responsible. However, your number one priority as the face of the establishment – the first person guests see when they arrive and the last as they leave – is to ensure visitors feel welcome, have their needs met and are eager to return.

b. Glossary to assist your text comprehension:

to pursue – to follow a course of activity, to try to achieve something.

rundown of the events – a quick review or summary of main points of information, usually oral.

complimentary breakfast – it means that it's free. Usually, this is an incentive used by hotels to entice people to book a stay.

vendor – a person or company that sells goods or services.

to field questions – to answer questions asked by a group of people.

courteous – polite, respectful, or considerate in manner.

in a timely manner – it means that something is finished quickly or on time.

transfer the calls – redirect telephone calls to a new line or extension.

2. Answer the questions based on the text:

1. Do the receptionists and guest service agents have different duties? Why?
2. Receptionists are not likely to work weekends and holidays, aren't they? Why?
3. Does a shift at big hotels begin with preparing the breakfast area or with a rundown of the events of the previous shift?
4. Are telephone skills important for a receptionist? Why?
5. What receptionist's activity is computerized?
6. What steps does the checking out procedure include?
7. What personal characteristics of a receptionist are important while dealing with the guests' complains?
8. In what way can a receptionist help the hotel guests if they need some advice?
9. What is your number one duty as the face of the establishment?

3. a. Put the dialogue in the correct order.

Check-out / Getting to the airport

[_1_]: Did you enjoy your stay with us?

[]: That's good to hear. Thank you again for staying at The Grand Greenwood Hotel.

[]: Yes, it should. The next shuttle leaves in 15 minutes, and it takes approximately 25 minutes to get to the airport.

[]: I'll pay with my Visa, thanks, but I'll need a receipt so I can charge it to my company.

[]: Would you like to sign the hotel guestbook too while you wait?

[]: That sounds great, but will it get me to the airport on time?

[]: Oh yes certainly. How much will that be?

[]: We do have a free airport shuttle service.

[]: Of course, sir. Oh, before you go would you be able to settle the mini-bar bill?

[]: Absolutely. Here we are sir. If you like you can leave your bags with the porter and he can load them onto the shuttle for you when it arrives.

[]: Fantastic. I'll just wait in the lounge area. Will you please let me know when it will be leaving?

[]: Let's see. The bill comes to \$37.50. How would you like to pay for that?

[]: Sure, I had a really good stay here and I'll tell other people to come here.

[]: Yes, very much so. However, I now need to get to the airport. I have a flight that leaves in about two hours, so what is the quickest way to get there?

[]: That would be great, thank you.

b. Write 10 more questions on the Check-in / Check-out procedure and give appropriate answers to them:

e.g. Hotel receptionist: Good afternoon. Welcome to the Grand Greenwood Hotel. How may I help you?

Guest: I have a reservation for today. It's under the name of Cannighan.

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

● **a stone's throw**

Something is very close or near

*e.g. Luckily the wedding is just **a stone's throw** from our hotel so we can walk there.*

● **at a crossroads**

To be at a point in your life when you need to make an important decision

*e.g. I was **at a crossroads** when I was offered a job in the US, but my boyfriend wanted to stay in London.*

● **barking up the wrong tree**

To be wrong or misguided about the reason for something

*e.g. He thinks the company's problems can be solved just by firing the sales team, but he's **barking up the wrong tree**.*

● **beat about the bush**

To talk about unimportant things because you're avoiding a particular topic

*e.g. Stop **beating about the bush!** Are you planning to quit university, or not?*

● **coach potato**

A lazy person who doesn't do much exercise and spends a lot of time on the sofa watching television

e.g. *My husband has turned into a **couch potato** since he lost his job.*

● **curiosity killed the cat**

A warning that being inquisitive or curious can get you into trouble

e.g. *Person A: "Where are you going at this time of night?"*

Person B: "Curiosity killed the cat!"

● **cut a long story short**

To get to the point, to not include unnecessary detail

e.g. *To **cut a long story short**, she has to move back to the US until her new visa comes through.*

● **cut corners**

To do something in the easiest way possible (usually not very well) in order to save time or money

e.g. *We had to **cut corners** to get the project done within our budget and by January.*

● **eat a horse**

To be extremely hungry

e.g. *I am so hungry I could **eat a horse**.*

● **every cloud has a silver lining (often just: every cloud...)**

Even a bad situation may have a positive aspect to it

e.g. *I might have lost my job, but at least I don't have that awful journey into work every day. **Every cloud...!***



5. a. Indirect questions. Put the words into the right order:

1. you vacated me have could tell rooms which been?

2. many you let group know how could people are there me in your?

3. the any you have repaired when idea photocopier will do be?

4. noise making you mind please would just a less little?

5. would I wondering if room you was changing mind your.

6. tonight what you know do time be you'll back?

b. Change to reported questions:

1. He asked: "Where have you been Tom?"

He asked me _____

2. The teacher wanted to know: "Who discovered America?"

The teacher wanted to know _____

3. The HR manager asked: "How many workers do you want to hire?"

The HR manager asked _____

4. He asked: "What would you do if you were a celebrity?"

He asked me _____

5. She wondered: "How much pay can I expect?"

She wondered _____

6. The captain asked: "When will we get to the coast, guide?"

The captain asked _____

7. The gardener inquired: "Why didn't you buy a new shovel?"

The gardener inquired _____

8. They wanted to know: "Who's that woman?"

They wanted to know _____

9. The zookeeper asked: "How much food did the lions eat last week?"

The zookeeper asked _____

10. The rock star asked: "Would you sing the song with me?"

The rock star asked me _____

c. Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':

1. "Don't do it!"

She _____

2. "I'm leaving tomorrow"

She _____

3. "Please get me a cup of tea"

She _____

4. "She got married last year"

She _____

5. "Be quick!"

She _____

6. "Could you explain number four, please?"

She _____

7. "Where do you live?"

She _____

8. "We went to the cinema and then to a Chinese restaurant"

She _____

9. "I'll come and help you at twelve"

She _____

10. "What are you doing tomorrow?"

She _____



6. Read a funny story and retell it in class:**Behind Closed Doors**

“We once had a couple check in at reception and they were given a park and display permit for their car. The hotel only had three car parking spaces, which are usually reserved during booking. Others have to park on the streets around the hotel, displaying the permits which are provided at cost by the local council. About 40 minutes later the husband comes to reception shouting and complaining that he’s received a parking ticket and the permit he was given was obviously no good. We couldn’t understand why, there was no way the permit wasn’t valid. We asked, did he display it in the window as we had told him to do? He said, ‘Of course.’ He put it in the window as soon as got upstairs to the room. That’s when we realized he’d put it in the bedroom window and not the car window.”

Unit 2. Seeing the Sights

*“One’s destination is never a place,
but a new way of seeing things”*
(Henry Miller)



- a. Read and translate the text:

Top-Rated Tourist Attractions in Milan

While Milan (Milano) may not be the first city a tourist thinks of when planning a trip to Italy, it has more than its share of attractions, not to mention history. For all its workaholic reputation as the money and business center of Italy, it's a city with an *influential* past and a rich cultural heritage. Consider that St. Augustine was *baptized* in a basilica that stood at what is now Piazza del Duomo; artists Michelangelo and Leonardo da Vinci, the composer Verdi, the great tenor Enrico Caruso, and designer Giorgio Armani all lived and worked here; Toscanini conducted regularly at La Scala; Napoleon was crowned (actually, he crowned himself) inside the Duomo; and the entire fashion world looks to Milan's *catwalks* twice a year for the season's fashions. All this history, not to mention the considerable wealth generated by its favored commercial position, has left Milan with an abundance of art, cultural, and architectural treasures for you to enjoy.

Big, *sprawling* Milan can be overwhelming when you look at a map. It's not nearly so *daunting* when you notice that most major things to do are *within walking distance* from the Duomo, itself Milan's prime attraction. And they *line up* conveniently, so walking to the *outermost* of them takes you past one or two others.

The large Piazza del Duomo in front of the cathedral is Metro hub, and you'll find plenty of things to do near the Duomo. In tiny Piazza dei Mercanti, you will feel as though you've stepped back into the Middle Ages as you stand beneath the stone market arcade in front of the 13th-century Palazzo della Ragione. Jump forward several centuries to enter the elegantly domed Galleria Vittorio Emanuele II, facing the Duomo. Walk through it to emerge in front of the world's most famous opera house. It's all within a five-minute walk.

The massive Cathedral of Santa Maria Nascente, which the Milanese call just "Il Duomo" is among the world's largest (it holds up to 40,000 people) and most magnificent churches. It was begun in the 14th century, but its façade was not completed until the early 1800s, under Napoleon. The roof is topped by 135 delicately carved stone *pinnacles* and the exterior is decorated with 2,245 marble statues.

To many, the interior of the church of San Maurizio is the most beautiful in Milan. Built in the early 1500s as the church for *a convent* of Benedictine *nuns*, the entire interior is covered in frescoes of biblical scenes, and the colors of the paintings are as vivid as if they'd been painted yesterday.

The extensive monastery was built over the ruins of the Roman circus and portions of the Roman walls, all now part of the Archaeology Museum, where you can see these excavated remains of Roman Milan. Along with the ancient history of Milan, you'll

find Greek, Etruscan, and Roman finds from elsewhere in Italy, including sculptures in stone and bronze.

The Renaissance Palazzo di Brera, built between 1651 and 1773, was originally a Jesuit college, but since 1776 has been the Academy of Fine Arts. Along with a library and observatory, it contains the *Pinacoteca* di Brera, one of Italy's finest art museums. The museum is especially strong in paintings by northern Italian masters. The most famous picture in the gallery is Raphael's Marriage of the Virgin, the finest work of his first period.

Considered the most prestigious opera house in the world, La Scala *has rung with* the music of all the great operatic composers and singers, and its audiences - the theater seats 2,800 people - are known (and feared) as the most demanding in Italy. The season begins in early December and runs through May, but tickets are often difficult *to come by*. The best way of getting tickets is through your hotel concierge, but it's worth checking at the box office.

b. Glossary to assist your text comprehension:

influential - having a lot of influence on someone or something.

to be baptized – to be made officially a member of the Christian Church in a service of baptism.

a catwalk - a platform extending into an auditorium, along which models walk to display clothes in fashion shows.

sprawling - spreading out over a large area in an untidy or irregular way.

daunting - seeming difficult to deal with in prospect; intimidating.

within walking distance from - not very far : close enough to reach by walking.

line up - arrange a number of people or things in a straight row.

outermost - the one that is furthest from the centre.

pinnacles - a small pointed tower on top of a building.

a convent - a religious residence especially for nuns.

nun - a member of a religious community of women, typically one living under vows of poverty, chastity, and obedience.

Pinacoteca - a picture gallery or place where paintings are kept.

to ring with - if a place rings with a sound, it is full of it.

to come by - manage to acquire or obtain (something), to get possession of something.

2. Answer the questions based on the text:

1. What reputation has Milan?
2. What famous people lived and worked in Milan?
3. What takes place in the city twice a year?
4. What is Milan's number one attraction?
5. What sights near the Duomo remind you the Middle Ages?
6. What is situated within a five-minute walk from Duomo?
7. Which cathedral was built for five centuries?

8. Why is the church of San Maurizio considered to be the most beautiful in Milan?
9. Where is the *Pinacoteca di Brera* situated?
10. How long is the season at La Scala opera house?

1. a. Read the list of the top 10 historical sites and tell the class where it is situated and what it is famous for:

- *Machu Picchu* -
- *Tikal* -
- *The Pyramids at Giza* -
- *Angkor Wat* -
- *Petra* -
- *Stonehenge* -
- *The Colosseum and Forum* -
- *The Parthenon* -
- *Easter Island* -
- *Taj Mahal* -

b. Find 10 more historical sites and give information about them in 3 sentences:

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

● **act of God**

This phrase is used to describe an event that humans did not cause and are not responsible for (such as an earthquake, flood, tornado, etc.).

e.g. The insurance company refused to pay for the damage caused by the flood because it was considered an act of God.

● **clean as a whistle**

This English idiom just means that something is immaculate. It can also be used to describe a person or thing that is completely honest and legal.

e.g. Bob was genuinely amused when he saw that his room was clean as a whistle.

● **cut and dried**

When something is described as “cut and dried,” it means that it is evident, understandable, and uncomplicated.

e.g. When Maggie arrived at the central office, she didn't find the situation as cut and dried as she had expected.

● **been through the war**

This English idiom is used to describe a place or thing that shows signs of a lot of use or is significantly damaged.

e.g. That house looked as though it had been through the war.

● **dead as a dodo**

The meaning of this English idiom is quite simple. It is used to describe something that is out of fashion or out of date; something that is not important or relevant anymore. A dodo is a type of bird that is now extinct.

e.g. The floppy disk is an invention that is now dead as a dodo.

● **hive of activity**

A “hive of activity” is a place where a lot is happening, and everyone present is busy doing something.

e.g. When we went to offer help, the kitchen was already a hive of activity.

● **second to none**

This English idiom means “the best; better than everything else (in a certain group or category).”

e.g. The food at Ali’s restaurant is second to none. I love that place!



5.a. Passive: present – past. Use: am , is, are, was, were

1. Rose _____ by the snake. (scare-past)
2. Many cars _____ in Japan. (make-present)
3. The cinema _____ by the police. (close-past)
4. The work _____ three times a day. (do-present)
5. The pictures _____ by Picasso. (paint-past)
6. The cheese _____ by the mice. (eat-past)
7. These knives _____ to cut up food. (use-present)
8. They _____ the question two times. (ask-past)
9. Our house _____ in 1902. (build-past)
10. Computers _____ all over the world. (use-present)
11. An ovation _____ to the actors. (give-present)
12. A bicycle _____ from her. (steal-past)

b. Put the sentences into passive voice. Mind the tenses.

1. They speak English and French at this hotel.
English and French _____ at this hotel.
2. The little boy broke the window last week.
The window _____ by the little boy last week.
3. Our secretary typed this enquiry.
This enquiry _____ by our secretary.
4. Jill uses the computer quite often.
The computer _____ by Jill quite often.
5. The secretary defended some colleagues.
Some colleagues _____ by the secretary.
6. Picasso painted this picture.
This picture _____ by Picasso.
7. Last year they published ten books.
Ten books _____ (by them) last year.
8. Molly has knitted this cardigan.

- This cardigan _____ by Molly.
9. Next year George will visit Marc in London.
Next year Marc _____ by George in London.
10. Jim has opened the window.
The window _____ by Jim.
11. Frank has broken many windows.
Many windows _____ by Frank.
12. Lucy buys many books.
Many books _____ by Lucy.
13. David has written some letters.
Some letters _____ by David.
13. Benjamin Franklin invented the lightning conductor.
The lightning conductor _____ by Benjamin Franklin.
14. All students have learned the irregular verbs.
The irregular verbs _____ by all students.

c. Form questions in Passive using the given words/phrases

1. made in Hong Kong cars are _____ ?
2. has taken been to hospital she _____ ?
3. can the potatoes be in five minutes roasted _____ ?
4. be will prepared the students for the exam _____ ?
5. when tea served will be _____ ?
6. being is provided today lunch _____ ?
7. to them last week laptops given were _____ ?
8. broadcasted the videos may be _____ ?
9. the road been has for repairs closed _____ ?
10. by the teacher asked was yesterday he _____ ?



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

Words of Wisdom from a Taxi Driver

One of my all-time favorite countries to travel in is India. If you have ever been you know that this is one of the craziest countries in the world to drive in.

The streets are crowded, the cars share the road with cows, camels, horses, dogs, bicycles, huge trailers, tuk-tuks, buses and pretty much everything that moves.

The rules: there are no rules. They use their horn for pretty much everything and if you want to drive past someone you just honk your horn and drive around. When we took taxis in the northern parts of the country I saw my life flash before my eyes every five minutes.

In New Delhi we had an awesome taxi-driver that drove us around the city for a couple of days. In the world's second most populous city you have to be pretty crazy to become a taxi driver. At least that is what we thought sitting in the backseat of his taxi listening to AR Rahman, the Mozart of Madras blasting through the broken speakers whilst dodging cars and cows.

I ask him: "so what makes a good taxi driver in Delhi?"

He says: "a good taxi driver needs three things; good breaks, good horn and good luck!"

Laughing and smiling after he gave us his words of wisdom he continued to drive us safely through the streets of New Delhi.

Unit 3. Getting Around

“We live in a wonderful world that is full of beauty, charm, and adventure. There is no end to the adventures we can have if only we seek them with our eyes open”

(Jawaharlal Nehru)



1. a. Read and translate the text:

The Best Ways to Travel around Europe

Hi Kate,

I have a couple of questions that no one seems to be able to answer me properly that are *doing my head in* in the *lead up to* my European adventure this August. I plan on visiting as much of Italy as possible, Greek islands, Croatia, Spain, London & Amsterdam over 6-7 weeks.

What I really would like to know is the cheapest and best way to get around as I've been told to catch trains but don't want to be wasting a lot of my trip on them. And then *the problem lies with* getting to a destination, where do you go from the train station? Are taxis or other public transport cheap and readily available?

In Adelaide where I live public transport is terrible often waiting an hour for a local bus into the city only 20-minute drive away so my faith in the transport system is *screwed up*.

I know flights are cheap between countries too but same thing again how do you actually get to your final location once you are there? I'm quite short and weak and the thought of *lugging* my huuuuge suitcase for hours is *scaring me off* my idea to backpack and save as much as possible.

Yours,

Mary

This is Kate's answer:

Don't *fret* — traveling around Europe is much easier than you think, and public transportation is SO much better than what you have in Adelaide.

There are three main ways to travel around Europe: by train, bus, and plane.

Train

Trains are a wonderful, comfortable, romantic way to travel around Europe, and I highly recommend doing this if you can. However, they're not the cheapest. Buying a *Eurail pass* that fits your specific needs will most often be cheaper than buying individual tickets. You can buy passes valid for 1-5 countries of your choosing for 3-10 days within 1-2 months, or you can choose a Global pass that covers the whole Eurail region.

Eurail passes also offer free or discounted ferry rides, including some ferries between Italy and Greece (though not ferries between Croatia and any other country).

Bus

Buses often follow the same routes as trains, but for much less. One time I took a bus from Granada to Madrid. It took five hours and cost €17 (\$22). The very same journey by train took four hours and cost €70 (\$91). *Yikes!* That's an extreme example, but it's true that buses are almost universally cheaper than trains.

Plane

Budget airlines like Easyjet, RyanAir, WizzAir, Vueling, Jet2, and more fly all over Europe. If you book in advance, you can find flights across Europe for as cheap as €20 (\$26).

However, there are three things to keep in mind: there are lots of *add-on fees*, including fees for not using a European credit card; the airports are often far from the destinations (the only way to get from "Paris Beauvais Airport" to Paris is a 75-minute, €16 (\$21) bus ride); and RyanAir in particular *sacks* you *with* ridiculous charges if you don't pay attention (like €50 (\$65) if you don't bring a printed out boarding pass!).

Your Route

If I were you, I'd make an effort to allocate Croatia and Greece to September, not August. August is the biggest month of the year for resort-type destinations. September is cheaper and far less crowded, though the weather will still be amazing.

I recommend to start your trip in London, take the overnight bus to Amsterdam, take a budget flight to somewhere in Spain, travel around Spain by bus or train, take a budget flight to somewhere in Italy (Pisa is often cheap and you can take a train from the airport directly to Florence), travel around Italy by bus or train, take a ferry to Croatia and then a ferry to Greece, explore the islands, get a budget flight from somewhere in Greece back to London.

I want *to urge* you to take a backpack instead. Huge suitcases are best only when you're going to one or maybe two locations. Dragging a huge suitcase all over Europe will be absolutely miserable for you and anyone riding public transportation with you. Trust me — get yourself a backpack. You're doing a summer trip and you won't need to pack heavy clothing.

Good luck and have a fabulous time!

b. Glossary to assist your text comprehension:

do sb's head in - to make someone feel confused or unhappy; to be more annoying, difficult, boring etc than you can deal with; to make someone angry or annoyed.

lead up to sth - if a period of time or series of events leads up to an event or activity, it happens until that event or activity begins.

the problem lies with - when you use this idiom, you mean that an existing situation has caused that situation or problem.

screwed up - ruined or spoilt; in a mess or not working.

lugging (from lug) - to carry or pull something with effort or difficulty because it is heavy.

scare smb off - to cause (someone or something) to go away and stay away because of fear or because of possible trouble, difficulty, etc.

fret - to be nervous or worried.

a Eurail pass – it is a single travel document that allows you to travel by train in one or more European countries. With a Eurail Pass, you can explore up to 31 countries, without having to buy point-to-point tickets.

Yikes! – exclamation (informal), expressing shock and alarm, often for humorous effect.

add-on – extra, for example, fees or charges that are added to the basic price of a good or service for additional features or benefits.

to sack – derive a benefit from; earn on some commercial or business transaction.

to urge - try earnestly or persistently to persuade (someone) to do something.

2. Answer the questions based on the text:

1. What countries does Mary plan to visit?
2. What does Mary's problem lie with?
3. Why is Mary's faith in the transport system screwed up?
4. What is Mary like?
5. Is public transportation around Europe the same as in Adelaide?
6. What are the main ways to travel around Europe?
7. Which document can be more convenient for Mary to travel around Europe: a Eurail pass or a Global pass? Why?
8. What type of transport is cheaper in Europe: train or bus? Explain why.
9. Why does Kate recommend Mary to go to Croatia and Greece in September?
10. What does Kate recommend Mary to take from Amsterdam to Spain?
11. What is better for a summer trip around Europe: a suitcase or a backpack? Why?

3. a. Explain pros and cons of travelling

- by train,
- by bus,
- by plane;

b. Give examples of travelling by different types of transport from your own experience (6-7 sentences for each one). What are your preferences?

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

● keep one's chin up

To encourage someone to stay positive in a difficult situation

e.g. It's been a difficult month for you but keep your chin up! It will get easier.

● kill two birds with one stone

To achieve two things at once

*e.g. I could pick up the dry cleaning on my way the doctors. That way we'd be **killing two birds with one stone.***

● let sleeping dogs lie (often just: let it lie)

To leave a situation as it is, in order not to make it worse

e.g. Don't bring up what happened at Alison's party again. You should just let it lie.

- **miss the boat**

To be slow and not take an opportunity when it's offered to you

e.g. I would call the company back now about the job and not wait until the morning. You don't want to miss the boat!

- **no pain, no gain**

You need to suffer or work hard to get what you want or deserve

*e.g. Person A: "That gym class was so hard I thought I was going to pass out!"
Person B: "No pain, no gain!"*

- **not one's cup of tea**

Something you don't like or are not interested in

e.g. She's a great cook, but the meal she made really wasn't my cup of tea. It was far too spicy.

- **on the ball**

To be alert, quick to understand and react to things

e.g. You really need to be on the ball in this job because it's fast-paced with lots happening all the time.

- **on the straight and narrow**

To live in a way that is honest and moral, to stay out of trouble

e.g. He was very wild for many years, but he seems to have grown up and he's on the straight and narrow now.

- **once in a blue moon**

Something that happens rarely

e.g. I eat McDonalds once in a blue moon, when I feel like a treat!

- **piece of cake**

Something that is very easy

e.g. My English exam was a piece of cake.



5. a. Modal verbs. Choose the right forms *have to*, *don't have to*, *can*, *can't*, *should* or *shouldn't* to complete the following sentences:

You _____ shout at the children. It frightens them.

I'm sorry but you _____ bring your dog in here. It's forbidden.

You _____ have a visa before travelling to the USA. It's the law.

You _____ stay in the library till eight o'clock. It's open all evening.

I think you _____ think carefully before you sell the house.

You _____ buy a new alarm clock. This one is broken.

You _____ wear a uniform at my new school.

You _____ leave your bag open on the bus.

We _____ go now or we'll be late.

She _____ dance very well but she can't sing.

You _____ be at the airport by five o'clock.

b. Choose the correct answer:

1 - You ____ leave if you've finished.

- a. may
- b. might
- c. Either could be used here.

2 - ____ I come in?

- a. Can
- b. May
- c. Either could be used here.

3 - We ____ not get into the concert without tickets, so we went home.

- a. might
- b. could
- c. Either could be used here.

4 - ____ I open the window?

- a. Could
- b. May
- c. Either could be used here.

5 - ____ you turn the heating up a bit, please?

- a. Could
- b. May

6 - You ____ take a mobile phone into the exam.

- a. can't
- b. may not
- c. Either could be used here.

7 - ____ you help me?

- a. Can
- b. Could
- c. Either could be used here.

8 - I'm afraid you ____ not take the exam until you pay for it.

- a. may
- b. might

9 - You ____ smoke anywhere on the train.

- a. cannot
- b. might not

10 - You ____ use my dictionary if you want.

- a. can
- b. might
- c. Either could be used here.

c. Choose the correct expression:

1. _____ pass me the towel, please?

- a. Would you like
- b. I'll
- c. Can you

- d. Can I
2. _____ a cup of coffee?
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
3. _____ open the door.
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
4. G. - I'm cold.
- L. - _____ lend you my coat.
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
5. _____ borrow your guidebook, please?
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
6. _____ help me, please?
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
7. _____ have some water, please?
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
8. _____ get me some water, please?
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
9. _____ help you.
- a. Would you like
 - b. I'll
 - c. Can you
 - d. Can I
10. _____ switch off the light, please?
- a. Would you like

b. I'll

c. Can you

d. Can I

11. A. - It's very dark.

N. - _____ switch on the light.

a. Would you like

b. I'll

c. Can you

d. Can I

12. _____ a piece of cake?

a. Would you like

b. I'll

c. Can you

d. Can I

13. _____ open the door quickly, please? It's very cold!

a. Would you like

b. I'll

c. Can you

d. Can I

14. _____ a drink?

a. Would you like

b. I'll

c. Can you

d. Can I

15. _____ a biscuit?

a. Would you like

b. I'll

c. Can you

d. Can I

16. _____ lend me some money, please?

a. Would you like

b. I'll

c. Can you

d. Can I

17. "_____ come in, please?"

a. Would you like

b. I'll

c. Can you

d. Can I



6. **Read a funny story and retell it in class:
Hiking with a Friend**

My friend lived in Vietnam, and I decided to visit him for a couple of days. I thought we were going to stay in his house and won't leave the city much, but in the end we decided to go for a hike. I had not proper clothing with me, just some shorts and regular shoes, and he didn't either, but we went anyway. We went through quite thick jungle, scratched our skin a bit, but were happy that no reptiles live here. We finally reached the summit and met a local guy there. I don't know why, but we asked him if there are any snakes living in his area? He burst out laughing and said: "This is called the Snake Mountain!". We really looked where we put our feet on the way down!

On the same trip we decided to visit another city with a guide. At one point I asked him if I should be worried about malaria, as we were going to a different region. He smiled and said: "No problem!". Only the first building we saw in the other city had an enormous sign on it "Malaria Hospital".

Unit 4. Eating Out

*“Eating is one of the great beauties in life.
One of my favorite recreations... eating
with friends, the service, the ambience”*

(LeRoy Neiman)



1. a. Read and translate the text:

The Best Places to Eat Traditional British Food in London

Finding the best local cuisine in London might not seem to be as much of a priority as in Paris or Rome, but times have changed. London has leapt to the top of the heap of the great gastronomic capitals on the planet with its world-class restaurants, multicultural food scene, buzzing markets, street food, *pop-ups* and supper clubs. Food has never been cooler, and it's not just the modern – British classics are being perfected both in trendy hotspots and venues that have been going for 100 years or more. A British feast awaits you.

Fish and chips

OK, so this one probably is on your list – every visitor to London worth their salt *seeks out* a fish and chip shop. But be sure you find where it's good and proper. The first 'chippy' – as Brits affectionately call them – is thought to have been established in the Jewish quarter in the East End of London in the mid-19th century and some *stalwarts* still serve the best. The Golden Hind in Marylebone has passed its 100th birthday and still tops the list for serving fish and chips as they should be – fresh, crisp, and don't forget the side of yummy mushy peas (yes, really yummy)!

Pie and mash

Ask any Brit what their favourite comfort food is and they'll probably say a good pie. Classic British *pie and mash shops* can still be found in the city, proud to be serving in the traditional environment of *chequered tiles* and wooden booths. Feeling extra brave? Try *jellied eel* or parsley liquor – but you probably have to grow up with these delicacies to appreciate them!

Pie and mash shop, M. Manze in Islington offers "the same recipes today as were used in 1902", using even better ingredients *to meet today's high standards*. For a truly gourmet pie selection, look no further than The Ginger Pig, with various locations around London, using fresh, *naturally reared* meat from their own farm in Yorkshire, topped with handmade butter pastry.

Sunday roast

The Sunday roast is a British institution. All respectable pubs *enhance* their Sunday lunch menu with a choice of roast meat: beef, pork, chicken, lamb, with all the trimmings: roast potatoes, vegetables, Yorkshire puddings, plenty of gravy, maybe some cauliflower cheese. For the ultimate Sunday roast experience, head to a proper British restaurant such as Hixter, brought to you by British food champion and legendary chef Mark Hix. Here you can share a whole roast chicken or a large cut of

perfectly cooked beef, all British-reared, and supplement it with Bloody Marys or Buck's Fizz (Mimosas).

Olde-worlde British dining

Rules is London's oldest restaurant, established in 1798 – a time when eating in restaurants was strictly for the elite. You'll see how little has changed (bookings are essential), and the menu is traditional with a capital T, straight out of Downton Abbey. There's *a leaning towards wild game dishes* and the restaurant walls are heaving with mounted horns. Save room for their golden syrup sponge pudding with custard – a truly scrumptious traditional British dessert.

Full English breakfast

Start the day properly: eggs, sausages, bacon, fried bread, mushrooms, baked beans, grilled tomatoes, and if you're brave: black pudding (fried blood sausage). It's all about the finest ingredients, and Roast, in the heart of Borough Market, *excels at* this. All ingredients, down to the juicy tomatoes, are fresh from British farms. It's so good you have to book – yes, that's right, book – a table for breakfast.

Afternoon tea

High tea is as quintessentially British as it gets, and *you simply can't beat* the atmosphere of the Thames Foyer at The Savoy. Recline on a sumptuous velvet sofa bathed in natural light from the Edwardian glass dome overhead, as a pianist plays in the background. Take your choice from more than 25 types of tea, poured for you into a *bone china* tea cup through a silver tea strainer.

Prepare *to gorge yourself on* delicate finger sandwiches, mini scones with *clotted cream* and jam, and a *bewildering array* of exquisitely crafted fruity and chocolatey pastries and cakes. Enjoy!

b. Glossary to assist your text comprehension:

pop-up - used to describe a shop, restaurant, etc. that operates temporarily and only for a short period when it is likely to get a lot of customers.

seek out - to look for someone or something, especially for a long time until you find him, her, or it.

stalwart – a supporter or worker that is loyal, steady, and completely reliable; adherent, fan, follower.

Pie and mash – a very popular 'old school' dish in London, namely the East End. Consists of a Pie containing just Minced Beef and a serving of Mashed Potato. Commonly covered with 'Liquor' (Pronounced 'Licker'), which is an almost flavourless sauce consisting of flour, water and parsley. It is a traditional London working-class food, originating in South East London. Pie, mash and eel shops have been in London since the 19th century, and are still common in south and east London and in many parts of Kent and Essex. The shops may serve either or both steamed and jellied eels.

chequered tiles – a mosaic terrace or pavement.

jellied eel – a dish made of a snake-like fish with a slender elongated body and poorly developed fins, proverbial for its slipperiness. It is a traditional English dish that originated in the 18th century, primarily in the East End of London. The dish consists

of chopped eels boiled in a spiced stock that is allowed to cool and set, forming a jelly. It is eaten cold.

to meet someone's standards – it means to be good enough for them. Your "standards" are the basic level of quality that you expect and require. Some people have very high standards, while others have lower standards.

naturally reared – brought up in the wild; it means that your animals be fed a species appropriate diet and be cared for as close to how they would live and eat in the wild. Along with this includes living in a pack environment, on clean ground, having plenty of free access to fresh air, sunshine, clean, pure drinking water and plenty of free running exercise.

enhance - intensify, increase, or further improve the quality, value, or extent of.

olde-worlde - is used to describe places and things that are or seem to be from an earlier period of history, and that look interesting or attractive.

a leaning - a tendency or partiality of a particular kind.

wild game dishes – dishes cooked from meat of many hunted game animals or "beasts of chase" and included elk, wild boar, etc.

excel at - perform exceptionally well, be exceptionally good at or proficient in an activity or subject.

you can't beat - No one can do better than that. One cannot improve upon or surpass something, as in excellence, quality, value, etc.

bone china - white porcelain containing bone ash, made in Britain since about 1800.

to gorge yourself on - to eat something eagerly and usually to excess, to eat until you are too full to eat any more.

clotted cream - thick cream obtained by heating milk slowly and then allowing it to cool while the cream content rises to the top in coagulated lumps.

bewildering array - confusing display or range of a particular type of thing., especially because there are too many things at the same time.

2. Answer the questions based on the text:

1. What type of cuisine is modern London famous for?
2. Where can you find British classic food?
3. What London district boasts the first established fish and chip shop?
4. What side are fish and chips served with at the Golden Hind in Marylebone?
5. What kind of meat is used for a truly gourmet pie selection?
6. What does a Sunday lunch menu in British pubs usually include?
7. What main dishes are served at London's oldest restaurant?
8. What does full English breakfast consist of?
9. Are you impressed by High tea ceremony? Why?

3. a. Explain the dishes in the list. Don't forget to name the dish and its origin, list its ingredients and say how it is served.

- Kuskus;-
- Bigos;

- Bratwurstsemmel;
- Česnečka;
- Kumpir.

b. Give examples of 3 national dishes on your choice. (5 sentences for each dish description)

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

- **Go Dutch**

To share the bill for a meal or a night out. Each person pays for what they have eaten or the bill is simply split.

e.g. "It's usually better to go Dutch on a first date."

- **dish the dirt**

To spread gossip about someone

e.g. "He offered to dish the dirt on her, but I told him I don't listen to gossip."

- **chew the fat**

To chat

e.g. "I enjoy meeting my friends to chew the fat."

- **eat like a horse**

To have a good appetite

e.g. "She has a very healthy appetite, she eats like a horse."

- **to have one's cake and eat it**

To do/eat/use something until it is gone and still not want to give it up.

e.g. "He was never at home, but was surprised when she left him. He always wanted to have his cake and eat it."

- **to have a full plate.**

To have a lot to do.

e.g. "Between work and the web site I have a full plate."

- **a lemon**

A lemon is something that you buy which turns out to have problems - it is defective / it doesn't work well.

e.g. 'That second-hand car I bought was a real lemon. It broke down a week after I bought it.'

- **bread and butter**

Things which are bread and butter are the basic things you need to survive e.g. food and shelter. It is also used to describe the job or activity that provides you with the money you need to live.

e.g. 'Teaching is my bread and butter.'

- **cry over spilt milk**

When we cry over spilt milk we are upset, sad or complaining over something bad that happened in the past. It is usually used in this phrase: 'There's no use crying over spilt milk.'

e.g. 'Stop complaining about your lost bag - there's no use crying over spilt milk.'

- **take with a pinch of salt**

To take something with a pinch of salt means that you should not completely believe what you are told. Someone is telling you something which may not be true or it is exaggerated.

e.g. 'Take everything you read in that newspaper with a pinch of salt.'



5. a. Food – Countable and Uncountable Nouns. Ask questions using how much or how many

- (eggs) _____?
- (meat) _____?
- (jam) _____?
- (people) _____?
- (flour) _____?
- (votes) _____?
- (parties) _____?
- (oil) _____?

b. Underline the noun in each sentence and write ‘C’ or ‘U’ to show whether the noun is countable or uncountable.

1. That is a very good painting. _____
2. I don’t like coffee. _____
3. I need two clean glasses. _____
4. She bought a new iron yesterday. _____
5. They’ve got plenty of coal. _____
6. Would you like some chicken? _____
7. Too much cake isn’t good for you. _____
8. She ate a whole chicken. _____.
9. How much flour did you buy? _____.
10. Hope keeps me going. _____

c. Use the correct form of the given nouns to complete the following sentences.

language party fun vegetable information fruit money hair advice sleeve

1. We can buy fresh _____ from the supermarket.
2. Mrs. Lee went to the travel agent for some _____ about the tour to Japan.

3. I can't wear this shirt. The _____ are too long.
4. How many _____ does Jenny speak?
5. Miss Ng spends a lot of _____ on clothes.
6. I don't know what to do. Please give me some _____.
7. Karen has beautiful _____.
8. We had a lot of _____ at the party last night.
9. Susan enjoys going to _____.
10. Alan eats a lot of _____.



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

Eating Out At the Mall Snack Bar

A friend of my aunt was going shopping at the mall, and stopped in a snack bar to rest her feet. She bought a Kit Kat bar, a candy bar which breaks into several pieces.

The place was crowded, so the friend was forced to share a table with a meek-looking gentleman. (That's just the way some malls are, I guess.) The expected business happened with the two of them sharing the Kit Kat, but since the Kit Kat had an odd number of pieces, she made sure she got the last one.

The man got up without saying a word, went over to the counter and bought a couple of donuts. The friend was working herself into a rage because this guy had eaten her Kit Kat. She imagined that he had bought two donuts to give one to her in apology, and so you can imagine how she got even more angry when he had the gall to go sit by himself at a table far away from her.

So, in the strength of her fury, she stalked over to his table, picked up one of the donuts, took a BIG CHOMP out of it, and set it back in front of him. Then she glared at him, said "And a VERY GOOD DAY to you, too!" and stormed out.

She got to her car, opened up the purse to get her keys, and you know the rest.

Unit 5 Traditions

***“Tradition is not the worship of ashes,
but the preservation of fire”***
(Gustav Mahler)



1. a. Read and translate the text:

Christmas Traditions and Customs in Canada

Christmas in Canada is celebrated in much the same way as it is in other Western countries. As it is across the globe, December 25th is the official holiday in Canada, with many Canadians also *taking time off* on the afternoon of the 24th (Christmas Eve) as well as Boxing Day, celebrated on the 26th.

Christmas Eve (December 24th), is the last chance to get Christmas shopping done, with most stores staying open until 5 or 6 p.m. and lots of people leaving work for the day by noon or shortly thereafter.

Canadian traditions include decorating a Christmas tree and exchanging gifts. On Christmas Day a special meal is prepared often including roast turkey, seasonal vegetables, mashed potatoes, and gravy. Traditional favorite Christmas desserts reminiscent of England include Christmas plum puddings and *mincemeat tarts*. Christmas crackers are popular favors. A rich fruit Christmas cake is also a traditional Christmas sweet.

On December 26th, Canadians *shake off* their food comas and hit the malls for Boxing Day, the biggest shopping day of the year, where stores *slash prices* in an effort to attract holiday shoppers.

The week between Christmas and New Year's is a popular time to travel. Lots of people *head for* southern climates or across the country for a holiday visit. If you're looking for *a travel bargain*, consider flying on Christmas Day, New Year's Eve, or New Year's Day. Flight fares peak the weekend before and the days after December 25th, and again on January 2nd.

Christmas Parades are popular holiday celebrations. Most major cities hold a Santa Claus Parade in November, with some *spilling over into* December. For bigger cities, like Vancouver and Toronto, if *you're not up to* facing the thousands of spectators that *turn out* for those parades, or if you just can't *make the date*, consider some of the smaller local parades that also take place during the holiday season.

Toronto's Santa Claus Parade *holds the record as the longest-standing* children's parade and has marched jolly St. Nick across town for more than a century.

Lights Festivals are also popular. There are festivals of lights, which *set* many Canadian cities *aglow*. Some of the most popular are: Winter Festival of Lights, Niagara Falls; Christmas Lights across Canada, Ottawa; Toronto Cavalcade of Lights, Toronto; Vancouver Festival of Lights, Van Dusen Botanical Garden, Vancouver; Airdrie Festival of Lights, Airdrie (35 km or 22 miles from Calgary).

Weather in popular southern Ontario and Quebec destinations, such as Toronto and Montreal is much *harsher* and snowfall can be dramatic.

Although it's cold, Toronto at Christmas is bustling and festive. Light shows, the Toronto Santa Claus Parade, and the Bay *Christmas Windows* are just some of the holiday activities in Toronto.

Vancouver stays festive with the Rogers Santa Claus Parade, and you're always *an hour away from* some deep snow.

As Canada's national capital, Ottawa *does any holiday up in a big way*, and Christmas is no exception. Light shows, parades, and other festive activities go on throughout the season.

Montreal is another Canadian city that is *darn cold* but still charming over the holidays—especially in Old Montreal, with its historic buildings and cobblestone roads.

The *scene* in Old Quebec City over the holidays is *storybook* perfect: snow-capped 17th-century buildings, cobblestone streets, and Christmas lights. Many concerts and special events *are staged* to celebrate the season, including many that highlight the city's long history.

b. Glossary to assist your text comprehension:

taking time off – use time when you are officially allowed not to be at work or studying
mincemeat tart - a mince tart or pie (also mincemeat pie in New England, and fruit mince pie in Australia and New Zealand) is a sweet tart or pie of British origin, filled with a mixture of dried fruits and spices called "mincemeat", that is traditionally served during the Christmas season in much of the English-speaking world.

shake off - if you shake off something that you do not want such as an illness or a bad habit, you manage to recover from it or get rid of it.

slash prices – it means to reduce them by a large amount.

head for - to direct one's way toward, to go or cause to go (towards)

a travel bargain - a bargain rate for travelers on commercial routes (usually air routes).

spilling over into - if some activity, a problem or bad situation spills over, it spreads and begins to affect other places, people etc.

you're not up to – not able or willing to do something.

turn out - go somewhere in order to attend a meeting, vote, play in a game, etc.

make the date - to choose, or to change the timing of something; to arrange to meet someone on a particular day.

hold the record – to keep the record; to cause to stay or continue in the same way as before.

the long-standing – having continued or existed for a long time.

set aglow – to become softly bright or radiant.

harsh - (of a climate or conditions) difficult to survive in; hostile, very uncomfortable, severe.

Christmas Window – it is a special window display prepared for the Christmas shopping season at department stores and other retailers. Retailers around the world

become particularly famous for their Christmas window displays and they often become tourist attractions.

to be an hour/2 hours away from - if you want to tell someone how far you are currently from your destination you could use this phrase.

to do something up in a big way – means to do something on a large scale; if someone does something in a big way, they do it a lot, or they think it is important.

darn cold - (informal) used as a mild swear word, instead of saying damn, to mean 'extremely' or 'very' cold.

storybook scene – scenes from a book containing stories for children.

to be staged – to be presented or performed on a stage.

2. Answer the questions based on the text:

1. When do many Canadians begin to celebrate Christmas?
2. When do most stores close on Christmas Eve?
3. What do Canadian Christmas traditions include?
4. What are traditional dishes served for Christmas dinner?
5. What are traditional favorite Christmas desserts?
6. Why do Canadians shake off their food comas for Boxing Day?
7. What do many Canadians do during the week between Christmas and New Year's?
8. When can you expect for a travel bargain?
9. What popular holiday celebrations are held throughout the country?
10. Toronto's Santa Claus Parade holds the record as the funniest children's parade, doesn't it?
11. Where are held the most popular Winter Festivals of Lights?
12. What holiday activities can citizens enjoy in Toronto despite of the harsh weather?
13. How long do festive activities go on in Ottawa?
14. What Canadian city can boast a perfect *storybook scene* of snow-capped ancient buildings, cobblestone streets, and Christmas lights?

3. a. Give information about traditions and customs in different countries in the list. Don't forget to name the tradition / custom, its origin, and say how it is observed.

- Irish wedding traditions and customs;
- Chinese New Year traditions and customs;
- Italian festival Scoppio del carro;
- Japanese traditional custom Hanami;
- Polish Św. Mikołaj – St. Nicholas Day;

b. Give examples of national traditions or customs of 3 countries on your choice. (5 sentences for each national tradition or custom description)

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

● break with tradition

To do something in a new, different, or unique way.

e. g. I'm from a family of doctors, so I really broke with tradition when I went to art school!

● **old habits die hard**

COMMON People say old habits die hard to mean that people often do not like to change things that they have been doing for a long time.

e.g. Despite ideas of equality, old habits die hard and women still carry the main burden of looking after home and family.

● **culture shock**

A sudden feeling of confusion or surprise when confronted by an unfamiliar situation or cultural environment.

e.g. It is often a huge culture shock for American women traveling to the Middle East when they are expected to wear head scarves and be accompanied by a man at all times.

● **when in Rome (do as the Romans do) SAYING**

when you are visiting another place, you should follow the customs of the people in that place.

e.g. I don't drink wine usually but on holiday, well, when in Rome...

● **a storm in a teacup (BRITISH)**

If you say that a situation is a storm in a teacup, you mean people are very upset or annoyed about something that is not at all important and will soon be forgotten.

e.g. Parnell said that he thought the whole matter was a storm in a teacup, and that it would pass quickly.

● **it's no use crying over spilled milk or there's no use crying over spilled milk**

If you say that, you mean that people should not worry or be upset about things that have happened and cannot be changed. Note: 'Spilled' can also be spelled 'spilt' in British English.

e.g. I know you really wanted that job, but you weren't hired, so it's no use crying over spilt milk now.

● **kill the goose that lays the golden egg(s). (Proverb)**

To destroy something that is profitable to you.

e.g. Fred's wife knew he wasn't happy in his job, even though it paid well; still, she felt that advising him to leave it would be killing the goose that laid the golden eggs.

● **as American as apple pie**

typical of the way of life in the United States of America.

e.g. Leather jackets are as American as apple pie and Harley-Davidsons.

● **swim with the tide**

To go along or agree with the prevailing or popularly held opinion or perspective; to act or behave the same way as the majority of others.

e.g. When I was in college, I used to have a lot of radical opinions and beliefs, but as I've grown older I find myself swimming with the tide more often.

● **take your cue from someone**

to behave in the same way as someone else, because you think that is the right thing to do.

e.g. We should all take our cue from Elena and refuse to do this.



5. a. A good job. Defining relative clauses

Choose the correct answer.

1. A hotel is a place _____ people stay when they're on holiday.
2. What's the name of the woman _____ lives in that house?
3. What do you call someone _____ writes computer programs?
4. A waiter is a person _____ job is to serve customers in a restaurant.
5. Overalls are clothes _____ people wear to protect their clothes when they are working.
6. Is that the shop _____ you bought your new laptop?
7. He's the man _____ son plays football for Manchester Utd.
8. Hal didn't get the job _____ he applied for.

b. Stonehenge. Decide whether to use *who* or *which*.

1. The people _____ built Stonehenge lived several thousand years ago.
2. The huge stones _____ are more than 6 metres high weigh about 45 tons.
3. The smaller stones weigh about 4 tons and are from an area in Wales _____ is 400 kilometres away from Stonehenge.
4. As Stonehenge lies in a large field, tourists _____ come to this place can already see the stones from a distance.
5. Everybody _____ has visited Stonehenge says that it is very impressive.

c. Decide whether the relative pronouns must be used or not. Mark wrong answers. Replace wrong by correct answers. Show all correct answers.

1. The book *which* is on the table belongs to Brandon.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary
2. The museum *which* we visited last month is closed now.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary
3. The man *who* you saw in the house is my cousin.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary
4. Bob, *who* I know very well, is going out with Mary.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary
5. I cannot forget the song *which* they played last night.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary
6. The woman *who* is talking to Sue is my aunt.
 - a. relative pronoun is necessary
 - b. relative pronoun is not necessary

7. I cannot remember the hotel *that* we stayed at.
 a. relative pronoun is necessary
 b. relative pronoun is not necessary
8. Lucy, *who* I haven't seen for ages, rang me last night.
 a. relative pronoun is necessary
 b. relative pronoun is not necessary
9. A person *that* you don't trust won't trust you either.
 a. relative pronoun is necessary
 b. relative pronoun is not necessary
10. My father, *whom* I helped to install his computer, always forgets his password.
 a. relative pronoun is necessary
 b. relative pronoun is not necessary



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

The Dark Shower

We were travelling in Italy by bus and after a day in +40 degrees we really wanted to take a shower. As soon as we got in the room, my roommate went to shower and soon declared that the light doesn't work! I went downstairs to reception, and an older Italian gentleman just said "Uno momento!". I went back to the room and saw that my room mate decided to take a shower in the dark, and I told her through the door that the guy will be coming to fix it shortly! I hadn't yet finished telling her that, when the same man appeared tool box in his hands. Now it was my turn to say "Uno momento!" and stand in the front of the bathroom door as my room mate was naked in the shower. After a little while she emerged, covered in a towel and we let the gentleman in. He didn't even try to turn on the switch we tried before, but just went to the other side of the bathroom, where behind the towel rack was another switch – and the light turned on!

Unit 6 Special Interest Tours

“Our happiest moments as tourists always seem to come when we stumble upon one thing while in pursuit of something else”
(Lawrence Block)



1. a. Read and translate the text:

Castle and Garden Tours in England

Gardening is more popular in England than anywhere else and this is reflected in the number of gardens open to visit in England. As an island surrounded by *choppy* seas and protected by a powerful navy, Britain's territory was physically secure from an earlier date than other European countries. English towns could *spread* beyond their medieval walls much earlier than in continental Europe. Instead of apartment blocks, the typical English dwelling was a small house with a small garden. The aristocracy always wanted a place in the country' for the summer and a town house for the winter. Also, the climate is never very cold and partly because it is never very hot. One usually has *to be up* and doing something.

A wide range of design styles are well represented in England, although the most famous period in English garden history is the eighteenth century, when the original English landscape gardens were made. England has some wonderful *cloister gardens* attached to the great cathedrals. The best are simple *rectangles* of grass. England also has many castles - but no ancient castle gardens. Nor are there many renaissance survivals. There are baroque gardens but not nearly so many as in France and Germany. But from the eighteenth century *onwards* Britain has excellent examples of most styles of garden design.

One thing which the UK *excels at* is making its castles and other historical attractions family friendly. At many of these castles you can find a whole programme of events for kids including *jousting* tournaments, medieval *re-enactment*, treasure trails and more.

Amberley Castle, West Sussex

Motoring up the *sweeping drive* edged by *immaculate* lawns, over the stone bridge and under the raised *portcullis*, as white doves peep out from *nocks* in the castle walls — arriving at Amberley Castle is *nothing if not* impressive. Despite much of the original castle now in ruins the splendid entrance with original working portcullis and much of the outer walls still remains.

Originally built as a hunting lodge in 1103 by the Bishop of Chichester, over the next 400 years it was transformed into a fortified *manor house* with *crenelations*, *battlements* and towers added on. In 1643 it was *ransacked* by Oliver Cromwell when

most of the damage we see today occurred. Some years later the manor house was built inside the castle walls.

Amberley was converted to a luxurious hotel in 1989 and I was lucky enough to get married here last year. Non-residents can visit for lunch, afternoon tea or dinner. The food is superb and, when I visited with a friend who has *Celiac Disease*, we couldn't have been more impressed with the splendid gluten-free afternoon tea they served.

Young and old alike will enjoy a wander around the beautiful garden. Look out for the 'his and hers' twin toilets in the old castle walls and the *Oubliette* (which translates as the forgotten place), a seemingly bottomless pit where political prisoners and the like were forgotten.

Arundel Castle is definitely one of the best castles in England, and it's a fantastic castle for kids to explore. With 1000 years of history, it's got a bit of everything; you can walk along Norman battlements and see the keep of the original building, learn how people fought in the castle during the Civil War, and the newer part of the castle is a fine *stately home*.

Arundel Castle has belonged to the same family, the Howards, for nearly all of its history. As Dukes of Norfolk, the Howards have played prominent roles in British history (Anne Boleyn was a Howard on her mother's side, and her cousin Katherine was Henry VIII's ill-fated fifth wife). I imagine that *many a* plot has been *hatched* within its walls!

I'd recommend visiting Arundel Castle in spring to see the annual tulip display but even if you miss this the gardens are worth the admission price alone. These gardens are full of *dainty* water features which, combined with fabulous carved wooden buildings and spectacular planting, make them some of the best gardens in England.

Arundel makes an easy day trip from London as trains run direct to Arundel from London Victoria station.

Bodiam Castle nestles within gorgeous rural countryside near Robertsbridge, East Sussex. It's one of the most beautiful, and most photographed, medieval English castles. Four *castellated* towers punctuated with *arrow slits* guard each corner and the castle sits within a large *moat* protected by a hefty drawbridge.

The castle was built between 1285 and 1388 by Sir Edward Dallingridge who descended from a family of local land owners. The castle had kitchens, cloisters, chapel, gun-room and servants quarters. But Dallingridge had enemies and anyone trying to get into the castle had to overcome a series of defences. After *dodging* flaming arrows fired from the castle's towers attackers had to cross the moat, navigate a *beefy* drawbridge and, if they got to the portcullis, they'd be met by an *ambush* of boiling oil and water tipped from the gatehouse. Welcome to Bodiam.

Today there's not much left inside the walls but you can climb the towers which lead up to the battlements for views of the courtyard below and the *stunning* Sussex countryside. *The National Trust* run kid's activities during school holidays which include *archery* lessons, *falconry* walks and the chance to learn about medieval *warfare*. Young knights and knightesses can join Sir Edward's army at the castle's *boot camp* training sessions or learn about medieval crafts in the tented village. Ten minutes-

walk away is Bodiam station where seasonal steam train journeys are run by Kent and East Sussex Railway.

b. Glossary to assist your text comprehension:

choppy - (of sea, lakes, or rivers) with a lot of small, rough waves caused by the wind.

spread – affect more people/places, if something spreads or is spread, it becomes larger or moves so that it affects more people or a larger area.

to be up - to be awake.

cloister gardens – these are enclosed gardens, usually surrounded by covered walkways on the side of a court usually having one side walled and the other an open arcade or colonnade. Because such spaces are often featured in buildings that house religious orders, *cloister* can be used to mean "monastery" or "convent".

rectangle - a plane figure with four straight sides and four right angles, especially one with unequal adjacent sides, in contrast to a square.

onwards - beginning at a particular time and continuing after it.

to excel at - to be superior to : surpass in accomplishment or achievement. to be distinguishable by superiority : surpass others.

jousting - (of a medieval knight) fighting with a lance (= a long pointed weapon) while riding on a horse, especially as a sport; to compete, especially for power or control.

re-enactment - the acting out of a past event.

a sweeping drive - a curving road.

immaculate - perfectly clean or tidy.

portcullis - a strong gate made of bars with points at the bottom that hangs above the entrance to a castle and in the past was brought down to the ground in order to close the entrance against enemies.

nock - the notch itself,

nothing if not - you use this idiom in front of an adjective to indicate that someone or something clearly has a lot of the particular quality mentioned; very; above all.

manor house - a large country house with lands.

crenelation - a rampart built around the top of a castle with regular gaps for firing arrows or guns.

battlement - a parapet at the top of a wall, especially of a fort or castle, that has regularly spaced squared openings for shooting through.

ransack - go through (a place) stealing things and causing damage.

Celiac Disease - Coeliac disease or celiac disease is a long-term autoimmune disorder that primarily affects the small intestine. Coeliac disease is caused by a reaction to gluten, a group of various proteins found in wheat and in other grains such as barley and rye.

oubliette - a secret dungeon with access only through a trapdoor in its ceiling.

stately home - a large and impressive house that is occupied or was formerly occupied by an aristocratic family.

many a ... - a large number of.

hatch - to make a plan, especially a secret plan.

dainty - delicately small and pretty.

castellated - having towers and battlements (= a wall with regular spaces in it).

arrow slit - (especially in a medieval fortified building) a narrow vertical slit in a wall for shooting or looking through or to admit light and air.

moat - a deep, wide ditch surrounding a castle, fort, or town, typically filled with water and intended as a defense against attack.

dodge - avoid (someone or something) by a sudden quick movement.

beefy - burly, well built, thickset, solid, powerful, heavy.

ambush - a surprise attack by people lying in wait in a concealed position.

stunning - extremely impressive or attractive.

The National Trust - (in Britain) an organization concerned with the preservation of historic buildings and monuments and areas of the countryside of great beauty in England, Wales, and Northern Ireland. It was founded in 1895 and incorporated by act of parliament in 1907. The National Trust for Scotland was founded in 1931.

archery – it is a sport in which people shoot arrows at a target using a bow.

falconry - the keeping and training of falcons or other birds of prey; the sport of hunting with such birds.

warfare - the activity of fighting a war, often including the weapons and methods that are used.

boot camp – it is a set of intensive exercises done on a regular basis and designed to improve strength and fitness.

2. Answer the questions based on the text:

1. What are the most popular special interest tours in England?
2. What is a typical English home?
3. When were the original English landscape gardens made?
4. What type of tourists is interested in English castles and gardens most of all?
5. Why is Amberley Castle *nothing if not* impressive for visitors?
6. Why is Arundel Castle a fantastic place for kids?
7. What time of the year is the best to visit Arundel Castle?
8. Why is Bodiam Castle one of the most beautiful, and most photographed medieval English castles?
9. In what way does *the National Trust* develop children's knowledge of British medieval history?

3. a. Give information about types of special interest tours in the list. Don't forget to name the most popular country for that type of tours and explain your choice of the country.

- gourmet adventure holidays;
- painting;
- whale-watching;
- dog-handling;

- bungee-jumping;

b. Give examples of 3 types of special interest tours on your choice. (5 sentences for each to describe)

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

● **grand tour**

1. An extended tour or sightseeing trip in, through, or across any country or region. Originally used in specific reference to the major cities of Europe, the trip was considered a necessary part of well-bred gentlemen's upbringing. It was later extended to travel in general.

e.g. I've been saving up all year long for my grand tour through France.

2. By extension, a comprehensive, guided tour, inspection, or survey.

e.g. This is your first time seeing our new house, right? Let me give you the grand tour!

● **what happens on tour stays on tour**

Any scandalous activities that happen when one travels in a group are not to be discussed with other people afterward. The phrase alludes to the stereotypical partying of musicians on tour.

e.g. A: "Guys, please don't tell my wife about all the girls I've been with on the road."

B: "Sure, man—what happens on tour stays on tour!"

● **whistle-stop tour**

A brief trip to several locations.

e.g. My travel agent offered me such a great deal on a whistle-stop tour of Italy that I couldn't resist.

● **middle of nowhere**

This idiom is used to describe a place that is very remote, far from any city or town.

e.g. The campsite was in the middle of nowhere so I couldn't phone you.

● **actions speak louder than words**

What you do is more important than what you say; someone's words may not be trustworthy

e.g. A: "John keeps saying he wants to take me out for dinner, but then he never does!"

- B: "Actions speak louder than words."

● **all ears**

To be eagerly waiting to hear about something

e.g. A: "I have to tell you about what happened on our trip to Spain..."

B: "I'm all ears!"

● **be in the same boat**

to be in the same unpleasant situation as other people

e.g. She's always complaining that she doesn't have enough money, but we're all in the same boat.

● **better late than never**

It's better to do something late than not at all

e.g. A: "Sorry I missed your birthday! There's a card in the post."

B: "Don't worry. Better late than never!"

● **Bob's your uncle**

To say that a set of instructions or task is simple or easy

e.g. *To make the salad dressing, you just put oil, vinegar, honey and mustard into a bowl, mix them together and bob's your uncle!*

● **bog-standard**

Something that is very ordinary or basic, nothing special

e.g. *Despite the excellent reviews, we thought the restaurant was just bog-standard.*



5. a. Put in the verbs in brackets and form Conditional sentences type I or type II. Mind the underlined verb forms.

1. If you come with me, I _____ (to do) the shopping with you.
2. Walter _____ (to help) his mother in the garden if she reads him a story this evening.
3. If it _____ (to rain), I will stay at home.
4. Our teacher will be happy if we _____ (to learn) the poem by heart.
5. If they had enough money, they _____ (to buy) a new car.
6. We _____ (to pass) the exam if we studied harder.
7. If Pat repaired his bike, he _____ (to go) on a bicycle tour with us.
8. She would get 100 pounds if she _____ (to sell) this old shelf.
9. If I were you, I _____ (to invite) Jack to the party.
10. If the weather _____ (to be) fine, the children can walk to school.

b. Conditional sentences, if-clauses type I, II, III. Form Conditional sentences using the forms from the menu. Mind the positions of the if clauses and the negations.

1. If it rains, the boys _____ hockey.
 - a) won't play;
 - b) wouldn't play;
 - c) would not have played;
2. If he _____ his own vegetables, he wouldn't have to buy them.
 - a) grow;
 - b) grew;
 - c) had grown;
3. Jim _____ whisky distilleries if he travelled to Scotland.
 - a) will see;
 - b) would see;
 - c) would have seen;
4. Would you go out more often if you _____ so much in the house?
 - a) don't have to do;
 - b) didn't have to do;
 - c) hadn't had to do;

5. She wouldn't have yawned the whole day if she _____ late last night.
 a) doesn't stay up;
 b) didn't stay up;
 c) hadn't stayed up;
6. If you _____ a minute, I'll come with you.
 a) wait;
 b) waited;
 c) had waited;
7. If we arrived at 10, we _____ Tyler's presentation.
 a) will miss;
 b) would miss;
 c) would have missed;
8. We _____ John if we'd known about his problems.
 a) will help;
 b) would help;
 c) would have helped;
9. If they _____ new batteries, their camera would have worked correctly.
 a) use;
 b) used;
 c) had used;
10. If I could go anywhere, it _____ New Zealand.
 a) will be;
 b) would be;
 c) would have been.

**c. Put in the correct phrases and form a conditional sentence (type I, II, III).
 Watch the underlined verbs.**

1. If we meet at 9:30, we _____ (to have) plenty of time.
 2. Lisa would find the milk if she _____ (to look) in the fridge.
 3. The zookeeper would have punished her with a fine if she _____ (to feed) the animals.
 4. If you spoke louder, your classmates _____ (to understand) you.
 5. Dan _____ (to arrive) safe if he drove slowly.
 6. You _____ (to have) no trouble at school if you had done your homework.
 7. If you _____ (to swim) in this lake, you'll shiver from cold.
 8. The door will unlock if you _____ (to press) the green button.
 9. If Mel _____ (to ask) her teacher, he'd have answered her questions.
 10. I _____ (to call) the office if I was/were you.



6. **Read a funny story and retell it in class:
 The Pipe, Story of S.**

I stayed in a really nice hotel in the USA, and in the last morning before leaving I decided to take a quick shower before going to the airport. I started turning the knob, probably in the opposite direction that I should have (non-US travelers will immediately recognize the type of knob I am talking about!). I just kept on turning, and turning, but there was no water. Until I turned one more time and the knob stayed in my hand, together with a piece of pipe it was attached to! That very second a fountain of water started gushing from the wall, as it was directly linked to main water supply of the hotel. I was shocked and tried to put the knob back on, but, of course, it didn't stick and now I was ankle deep in water and it already was flowing inside the room. I grabbed the first towel I could see and run to look for help. Remember Mr.Bean? At least I had a towel.. Luckily, there was a maid some 6 rooms further, but unfortunately she did not speak any English... I grabbed her hand and pulled her to my room, and when she saw the scene, she run off to get help. While various managers were running around and trying to find someone who knows how to switch off water in the basement (and of course, none believed the story until they came to the room and saw for themselves), I kept standing there with my towel, until one of the head maids opened another room next door and offered me to finish my shower (thanks, it was enough). They offered me free breakfast as a compensation, but as I was already very late, I went to the airport.

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Лілія Приймак

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завдання для домашнього читання та самостійної роботи
 з дисципліни «Ділова іноземна мова»
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