

**ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД УКООПСЛКИ  
«ПОЛТАВСЬКИЙ УНІВЕРСИТЕТ ЕКОНОМІКИ І ТОРГІВЛІ»**

**(ПУЕТ)**

*Кафедра ділової іноземної мови*

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# **ІНОЗЕМНА МОВА**

**(за професійним спрямуванням)**

## **АНГЛІЙСЬКА МОВА**

**Навчально-методичний посібник  
для самостійного вивчення дисципліни студентами  
напряму підготовки 6.140103 «Туризм»  
за кредитно-модульною системою  
організації навчального процесу  
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### **Артюх В. М.**

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Відповідальні за зміст навчально-методичного видання укладач, рецензенти та завідувач кафедри ділової іноземної мови *В. Л. Іщенко*

Повне чи часткове відтворення, тиражування, передрук і розповсюдження цього видання без дозволу ВНЗ Укоопспілки «Полтавський університет економіки і торгівлі» **ЗАБОРОНЕНО**

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## **ВСТУП**

*Навчально-методичний посібник для самостійного вивчення дисципліни «Іноземна мова (за професійним спрямуванням)» для студентів I курсу за напрямом підготовки 6.140103 «Туризм» створений для забезпечення: комплексного засвоєння навчального матеріалу, який передбачає вивчення іноземної мови як багатофункціональної знакової системи, її мовної норми, норм мовленнєвого етикету в різних сферах спілкування; оволодіння навичками аналізу, класифікації мовних явищ та вмінь будувати моделювання мовленнєвої поведінки відповідно до завдань спілкування; застосування отриманих знань і вмінь в іншомовній мовленнєвій діяльності; підвищення рівня мовної і мовленнєвої компетенцій.*

*Посібник розроблено на основі аутентичних джерел для:*

- вивчення професійної лексики та термінології;*
- здійснення іншомовної комунікації з використанням відповідних лексико-граматичних структур;*
- засвоєння правил ділової кореспонденції;*
- розвитку інформаційної культури (використання іноземної мови як засобу отримання інформації з першоджерел);*
- розширення й поглиблення системних знань за фахом із застосуванням іноземної мови як засобу підвищення рівня професійної компетенції.*

*Навчально-методичний посібник ґрунтується на матеріалах навчально-методичного комплексу English for International Tourism: Pre-Intermediate Student's Book, English for International Tourism: Pre-Intermediate Workbook та електронних ресурсів. Матеріали складаються з раціональної системи лексико-граматичних вправ, що забезпечують підвищення рівня знань іноземної мови для усного й письмового професійно орієнтованого комунікативного спілкування.*

### **Мета й завдання дисципліни**

*Головною метою вивчення іноземної мови (за професійним спрямуванням) є розвиток усіх видів мовленнєвої діяльності (говоріння, аудіювання, читання, письма), що реалізується через досягнення практичної, освітньої, розвиваючої, соціокультурної цілей навчання в комплексі.*

*Практичне володіння іноземною мовою орієнтоване на її використання у професійному середовищі й передбачає наявність відповідних навичок і вмінь у різних видах мовленнєвої діяльності, що дають змогу:*

- обговорювати галузеві питання із застосуванням комунікативно-релевантних вербальних засобів мовлення для досягнення порозуміння зі співрозмовником;
- брати участь у ситуаціях професійної комунікації (нарадах, презентаціях, перемовинах, дискусіях);
- знаходити й опрацьовувати різноманітні іншомовні матеріали в галузі туристичного бізнесу із застосуванням відповідних методів пошуку інформації, у тому числі із застосуванням інформаційних технологій;
- аналізувати іншомовні джерела інформації з метою отримання необхідних даних для виконання професійних завдань і прийняття професійних рішень;
- писати професійні документи іноземною мовою з низки галузевих питань;
- писати ділові листи з урахуванням особливостей міжкультурної комунікації;
- перекладати аутентичні тексти на рідну мову, користуючись двомовними термінологічними словниками, електронними словниками.

**Мета дисципліни:** оволодіння студентами необхідним і достатнім рівнем професійно-комунікативної іншомовної компетенції для вирішення соціально-комунікативних завдань у сферах академічної та професійної діяльності в усній і письмовій формах в обсязі тематики, що обумовлена професійними потребами; розвиток навичок і вмій опрацювання фахової літератури іноземною мовою для здійснення фахової комунікації та науково-дослідної роботи; формування міжкультурної свідомості на основі соціокультурних знань; розвиток країнознавчих знань культури англомовних країн.

**Предмет дисципліни** – обсяг лексики та граматики іноземної мови, знання яких забезпечує фахову комунікацію й опрацювання іншомовних джерел.

**Завдання дисципліни** – формування у студентів:

– умінь і навичок різних видів іншомовної мовленнєвої діяльності (аудіювання, говоріння, читання й письма) у сфері усної та письмової професійної комунікації;

– знань особливостей міжкультурної комунікації (норм мовленнєвої поведінки в різних сферах і ситуаціях спілкування, у тому числі й під час обговорення дискусійних проблем).

Після закінчення вивчення дисципліни в межах визначеної тематики студенти повинні:

– Аудіювання:

- сприймати на слух і розуміти основний зміст і деталі інформації автентичних текстів у галузі туристичного бізнесу;
- розуміти головні ідеї, виділяти суттєву інформацію в обговореннях, дискусіях, дебатах, розмовах, лекціях тощо;
- розуміти комунікативний намір мовця, визначати його позицію і точку зору;
- розуміти різні за ступенем складності мовленнєві повідомлення в академічному та професійному середовищі.

– Говоріння:

- реагувати на основні ідеї та розпізнавати суттєво важливу інформацію під час дискусій, офіційних перемовин, лекцій, бесід, що пов'язані з навчальною та професійною діяльністю;
- аргументовано і в чіткій формі формулювати та висловлювати власну думку щодо актуальних тем туристичного бізнесу;
- використовувати у процесі іншомовної мовленнєвої діяльності різноманітні мовні засоби;
- висловлювати й обґрунтовувати власну думку щодо переглянутого відео- та аудіоматеріалу;
- поводитись відповідно до норм мовленнєвого етикету в академічному та професійному середовищі;
- виступати з індивідуальними презентаціями професійної тематики.

Читання:

- розуміти автентичні тексти професійного спрямування з різних друкованих та електронних джерел інформації;
- розуміти зміст професійної документації;
- розуміти комунікативний намір автора тексту професійної тематики.

Письмо:

- готувати та продукувати ділову та професійну кореспонденцію;
- користуватись відповідними засобами зв'язку для поєднання висловлювань у чіткий, логічно об'єднаний дискурс;
- виконувати письмові завдання, пов'язані з навчанням та спеціальністю.

Вивчення дисципліни забезпечує: формування професійно-комуніка-

тивної іншомовної (лінгвістичної (фонологічної, орфографічної та орфоепічної; лексичної, граматичної, семантичної), соціокультурної, професійної комунікативної) компетенції у сферах професійного й ситуативного спілкування в усній і письмовій формах; оволодіння новою фаховою інформацією через іноземні джерела, розвиток навичок її опрацювання за допомогою сучасних інформаційних технологій.

У результаті вивчення дисципліни студент повинен мати робочі знання:

- широкого діапазону словникового запасу загальної і спеціальної лексики, необхідного в академічній і професійній сфері;
- граматичних структур для гнучкого вираження відповідних понять, а також для розуміння і продукування текстів за спеціалізацією;
- правил англійського синтаксису для розпізнавання і продукування широкого діапазону текстів професійного спрямування;
- мовних форм офіційних і розмовних реєстрів академічного та професійного мовлення.

Після закінчення вивчення дисципліни студенти здатні:

- знаходити необхідну інформацію професійної тематики, користуючись довідниковою, спеціалізованою літературою, словниками, інформаційними ресурсами;
- виділяти та структурувати ідеї тексту в логічній послідовності;
- організовувати текст з відповідною послідовністю абзаців;
- вести облік прочитаного матеріалу, посилань, цитат;
- перекладати автентичні тексти, правильно передавати їх зміст рідною мовою, вилучати з них необхідну інформацію;
- здійснювати письмову комунікацію (готувати та продукувати ділову та професійну кореспонденцію в межах визначеної тематики).

Важливу виховну й освітню роль відіграє спрямованість усього процесу навчання на формування та самовдосконалення студента, що забезпечує:

- розвиток когнітивних і навчальних умінь;
- знання інформаційної культури;
- розширення енциклопедичних, розвиток міжкультурних і формування професійних знань іноземною мовою;
- підвищення рівня навчальної автономії, здатності до подальшої самоосвіти.

## НАВЧАЛЬНА ПРОГРАМА ДИСЦИПЛІНИ

| Назва модуля     | Назва розділу, з якого виносяться питання на самостійне опрацювання | Перелік завдань, що виконуються студентом самостійно       | Інформаційне джерело (порядковий номер за переліком)               | Засіб поточного контролю знань   |
|------------------|---|--|--|--|
| 1                | 2   | 3  | 4  | 5  |
| Tourism industry | All in a day's work   | Reading<br>Vocabulary<br>Language focus                    | 2. p. 4–5;<br>2. p. 5, 7;<br>1. p. 8, 125;<br>2. p. 6              | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment |
|                  | Fly-drive holidays  | Reading<br>Vocabulary<br>Language focus<br>Writing e-mails | 2. p. 8;<br>2. p. 8–9;<br>1. p. 15, 125, 131;<br>2. p. 10–11       | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment |
|                  | Table for two   | Reading<br>Vocabulary<br>Language focus                    | 2. p. 12–13;<br>2. p. 13, 15;<br>1. p. 20, 22–23, 126;<br>2. p. 14 | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment |
|                  | City tours  | Reading<br><br>Vocabulary<br>Language focus                | 2. p. 16–17<br><br>2. p. 17, 19;<br>1. p. 8, 125;<br>2. p. 18–19   | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment |



Продовж. навчальної програми дисципліни

| 1                     | 2                  | 3  | 4  | 5   |
|-----------------------|--------------------|--|--|---|
| Tourism industry      | Water cities       | Reading<br>Vocabulary<br>Language focus                                      | 2. p. 20–21;<br>2. p. 20;<br>1. p. 26, 126;<br>2. p. 22–23                     | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment                  |
| International tourism | Cruise ships       | Reading<br>Vocabulary<br>Language focus<br>Writing a CV/Resume, Cover letter | 2. p. 24–25, 27<br><br>2. p. 24–25;<br>1. p. 43, 127;<br>2. p. 26;<br>2. p. 27 | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment                  |
|                       | Service and safety | Reading<br>Vocabulary<br>Language focus<br>Writing a letter of apology       | 2. p. 28;<br>2. p. 28–29, 31;<br>1. p. 48, 128;<br>2. p. 30;<br>2. p. 30       | Reading comprehension check<br>Vocabulary check<br>Oral practice<br>Written assignment                  |
|                       | East meets West    | Reading<br>Vocabulary<br>Language focus<br>Giving a presentation             | 2. p. 32–33;<br>2. p. 33;<br>1. p. 54, 128;<br>2. p. 34;<br>2. p. 35           | Reading comprehension check<br>Vocabulary check,<br>Oral practice<br>Written assignment<br>Presentation |

## ТЕМАТИЧНИЙ ПЛАН ДИСЦИПЛІНИ

| Назва модуля, теми                     | Кількість годин за видами занять |           |               |     |
|--|----------------------------------|-----------|---------------|-----|
|  | аудиторні                        |           | позааудиторні |     |
|  | разом                            | практичні | ІКР           | СРС |
| <b>Module 1. Tourism industry</b>      |                                  |           |               |     |
| 1. All in a day's work                 | 23                               | 10        | 3             | 10  |
| 2. Fly-drive holidays                  | 26                               | 10        | 4             | 12  |
| 3. Table for two                       | 28                               | 12        | 4             | 12  |
| 4. City tours                          | 26                               | 10        | 4             | 12  |
| 5. Water cities                        | 28                               | 12        | 4             | 12  |
| Total                                  | 132                              | 54        | 20            | 58  |
| <b>Module 2. International tourism</b> |                                  |           |               |     |
| 6. Cruise ships                        | 27                               | 10        | 5             | 12  |
| 7. Service and safety                  | 27                               | 10        | 5             | 12  |
| 8. East meets West                     | 30                               | 12        | 6             | 12  |
| Total                                  | 84                               | 32        | 16            | 36  |
| Total                                  | 216                              | 86        | 36            | 94  |

# **МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

## **Методичні рекомендації студентам щодо вивчення теми**

### **Recommendations to students**

Hotel and tourism industries require some specific skills that enable work with people in different areas. This teaching aid contains the material that provides practice of communicative character with working through the lexical units to develop industry-related vocabulary, ranging from hotel duties and facilities to cruise ships and the like and grammatical structures as well as acquisition of knowledge of special subject units (the ones that are necessary for professional environment).

Each module consists of different number of topics according to the syllabus. Students can refer to the instructions and theoretical material in the Pre-Intermediate Student's Book that illustrate the grammar in focus, patterns of business correspondence or speech patterns necessary for dealing with customers (tourists) in different situations etc. Additionally, students can use some on-line resources and tourism-related websites to find relevant information about the countries and cities featured in the units.

Self-study of the given material ensures acquiring of writing, speaking skills through grammar and vocabulary practice. While learning every topic of the module a student is required to refer to the glossary of terms which contains the key terminological units, knowledge of which helps to do the exercises and learn the specific aspects of work in the hotel and tourism industries.

Furthermore, there are some individual tasks suggested for the fulfillment. Students can prepare them using the additional references given in this teaching aid or with the help of internet resources. Only a continuous study of all the assignments can ensure acquisition of the language and speech competence in the professional sphere. Therefore, each step in the learning process is the algorithm that helps to achieve this goal that is doing the exercises in the sequence as it is.

## Термінологічний словник

### Glossary of Hospitality/Tourism Terms

**ABA** – American Bus Association; comprised of bus companies, operators and owners.

**Attendance Building** – Marketing and promotional programs designed to increase attendance at conventions, trade shows, meetings, and events.

**Attractions** – General all-inclusive term travel industry marketers use to refer to products that have visitor appeal, like museums, historic sites, performing arts institutions, preservation districts, theme parks, entertainment and national sites.

**AVHRM** – Association of Vacation Home Rental Managers.

**Bed Tax (Transient Occupancy Tax of TOT)** – City or county tax added to the price of a hotel room.

**Blocked** – Hotel rooms held without deposit.

**Booked** – Hotel rooms, airline tickets or other travel services held for a specific client.

**Booking** – Term used to refer to a completed sale by a destination, convention center, facility, hotel or supplier (i.e. convention, meeting, trade show or group business booking).

**Business Travel** – Travel for commercial, governmental or educational purposes with leisure as a secondary motivation.

**Buyer** – A member of the travel trade who reserves room blocks from accommodations or coordinates the development of a travel product.

**Carrier** – Any provider of mass transportation, usually used in reference to an airline.

**Chambers of Commerce** – Typically, a Chamber of Commerce will specialize in local economic development that can include tourism promotion.

**Charter Group** – Group travel in which a previously organized group travels together, usually on a custom itinerary.

**C of C** – Chamber of Commerce.

**Commissions** – A percent of the total product cost paid to travel agents and other travel product distributors for selling the product to the consumer.

**Convention and Visitors Bureau** – These organizations are local tourism marketing organizations specializing in developing conventions, meetings, conferences and visitations to a city, county or region.

**Conventions and Trade Shows** – Major segment of travel industry business. Trade shows differ from conventions in that they have exhibit space that provides product exhibition and sales opportunities for suppliers, as well as information gathering and buying opportunities for customers.

**Conversion Study** – Research study to analyze whether advertising respondents actually were converted to travelers as a result of advertising and follow-up material.

**Co-op Advertising** – Advertising funded by two or more destinations and /or suppliers.

**Cooperative Marketing** – Marketing programs involving two or more participating companies, institutions or organizations.

**Cooperative Partner** – An independent firm or organization which works with a tourism office by providing cash or in-kind contributions to expand the marketing impact of the tourism office.

**Cover** – Each diner at a restaurant.

**CTRLA** – Car and Truck Rental and Leasing Association.

**CVB** – Convention and Visitors Bureau.

**Destination** – A hotel, resort, attraction, city, region, or state.

**Destination Marketing** – Marketing a city, state, country, area or region to consumers and trade.

**Destination Marketing Organization** – Local tourism marketing organizations, such as convention and visitors bureaus or chambers of commerce.

**Discounted Fare** – Negotiated air fare for convention, trade show, meeting, group and corporate travel.

**Discover America** – Theme used by the Travel Industry Association and its marketing partners to market travel within the United States.

**Fam Tours** – Organized trips for travel agents, tour operators, tour wholesalers or other members of the travel trade for the purpose of educating and «familiarizing» them with tourism destinations. By seeing the destinations where they are sending travelers, the travel trade is better prepared to answer customer questions and promote travel to the location. Also called «fams» or «familiarization tours.»

**Feeder Airport/City** – An outlying city which feeds travelers to hubs or gateway cities.

**FIT (Free Independent Travel)** – Individual travel in which a tour operator has previously arranged blocks of rooms at various destinations in advance for use by individual travelers. These travelers travel independently, not in a group, usually by rental car or public transportation.

**Frequency** – The number of times an advertisement appears during a given campaign.

**Fulfillment** – Servicing consumers and trade who request information as a result of advertising or promotional programs. Service often includes an 800 number, sales staff and distribution of materials.

**Gateway or Gateway City** – A major airport, seaport, rail or bus center through which tourists and travelers enter from outside the region.

**GIT (Groups Independent Travel)** – Group travel in which individuals purchase a group package in which they will travel with others along a pre-set itinerary.

**Group Rate** – Negotiated hotel rate for convention, trade show, meeting, tour or incentive group.

**Head in Beds** – Industry slang referring to the primary marketing objective of accommodations and most destinations - increasing the number of overnight stays.

**Hospitality Industry** – Another term for the travel industry.

**Hub** – An airport or city which serves as a central connecting point for aircraft, trains or buses from outlying feeder airports or cities.

**Hub and Spoke** – Air carriers use of selected cities as «hubs» or connected points for service on their systems to regional destinations.

**Icon** – A facility or landmark which is visually synonymous with a destination.

**Incentive Travel** – Travel offered as a reward for top performance and the business that develops, markets and operates these programs.

**Inclusive Tour** – A tour program that includes a variety of feature for a single rate (airfare, accommodations, sightseeing, performances, etc.).

**International Marketing** – Marketing a destination, product or service to consumers and the trade outside the of the United States.

**Leisure Travel** – Travel for recreational, educational, sightseeing, relaxing and other experiential purposes.

**Market Share** – The percentage of business within a market category.

**Market Volume** – The total number of travelers within a market category.

**Mission (Sales)** – A promotional and sales trip coordinated by a state travel office, conventional and visitors bureau or key industry member to increase product awareness, sales and to enhance image. Target audiences may include tour operators, wholesales, incentive travel planners, travel agents, meeting planners, convention and trade show managers and media. Missions often cover several international or domestic destinations and include private and public sector participants. Mission components can include receptions, entertainment representatives of the destination, presentations and pre-scheduled sales and media calls.

**Motorcoach** – Deluxe equipment used by most tour operators in group tour programs. Amenities include reclining seats, bathrooms, air conditioning, good lighting and refreshment availability.

**Net Rate** – The rate provided to wholesalers and tour operators that can be marked up to sell to the customer.

**No Show** – A customer with a reservation at a restaurant, hotel, etc. who fails to show up and does not cancel.

**NTA** – National Tour Association, comprised of domestic tour operators.

**Occupancies** – A percentage indicating the number of bed nights sold (compared to number available) in a hotel, resort, motel or destination.

**Package** – A fixed price salable travel product that makes it easy for a traveler to buy and enjoy a destination or several destinations. Packages offer a mix of elements like transportation, accommodations, restaurants, entertainment, cultural activities, sightseeing and car rental.

**Peaks and Valleys** – The high and low end of the travel season. Travel industry marketers plan programs to build consistent year-round business and event out the «peaks and valleys.»

**Person Trip Visit** – Every time a person travels more than 100 miles (round-trip) in a day or stays overnight away from their primary domicile, whether for business or leisure purposes, they make one «person trip visit.»

**Pow Wow** – The largest international travel marketplace held in the United States, sponsored by the Travel Industry Association of America.

**Press/Publicity Release** – A news article or feature story written by the subject of the story for delivery and potential placement in the media.

**Press Trips** – Organized trips for travel writers and broadcasters for the purpose of assisting them in developing stories about tourism destinations. Often, journalists travel independently, though with the assistance of a state's office of tourism or a DMO.

**Property** – A hotel, motel, inn, lodge or other accommodation facility.

**Rack Rate** – The rate accommodations quote to the public. Group rates, convention, trade show, meeting and incentive travel rates are negotiated by the hotel and program organizers.

**Reach** – The percentage of people within a specific target audience reached by an advertising campaign.

**Receptive Operator** – Specialists in handling arrangements for incoming visitors at a destination including airport transfers, local sightseeing, restaurants, accommodations, etc. Receptive operators can be a travel agent or tour operator.

**Repeat Business** – Business that continues to return, thereby generating increased profits.

**Reservation Systems (Automation Vendors)** – Computerized systems leased to travel agencies offering airline, hotel, car rental and selected tour

availability and bookings. Systems are affiliated with major carriers, including American (Sabre), United (Apollo), Eastern (System One), TWA (PARS), and Delta (DATAS II) and feature flight schedules of the sponsoring and other carriers, plus additional travel products.

**Retail Agent** – A travel agent.

**Retailer** – Another term for travel agents who sell travel products directly to consumers.

**Room** – Double: No guarantee of two beds; Double Double: Two double beds (or two queens or kings); Twin: Two twin beds (or two doubles or queens).

**Room Blocks** – Several rooms held for a group.

**Sales Mission** – Where suppliers from one DMO travel together to another state or country for the purpose of collectively promoting travel to their area. Sales missions may include educational seminars for travel agents and tour operators.

**Sales Seminar** – An educational session in which travel agents, tour operators, tour wholesalers or other members of the travel trade congregate to receive briefings about tourism destinations.

**Shells** – A marketing and sales promotional piece that depicts a destination, accommodation or attraction on the cover and provides space for copy to be added at a later date. Usually shells fit a #10 envelope.

**Site Inspection** – An assessment tour of a destination or facility by a meeting planner, convention or trade show manager, site selection committee, tour operator, wholesaler or incentive travel manager to see if it meets their needs and requirements prior to selecting a specific site for an event. After site selection, a site inspection may be utilized to make arrangements.

**Spouse Program** – Special activities planned for those who accompany an attendee to a convention, trade show or meeting. Note that programs today are not simply for women, but rather for men and women, spouses and friends. Programs must be creatively designed to interest intelligent and curious audiences.

**Supplier** – Those businesses that provide industry products like accommodations, transportation, car rentals, restaurants and attractions.

**Target Audience/Market** – A specific demographic, sociographic target at which marketing communications are directed.

**Target Rating Points** – TRPs are a statistical measurement which allows one to evaluate the relative impact of differing advertising campaigns.

**Tariff** – Rate of fare quoted and published by a travel industry supplier



(i.e. hotels, tour operators, etc.) Usually an annual tariff is produced in booklet form for use in sales calls at trade shows.

**TIA** – Travel Industry Association of America.

**TOT** – Transient Occupancy Tax.

**Tour Operator** – Develops, markets and operates group travel programs that provide a complete travel experience for one price and includes transportation (airline, rail, motorcoach, and/or ship), accommodations, sightseeing, selected meals and an escort. Tour operators market directly to the consumer, through travel agents and are beginning to be listed on computerized reservation systems.

**Tour Wholesaler** – An individual or company that sells tour packages and tour product to travel agents. Tour wholesalers usually receive a 20% discount from accommodations, transportation companies and attractions and pass on a 10 to 15% discount to the retail agent.

**Tourism** – Leisure travel.

**Tourist/Visitor/Traveler** – Any person who travels either for leisure or business purposes more than 100 miles (round-trip) in a day or who stays overnight away from his/her primary domicile.

**Transient Occupancy Tax** – TOT or bed tax is a locally set tax on the cost of commercial accommodations and campgrounds.

**Travel** – Leisure and other travel including travel for business, medical care, education, etc. All tourism is travel, but not all travel is tourism.

**Travel Agent** – An individual who arranges travel for individuals or groups. Travel agents may be generalists or specialists (cruises, adventure travel, conventions and meetings.) The agents receive a 10 to 15 % commission from accommodations, transportation companies and attractions for coordinating the booking of travel. They typically coordinate travel for their customers at the same or lower cost than if the customer booked the travel on his/her own.

**Travel Product** – Refers to any product or service that is bought by or sold to consumers of trade including accommodations, attractions, events, restaurants, transportation, etc.

**Travel Seasons** – Travel industry business cycles including: Peak: Primary travel season Off Peak: Period when business is slowest Shoulder: Period between peak and off peak periods when business is stronger, but has room for growth.

**Travel Trade** – The collective term for tour operators, wholesalers and travel agents.

**Traveler** – Definitions vary, but in general a traveler is someone who leaves their own economic trade area, (usually going a distance of a minimum of fifty to one hundred miles) and stays overnight.

**Visitors Center** – Travel information center located at a destination to make it easier for visitors to plan their stay; often operated by a convention and visitors bureau, chamber of commerce or tourism promotion organization.

**Vouchers** – Forms or coupons provided to a traveler who purchases a tour that indicate that certain tour components have been prepaid. Vouchers are then exchanged for tour components like accommodations, meals, sightseeing, theater tickets, etc. during the actual trip.

**Wholesaler** – Develops and markets inclusive tours and individual travel programs to the consumer through travel agents. Wholesalers do not sell directly to the public.

### **Навчальні завдання та методичні рекомендації щодо їх виконання**

The given lexical-grammatical assignments are designed to help students to acquire and develop the essential skills to work in the hotel and tourism industries that are customer-oriented, therefore, are of the importance. To achieve this goal every unit provides the necessary range of communicative practice in different situations.

Grammar material is given in the context and practised to enhance awareness and knowledge of structures of the English language. The communicative context of both lexical and grammatical material helps to better understand professional situations such as telephone bookings, giving advice, recommendations and dealing with complaints.

## **MODULE 1 TOURISM INDUSTRY**

### **UNIT 1 ALL IN A DAY'S WORK**

**Reading: My job**

**1. Read the text and answer the questions.**

1. Eustasio usually works

A day shifts.

B night shifts.

C only at weekends.

D in the afternoons.

2. When he works at night, he  
A helps the manager.  
B meets a lot of guests.  
C checks the hotel records.  
D sends faxes confirming bookings.
3. During the night, he also works as the hotel's  
A telephonist.  
B housekeeper.  
C concierge.  
D manager.
4. When there is a group booking, he checks the names on the running list  
A when the group check in.  
B immediately after they check in.  
C the next day.  
D when they check out.
5. The main topic of this text is  
A what Eustasio does during the day shift.  
B the difficulties of being a receptionist.  
C what Eustasio likes most about his job.  
D Eustasio's duties as a receptionist.

## **My job**

### **1. Eustasio Gavilan, receptionist at Darkwood Beach Hotel, Jamaica**

I'm a hotel receptionist. I usually work from 7 am to 3 pm but occasionally I work nights. I prefer working during the day because I meet more guests. When I'm on night shift I'm responsible for the 'close of day'. I check both the manual records and the computer records to see which rooms are occupied, which are unoccupied, which are closed for maintenance and which need cleaning. The manager is not on duty at night or at the weekends so I'm responsible for everything at these times.

During the day shift I send faxes and emails confirming bookings, check in new guests and prepare bills for the guests checking out. I also answer the telephone calls, deal with enquires, take reservations and put calls through to other departments.

Before a large group checks in, we receive a running list of all the

names from the booking agents. I check people in as fast as possible because they have usually travelled a long way and I know they are tired. After that, I check the running list against the names of guests who checked in. There are often differences so I phone the agency to confirm the group names.

**Vocabulary: Duties**

**2. Match the verbs with the nouns to show some of Eustasio’s duties.**

- |               |                     |
|---------------|---------------------|
| 1 check       | a) guests           |
| 2 send        | b) records          |
| 3 confirm     | c) calls            |
| 4 check in    | d) enquiries        |
| 5 prepare     | e) the telephone    |
| 6 answer      | f) bookings         |
| 7 deal with   | g) reservations     |
| 8 take        | h) bills            |
| 9 put through | i) faxes and emails |

**Language focus:**

**Adverbs of frequency**

**3. Put these adverbs in the correct order from most to least frequent.**

- |             |         |              |        |
|-------------|---------|--------------|--------|
| hardly ever | often   | never        | always |
| sometimes   | usually | occasionally |        |



**Prepositions of time**

**4. Put the words in the box in the correct groups.**

Monday the weekend the morning 7 o'clock February 11.30 pm  
 summer the autumn night midday 2001 8 December

| on     | in | at |
|--------|----|----|
| Monday |    |    |

## Present simple

5. What are the *he/she/it* endings for these verbs in the present simple?

Put them in the correct groups.

arrive wash stay carry finish go make do clean fly change  
watch check tidy take

| -s      | -es | -les |
|---------|-----|------|
| arrives |     |      |

6. Complete the sentences with the correct form of the verb in brackets.

1. Darina (not/work) *doesn't work* on Mondays.
2. The housekeeper (change) .....the towels every day.
3. The hotel (not/offer).....room service after 11 pm.
4. We (not / serve) .....dinner before 9 pm.
5. Guests often (ask) .....for an alarm call.
6. A waiter (not/finish) .....work until late at night.

7. Write an appropriate present simple question for each answer.

1. *What do you do?*

I'm a hotel receptionist.

2. ....

In a small hotel near the city centre.

3. ....

I usually start at 8 o'clock in the morning.

4. ....

By bus.

5. ....

About forty hours a week.

6. ....

No, I hardly ever work on Sundays.

### Vocabulary: Nationalities

8. What are the nationalities from these countries? Put them in the correct group below.

Italy Ireland Portugal Australia Spain Brazil Poland China Canada  
Hungary Japan Kenya South Africa Sweden Taiwan Turkey

| -n | -ian    | -ish | -ese |
|----|---------|------|------|
|    | Italian |      |      |

*Інформаційні джерела: 1, 2.*

## UNIT 2 FLY-DRIVE HOLIDAYS

### Reading: Holiday advertisements

1. Which of the advertisements below will these people be interested in?

1. Kashmir and Anita want to go away for a weekend.
2. Trudy is a student who wants to visit some friends on the Greek islands.
3. John and Silvia like all kinds of sports and outdoor activities.
4. James and Mary want to organise a holiday with a large group of retired friends from their club.
5. Simon, Jane and their young son love the United States.

### World breaks

|  |  |  |
|--|--|--|
| <b>Flight only deals</b><br>Dublin £60 o/w<br>£90 Rtn<br>Edinburgh £45 o/w<br>£70 rtn                      | <b>Late deals</b><br>Crete flight only £90<br>Tenerife hotel and<br>apartments for 4 pp<br>7 nts £209<br>Malta from £179 | <b>Cruises</b><br>Mediterranean cruises<br>Special rates<br>For pensioners                   |
| <b>City breaks</b><br>Amsterdam<br>2 nts, flights,<br>transfers, hotel, B&B<br>£135 incl. airport<br>taxes | <b>Special offers</b><br>US fly-drive holidays<br>See Disney World<br>Florida, 7 nts and 14 nts<br>from £609             | <b>Snow holidays</b><br>Skiing in Andora<br>s/c apartments<br>Optional HB<br>7 nts from £215 |

## Vocabulary: Abbreviations

### 2. Match the abbreviations with the correct word or phrase.

|         |                      |
|---------|----------------------|
| 1 s/c   | a) return flight     |
| 2 pp    | b) self-catering     |
| 3 nts   | c) half board        |
| 4 HB    | d) nights            |
| 5 o/w   | e) people            |
| 6 rtn   | f) bed and breakfast |
| 7 B&B   | g) one-way flight    |
| 8 incl. | h) inclusive price   |

### 3. Look at these city break holiday adverts in a newspaper. Which one offers:

1 the best deal? 2 the most expensive deal? 3 the most meals?

#### **Barcelona, rtn**

flights, 2 nts, 3 star hotel, B&B £215 + airport

#### **Paris, rtn**

flights, 3 nts, 3 star hotel, B&B £189 incl.

#### **Rome, rtn**

flights, 2 nts, 2 star hotel, B&B £189, weekend supplement £15

#### **Copenhagen, rtn**

flights, 2 nts, 3 star hotel, HB £215 incl. taxes

### 4. Complete the dialogue with the phrases in the box.

#### **Ocean Drive Miami Beach**

Just let me confirm the details \_\_\_\_\_ could you spell your surname  
there's an additional charge \_\_\_\_\_ can I have your name \_\_\_\_\_ can I help you

#### **Travel agent**

Sunny Planet Holidays. ....<sup>1</sup>?

#### **Customer**

Hi, I'd like to confirm a holiday booking.

#### **Travel agent**

Certainly. ....<sup>2</sup>, please?

**Customer**

Yes, it's David, David Crawley.

**Travel agent**

Sorry .....<sup>3</sup>?

**Customer**

Yes, C-R-A-W-L-E-Y. We spoke on Monday.

**Travel agent**

Ah yes, the fly-drive holiday to Florida for four?

**Customer**

That's right. For the last fortnight in August.

**Travel agent**

.....<sup>4</sup> So, you're leaving London Gatwick the 17 August and returning from Tampa the 31st. And you're staying in a self-catering apartment?

**Customer**

That's right. Does it have a cot? We have a one-year-old baby ...

**Travel agent**

I'm afraid .....<sup>5</sup>, sir.

**5. Now complete the form for David Crawley's booking.**

Sunny Planet Holidays

Reservations

|                                 |                      |    |
|---------------------------------|----------------------|----|
| Name of customer:               | <i>David Crawley</i> | 1  |
| Type of holiday:                |                      | 2  |
| Location:                       |                      | 3  |
| Type of accomodation:           |                      | 4  |
| Number of nights:               |                      | 5  |
| Out date:                       |                      | 6  |
| Departure airport:              |                      | 7  |
| Return date:                    |                      | 8  |
| Departure airport:              |                      | 9  |
| Number of persons:              |                      | 10 |
| Number of children (under two): |                      | 11 |
| Special requests:               |                      | 12 |



**Language focus: Present continuous**

**6. Complete David's email to his secretary with the correct form of the present continuous.**

To: Lesley  
Subject: travel arrangements

Hi Lesley

I hope everything (go) is going<sup>1</sup> well in the office. I (write)<sup>2</sup> this email to let you know that we (have) ..... a great time in Florida but we've had to change our holiday plans.

We (not/fly) .....<sup>4</sup> on Sunday night as planned. We've decided to fly back on Monday and I (not/return) .....<sup>5</sup> to the office until Tuesday.

I (travel) .....<sup>6</sup> to Cambridge on Wednesday for a meeting but I'll phone to confirm when I'm back in the country. Could you also please check that a taxi (come) .....<sup>7</sup> to pick up from Gatwick Airport at 17.00 hrs on Monday?

Thanks for everything.

Best regards,

David

**7. Change David's diary according to his new travel plans.**

**Diary**

**Saturday** –

**Sunday** – *Tampa - London Gatwick Arrive: 17.00*

**Monday** – *office!*

**Tuesday** –

**Wednesday** – *meeting in Cambridge office*

**Thursday** –

**Friday**

**Present continuous and present simple**

**8. Underline the correct option in these sentences.**

1. David *is looking/looks* at the offers in the window at the moment.
2. He *is trying/tries* to decide which is the best holiday for his family.

3. They *are having/have* a fly-drive offer to Florida.
4. The travel agent *is asking/asks* him when he wants to travel.
5. *How* are you spelling/do you spell *your surname*?
6. *We are accepting/accept* Visa and MasterCard.

## Vocabulary: Car hire

### 9. Complete the sentences with a word from the box.

#### Language tip

gasoline = US English

petrol = UK English

vehicle   economy models   Collision Damage Waiver   third party insurance  
 additional   air conditioning   taxi   driver's licence   minimum age

### Driving in Florida

DRIVING IN FLORIDA is a delight. Most highways are uncrowded, and Floridians are considerate drivers. Gasoline is inexpensive and car rental rates are the lowest in the United States.

Car rental costs in Florida are quite cheap and you can save money by booking and paying before you leave home. Fly-drive deals can be 50 percent cheaper, but be careful of 'free' car rental. Extras like state *tax*....<sup>1</sup> and insurance are not included in these offers.

If you rent when you arrive, it is usually cheaper to rent a .....<sup>2</sup> at the airport than in town. All you need to rent a car is your .....<sup>3</sup>, passport and a credit card. The .....<sup>4</sup> for car rental is twenty-one, but drivers under twenty-five sometimes pay extra.

Make sure your car rental agreement includes .....<sup>5</sup> (CDW) - also known as Loss Damage Waiver (LDW) - or you will be responsible for any damage to the car. Rental agreements include .....<sup>6</sup>, but it is best to buy .....<sup>7</sup> or supplementary Liability Insurance.

Some companies add a premium if you want to leave the car in another city and all charge a lot for gas. Make sure you leave the car with the same amount of gas.

Most international car rental agencies offer a range of vehicles from .....<sup>8</sup> to convertibles. All rental cars come with an automatic transmission, power steering and .....<sup>9</sup>.

**UNIT 3**  
**TABLE FOR TWO**

**Reading: The Benihana restaurant**

**1. Read the article about the Benihana restaurant and answer the questions.**

1. What type of restaurant is the Benihana?  
A Chinese  
B Indian  
C English  
D Japanese
2. How much does an evening meal chosen from the menu usually cost?  
A £8.50  
B £12  
C £14  
D £30
3. Which of these groups cannot reserve the private dining room?  
A a family group of eight  
B ten people having a business lunch  
C an office party of twenty people  
D six people celebrating a friend's birthday
4. How many people can sit together at the hibachi table?  
A eight  
B ten  
C twelve  
D sixteen
5. The food is prepared and cooked in the  
A dining room and served by the waiters.  
B dining room and served by the chefs.  
C kitchen and served by waiters.  
D kitchen and served by the chefs.

6. When is the children's special available?  
A every lunchtime  
B all day Sunday  
C Sunday lunchtime  
D all weekend
7. Which of these children cannot have the kids' menu?  
A Rachel, aged ten  
B her brother John, aged six  
C their cousin Tim, aged eight  
D their cousin Helen, aged nine

## BENIHANA

average cost: £30 per head  
set lunch from: £8.50  
set dinner from: £14  
house wine (bottle): £12

six vegetarian dishes  
wheelchair access  
private room available (max 12 people)  
kids' menu Sunday lunch only from £4.75  
highchairs available

Freshly cooked Japanese food and the theatrical performances by the chefs make this establishment very entertaining. Watch the way your meat, fish and vegetables are chopped, thrown around and chargrilled by the chefs. Take your kids to see this spectacle. Adults will have fun too.

The menu is made up of mainly teppanyaki-style complete meals. Diners sit around a hotplate (hibachi) table for eight. Each table's chef brings in the ingredients and theatrically prepares the food. He then serves it, freshly cooked and steaming hot.

Prices aren't cheap but then meals such as the tuna filet steak, the Benihana Regal, which includes king prawns and hibachi steak with mushrooms, offer good value for money.

The clientele consists of families and noisy parties. On Sunday lunchtimes under-tens get their own menu which includes a selection from chicken, steak and pasta meals.

## Vocabulary: Dishes

### 2. Match the dishes with their definitions.

|                       |   |
|-----------------------|---|
| 1. chicken            | a) a dish of Italian origin consisting of a baked disc of dough covered with cheese and tomatoes, usually with the addition of mushrooms, anchovies, sausage, or ham            |
| 2. salad              | b) it is normally cooked by adding dry rice and a small amount of salt to water and boiling it in a covered pot   |
| 3. pizza              | c) vegetables cooked on a grill or gridiron   |
| 4. grilled vegetables | d) any of several large prawns of the genus <i>Penaeus</i> , which are fished commercially in Australian waters   |
| 5. onion soup         | e) a dish made of chicken   |
| 6. steamed rice       | f) a dish of raw vegetables, such as lettuce, tomatoes, etc., served as a separate course with cold meat, eggs, etc., or as part of   |
| 7. king prawns        | g) a soup made with butter, olive oil, large onion thinly sliced, all-purpose flour, beef broth, white wine, water, bay leaves, slices french bread, and shredded swiss cheese. |
| 8. mushrooms          | a liquid food made by boiling with onions etc., usually served hot at the beginning of a meal   |

### Language focus: Countable and uncountable nouns

#### 3. Complete the text with the correct options.

#### Eating out in style

The restaurant that we went to last night was excellent. Before we ordered the meal, we had two dry *martini* / *martinis*<sup>1</sup>? For starters we both had a simple seafood *salad* / *salads*<sup>2</sup> made with fresh *prawn* / *prawns*<sup>3</sup>. For the main course, I had grilled *salmon* / *salmons*<sup>4</sup> served with wild *mushroom* / *mushrooms*<sup>5</sup> and David had *chicken* / *chickens*<sup>6</sup> with brown rice and *vegetable* / *vegetables*<sup>7</sup>. We also had a side order of roast *potato* /

potatoes<sup>8</sup>. The waitress recommended a delicious, light white *wine / wines*<sup>9</sup> to accompany the *meal / meals*<sup>10</sup>. My favourite part of the meal is always the dessert but it is difficult to find a restaurant that makes good *dessert / desserts*<sup>11</sup>. This place offers a white chocolate *mousse / mousses*<sup>12</sup> which is the best I've ever tasted. After the meal, I had decaffeinated *coffee / coffees*<sup>13</sup> and David had some herbal *tea / teas*<sup>14</sup>.

**4. Complete the sentences with *a, an, some or any*.**

- 1 Would you like .....*some*..... more wine, sir?
- 2 Would you like ..... glass of wine?
- 3 Could I have ..... salt, please?
- 4 Can I have ..... fried egg and ..... bacon for breakfast?
- 5 We've got ..... orange juice in the fridge but we haven't got ..... tomato juice.
- 6 She doesn't like ..... kind of cheese.
- 7 It was ..... excellent chocolate mousse.
- 8 Are there ..... free tables?

**5. Complete the dialogue with *some, any, much, many or lots of*.**

**Waiter**

Would you like some .....<sup>1</sup> drinks before you order your meal?

**Sarah**

Yes please. I'll have a tonic water with .....<sup>2</sup> ice, please. I really feel like a cold drink.

**David**

A dry martini for me please, but I don't want .....<sup>3</sup> olives.

**Waiter**

Certainly, I'll get your drinks.

**Sarah**

There aren't .....<sup>4</sup> people here tonight.

**David**

It's still early. I expect there'll be .....<sup>5</sup> people later.

**Sarah**

And there aren't .....<sup>6</sup> meat dishes on the menu.

**David**

It's a seafood restaurant Sarah! There .....<sup>7</sup> fish dishes to

choose from.

**Sarah**

Well, we haven't got .....<sup>8</sup> time. Let's order when the waiter comes back.

**David**

Good idea. The paella sounds delicious! What do you think?

**Vocabulary: Table service**

**6. Complete the dialogue with these sentences.**

- a) I'm very sorry. We're very busy this afternoon.
- b) Yes, madam. How can I help you?
- c) I'll be right back with your drinks and appetizers.
- d) Would you like some appetizers with your drinks?
- e) I do apologise. Would you like to order your drinks while you're waiting?

**Customer** Excuse me!

**Waitress** ..... 1

**Customer** We've been waiting to order for twenty minutes!

**Waitress** ..... 2

**Customer** Well, this is terrible service.

**Waitress** ..... 3

**Customer** Yes, we'd like a bottle of house red and some sparkling water, please.

**Waitress** ..... 4

**Customer** Yes, please. Some garlic bread and olives would be nice.

**Waitress** ..... 5

**Customer** Thank you.

**7. Use the clues to complete this food crossword.**

**Across:**

3 it makes food sweet

4 ratatouille is \_\_\_\_ with peppers, aubergines and courgettes

5 a hot starter

8 a popular Italian food

9 it's made from cow, goat and sheep's milk

10 a common method of cooking meat

11 the waiter brings you this at the end of a meal

13 a drink made from fruit, typically oranges

**Down:**

1 cook food in oil on a stove

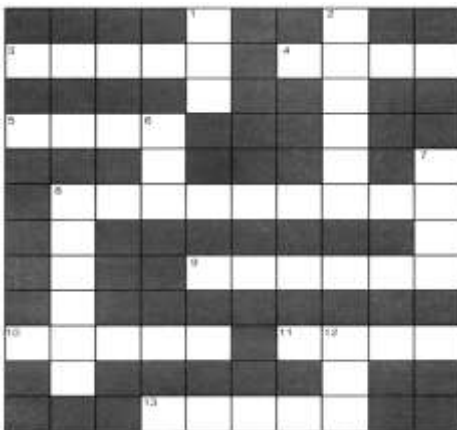
2 an orange vegetable that rabbits eat

6 a small, round, green vegetable

7 a red, white or rose drink made from grapes

8 a pink fish

12 it keeps your drink cold



*Інформаційні джерела: 1, 2.*

## UNIT 4 CITY TOURS

### Reading: Barcelona Port Olimpic

#### 1. Read the article and answer the questions.

1. What is this article about?

A the 1992 Olympic Games

B the Olympic Village

C restaurants in Barcelona

D Barcelona's beaches

2. What happened to Barcelona's seafront in 1992?

A The city council built a shopping centre.

B The city council rebuilt the area.

C The city council made it into a park.



D The city council made it into a residential area.

3. Which of these can you not find on the seafront?

A two skyscrapers

B shops and nightclubs

C apartments and parks

D restaurants

4. What occupies the two skyscrapers?

A offices and a hotel

B modern offices

C a luxurious hotel

D restaurants and shops

5. Why is the Olympic port so popular?

A because of its business people

B because of its shops

C because of its nightclubs

D because of its restaurant

### **Port Olympic**

The most important rebuilding for the 1992 Olympics in Barcelona was the demolition of the old industrial waterfront. Four kilometres of promenade and sandy beaches were made. Barcelona suddenly seemed like a seaside resort. The city council built 2,000 apartments with parks and called the area Nova Icaria. This area is still known as Vila Olimpica because the Olympic athletes originally stayed there.

On the seafront there are two forty-four-floor buildings, Spain's tallest skyscrapers. One of these towers is an office block, the other is the modern and luxurious Arts Hotel. The towers stand by the Olympic port which was also constructed for the 1992 games. This area has shops and nightclubs, but the main reason for visiting is the two levels of restaurants around the marina, which make it a popular place to eat out. The wonderful outdoor setting attracts business people at breakfast and lunchtime, as well as locals and tourists in the evenings and at weekends. After lunch you can walk along the beach or sit in one of the stylish promenade cafes.

### **Vocabulary**

## 2. Which word is the odd one out?

|              |            |              |             |
|--------------|------------|--------------|-------------|
| 1 nightclub  | restaurant | bar          | <i>shop</i> |
| 2 skyscraper | hotel      | office block | tower       |
| 3 marina     | port       | waterfront   | park        |
| 4 resort     | seafront   | beach        | promenade   |
| 5 dinner     | lunch      | café         | breakfast   |
| 6 luxurious  | wonderful  | stylish      | industrial  |
| 7 demolish   | build      | construct    | make        |

### Language focus: Past simple

3. Complete the text about Barcelona's zoo with the past simple form of the verbs in brackets.

#### Pare de la Ciutadella

The Pare de la Ciutadella has a large boating lake, orange groves and palm trees full of parrots. The park was originally the site of a fortress which Prosper Verboom (build) .....<sup>1</sup> for Felipe V between 1715 and 1720. In 1878, most of the fortress that (occupy) .....<sup>2</sup> the site was pulled down and the park was given to the city to become the venue for the Universal Exhibition in 1888. The architect, Josep Fontserè, (design) .....<sup>3</sup> the cascade in the park with the help of Antoni Gaudí who (be) .....<sup>4</sup> then still a young student.

#### Pare Zoologic

You can visit Barcelona's zoo in the city park. The zoo (not / open) .....<sup>5</sup> until the 1940s. The zoo (have) .....<sup>6</sup> a special design in which moats, or small pools of water (separate) .....<sup>7</sup> the animals. The only known example of an albino gorilla, Floquet de Neu, or Snowflake, (arrive) .....<sup>8</sup> at Barcelona zoo in 1966 when he (be) .....<sup>9</sup> three years old. Snowflake soon (become) .....<sup>10</sup> the zoo's mascot and fathered twenty baby gorillas. Nowadays, you can also see dolphin and whale shows in one of the aquariums at the zoo.

**4. What are the past forms of the regular verbs in the box? Put them in the correct groups.**

like visit design finish want watch open occupy work  
separate stay

| -d    | -ed | -ied |
|-------|-----|------|
| lited |     |      |

**Pronunciation: -ed endings**

**5. How are the -ed endings of the above past forms pronounced? Put them in the correct groups.**

| /t/   | /d/ | /id/ |
|-------|-----|------|
| lited |     |      |

**Prepositions of place**

**6. Complete the tour extract with words from the box. You will need to use some words more than once.**

on in next in front ahead over

That brings us to the end of our tour of the Olympic Village. ....<sup>1</sup> your right, you can see the golden fish sculpture which was created for the Olympic Games .....<sup>2</sup> Barcelona in 1992. ....<sup>3</sup> there .....<sup>4</sup> your left, you can see the magnificent twin towers, the Arts Hotel and the Mapfre Tower which stand .....<sup>5</sup> to each other overlooking the port. ....<sup>6</sup> the top floor of the hotel is a luxury penthouse suite. Barcelona's most famous visitors usually stay there. In a moment we will have lunch .....<sup>7</sup> one of the many restaurants .....<sup>8</sup> the marina. After lunch, you can take a walk .....<sup>9</sup> the beach or along the seafront straight

.....<sup>10</sup>, but you need to be back at our meeting point  
 .....<sup>11</sup> of the Arts Hotel at four o'clock.

### Vocabulary: Transport

#### 7. Find ten forms of transport in the word puzzle.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| P | L | A | N | E | C | R | M | O | B | F |
| O | N | T | I | F | A | M | O | P | E | D |
| B | P | R | S | E | R | R | T | L | E | O |
| U | N | D | E | R | G | R | O | U | N | D |
| S | R | M | N | R | I | N | R | S | V | Y |
| T | R | A | M | Y | C | E | B | O | A | T |
| R | T | D | E | M | S | H | I | P | G | H |
| C | O | A | C | H | S | L | K | C | R | O |
| E | N | R | C | A | B | L | E | C | A | R |

### UK and US English

#### 8. Match the words with a similar meaning.

UK English US English

- |                |                   |
|----------------|-------------------|
| 1 petrol       | a) subway         |
| 2 lorry        | b) gas / gasoline |
| 3 car park     | c) license plate  |
| 4 motorway     | d) gas pedal      |
| 5 underground  | e) parking lot    |
| 6 number plate | f) truck          |
| 7 coach        | g) highway        |
| 8 accelerator  | h) bus            |

**Інформаційні джерела: 1, 2.**

## UNIT 5 WATER CITIES

### Vocabulary: Hotel facilities

#### 1. Match the symbols with the hotel and room facilities.

bath or shower    pets allowed    twenty-four hour room service  
television in all rooms    single-rate rooms available    caters for children  
rooms for more than two people    lift non-smoking rooms    hotel parking  
minibar    air conditioning    restaurant



### Reading: Amsterdam hotels

#### 2. Read the hotel descriptions and choose the most suitable hotel for the following people.

##### 1. Candy Olsavsky, 45

I'd like something special for my retired parents. The hotel needs to have a lift because my mother can't walk up and down stairs very easily. Somewhere quiet with old-fashioned service would be good for them. They don't like going out at night so the hotel should have a nice, comfortable lounge.

##### 2. Kerstin Meyer, 23

I'm an art student and I'm going to Amsterdam on my own for a few days to see the museums. I haven't got much money and I just want a clean, simple, single room. I'll be out all day visiting the city so I don't want any special hotel facilities. I don't expect to have a room with its own bathroom.

##### 3. Jocelyn Monroe, 28

My friend Sue is getting married next month and we're having a weekend away with about ten other girls to celebrate. We want to find a hotel with big family bedrooms so three or four of us could be in the same room. Two of the women are bringing their children and Marie wants to bring her dog.

##### 4. Bruce Phillipson, 32

I'm looking for a hotel for our director of marketing and two other

members of the department. They are going to the city to meet some important new clients. The hotel must have non-smoking rooms and room service. There must be a bar and restaurant too, because they might want to entertain the clients.

### Where to stay

Van Onna  
Bloemgracht 102/104/108, 1015 TN  
Rooms 39

Estheréa  
Single 305, 1012 WJ.  
Rooms: 75

Loek van Ona's charismatic B&B was originally three canal-side houses. The middle house was recently modernized and now contains an attractive staircase and breakfast room, and neat, modern rooms with en suite bathrooms. The two buildings on either side offer much more basic accommodation with shared bathrooms.

The Estheréa occupies four elegant seventeenth-century houses. It is within easy walking distance of Dam square and Spui. This long-established hotel is popular with groups. More than half the bedrooms have a canal view, but rooms at the rear are bigger.

Swissôtel Amsterdam  
Damrak, 96-98, 1012 LP.  
Rooms: 109

Canal House  
Keizersgracht 148, 1015 CX.  
Rooms 26

This small hotel on the corner of Dam square is popular with business people who are looking for something more intimate than a large chain hotel. Breakfast, lunch and dinner are served in an attractive marbled, but informal, French brasserie. Marble also features in the bathrooms of the hotel's stylish, modern and well-equipped bedrooms. Rooms facing the square are more expensive. But it is better to ask for a quieter room at the back of the hotel.

Of all the city's small hotels, the Canal House is the most elegant. It occupies two old houses, and all the rooms have magnificent views. Downstairs there is an atmospheric bar with gold mirrors, an ornate breakfast room and a lounge with a grand piano. Antique furnishings are also found in the bathrooms. Those at the front have views of the canal, while back rooms overlook a secluded garden. To preserve the ambience there are no televisions and children are not welcome.

**3. Read the text again. Which hotel(s):**

- 1 offers dining facilities?
- 2 have a lift?
- 3 are suitable if you want a single room?
- 4 is best for guests with young children?
- 5 have rooms for three or more people?
- 6 have televisions in the bedrooms?
- 7 has the most facilities?
- 8 has the least facilities?

**Language focus: Comparatives and superlatives**

**4. Write the comparative and superlative forms of these adjectives.**

|          |        |             |
|----------|--------|-------------|
| 1 big    | bigger | the biggest |
| 2 quiet  | .....  | .....       |
| 3 noisy  | .....  | .....       |
| 4 basic  | .....  | .....       |
| 5 modern | .....  | .....       |
| 6 good   | .....  | .....       |
| 7 bad    | .....  | .....       |
| 8 far    | .....  | .....       |

**5. Complete the tour guide extract with as...(as), not as...(as) or a comparative or superlative form**

**Venice at a glance**

For visitors, the vaporetti or waterbuses provide (entertaining) *the most entertaining*<sup>1</sup> form of transport. The (good) .....<sup>2</sup> value service for tourists is the number 1. This operates from one end of the Grand Canal to the other and travels slowly enough to get a good view of the places at the waterside. The number 82 offers a (fast).....<sup>3</sup> route down the Grand Canal because it (not / stop / often).....<sup>4</sup> the number 1. The main waterbus services run every ten to twenty minutes but there are fewer after 6 pm. Buying a return ticket is (cheap) .....<sup>5</sup> getting two single tickets. The price of a ticket is the same for going one stop or doing the whole route.

The gondola is (romantic).....<sup>6</sup> way to see the city but prices are high, which means it is (not/popular).....<sup>7</sup> other forms of transport with local Venitians. The water taxi is (fast).....<sup>8</sup> other forms of transport with local Venitians.

The water taxi is (fast) way to travel through the city and out to the islands, taking only twenty minutes to go to the airport. One of (great).....<sup>9</sup> pleasures of exploring the city is walking. Few cities are (compact).....<sup>10</sup> Venice and it is possible to cross the city on foot in twenty-five minutes. Unfortunately, finding somewhere to sit and rest is (not easy).....<sup>11</sup>.

**Інформаційні джерела: 1, 2.**

**MODULE 2  
INTERNATIONAL TOURISM**

**UNIT 6  
CRUISE SHIPS**

**Vocabulary: Cruise jobs**

**1. Complete the who's who diagram with the following jobs in the box.**

|                      |                 |                           |
|----------------------|-----------------|---------------------------|
| Deputy Hotel Manager | Cruise Director | Captain                   |
| Executive Chef       | Purser          | Food and Beverage Manager |

**Reading**

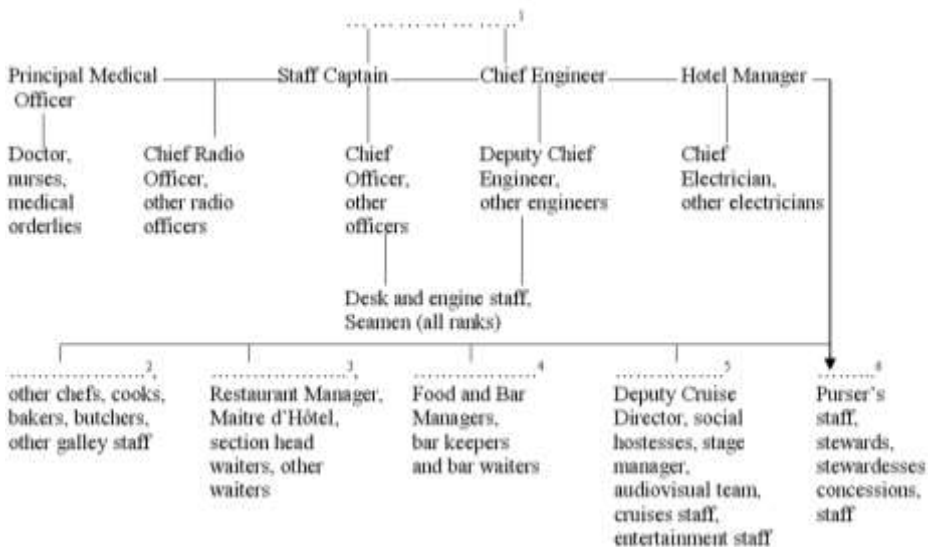
**2. Look at the diagram again and complete the sentences.**

1. The *Captain* the most senior person on board the ship.
2. About 25 percent of the total number of people on board are not passengers, but .....
3. The Principal Medical officer, the ....., the Chief Engineer and the ..... all report to the Captain.
4. The ..... has overall responsibility for the galley staff, food and beverage, the Purser and the Purser's staff as well as general entertainment on board.
5. In the kitchen or galley, there are ....., ....., ....., butchers and other galley staff.
6. The Food and Bar Managers directly report to the .....
7. .... staff include singers and dancers, the audiovisual team, the stage manager and the Cruise Director.
8. The ..... has a similar function to a head receptionist in a hotel.



## Who's who on board

THE CAPTAIN HAS overall responsibility for every aspect of the ship, including the welfare of passengers, crew and cruise line staff. Senior officers report to the Captain. They are responsible for a particular aspect of the ship's operation. Under them is a hierarchy of staff who make sure the voyage is safe and comfortable for all passengers. There is about one crew member for every three passengers, although there may be a higher ratio on luxury ships.



## Vocabulary: Hotels and ships

3. Match the words used on board a ship with their equivalent in a hotel.

- |                       |                      |
|-----------------------|----------------------|
| ship                  | hotel                |
| 1 <i>deck</i>         | a) staff             |
| 2 <i>cabin</i>        | b) <i>floor</i>      |
| 3 <i>crew</i>         | c) head receptionist |
| 4 <i>berth</i>        | d) guest             |
| 5 <i>porthole</i>     | e) room              |
| 6 <i>chief purser</i> | f) window            |

- |             |                  |
|-------------|------------------|
| 7 lido deck | g) swimming pool |
| 8 passenger | h) kitchen       |
| 9 steward   | i) bed           |
| 10 galley   | j) receptionist  |

**Language focus: Present perfect**

**LANGUAGE TIP**

- We use *for* with periods of time.  
I have worked as a purser for three years.
- We use *since* for points in time, when something began.  
I have worked as a purser since 2001.

**4. Which part (A-D) of these sentences is incorrect?**

1. The Greek islands have been popular with holidaymakers since many years.  
A B C D
2. How long you worked as a purser on board a cruise ship?  
A B C D
3. I have worked as a purser for I started working on cruise ships.  
A B C D
4. Are you a tourism student for a long time?  
A B B D
5. Competition has made cruising more affordable for the 1990s.  
A B C D
6. Cruising has lose some of its traditions but formality on board has survived.  
A B C D

**5. Complete the text with the correct present perfect or past simple form of the verbs in brackets.**

**Air travel brings rapid change**

In the 1960s it (become) .....<sup>1</sup> cheaper and faster to travel by air than by sea. Shipping companies (start) .....<sup>2</sup> fly-cruises, offering to fly passengers to their ships at faraway ports. Older transatlantic liners (not/be).....<sup>3</sup> able to compete with jumbo jets. The original *Queen Mary*, for example, (go) .....<sup>4</sup> out of service in 1967 and (end) .....<sup>5</sup> her days as a hotel and museum ship in Long Beach, California.

**Mass cruising**

Since the early 1970s, tour operators and cruise lines in Europe (offer) .....<sup>6</sup> cruises as a holiday experience. Since the seventies, cruises (operate) .....<sup>7</sup> in all continents and new, larger ships (enter) .....<sup>8</sup> service in recent years. The industry (never/be) .....<sup>9</sup> so successful and passengers (never/have) .....<sup>10</sup> so much choice. Among the new cruise ships are Royal Caribbean International's *Voyager of the Seas* and Cunard's *Queen Mary 2*. A new generation of cruise ships (arrive) .....<sup>11</sup>.

### Reading: A US-style cover letter

**6. Correct Janet Burtowski's cover letter. There are five mistakes in the underlined passages.**

18 March 2002  
Royal Caribbean International  
Employment Department  
PO Box 3370  
Florida

Dear Mrs Julia Elmore

I send you<sup>1</sup> my resume for your consideration for the position of crew member. I feel I have the necessary qualifications<sup>2</sup> and would appreciate the opportunity to have an interview with you.

Although my experience in the cruise industry is limited, I am very interested and enthusiastic to learn. I am also an outgoing, friendly person and I am sure I will enjoy working with both passengers and crew members.

If there is a position available with your compnay<sup>3</sup>, please contact me at the above address.

Love from<sup>4</sup>

Janet<sup>5</sup>

**Інформаційні джерела: 1, 2.**

**UNIT 7**  
**SERVICE AND SAFETY**

**Reading: Personal security and health**

**1. Read the tour guide extract and answer the questions.**

1. Which parts of a city can be unsafe?
2. What mustn't you do alone?
3. What precaution should you take against pickpockets?
4. Where should you put some money for tips?
5. Where should you keep valuable objects?
6. When shouldn't you travel by train?
7. What should you do with any possessions in your car?
8. Where is the best place to leave your car?

**2. Read the text again and match the sentence halves.**

- 1 *Avoid going out and*
- 2 *It's best to visit*
- 3 *You must lock*
- 4 *You shouldn't carry*
- 5 *Avoid wearing*
- 6 *It's a good idea to use*

- a) a lot of money in your wallet.
- b) expensive jewellery in the street.
- c) car parks that are supervised if possible.
- d) *exploring the city on your own.*
- e) certain areas with a tour group.
- f) your car doors at all times.

**Vocabulary**

**3. Find words or phrases in the text which have a similar meaning to the following.**

Paragraph 1

1 actions that stop something bad from happening

- 2 not safe or secure
- 3 jewellery and watches

#### Paragraph 2

- 4 people who steal from other people's bags and pockets
- 5 small coins
- 6 object where you keep your money
- 7 to give money to thank someone for the service received
- 8 an object you wear around your body to hide money

#### Paragraph 3

- 9 strong metal box to keep valuables in
- 10 able to be seen

### **Personal security and health**

**STAYING SAFE** is a question of common sense and taking some basic precautions. Inner city areas and townships are probably the most dangerous places – especially at night. Do not go out on your own, anywhere, and don't go exploring unless you are sure where you are going. Don't wear expensive-looking accessories.

Pickpockets are sometimes a problem so don't carry large sums of money. Keep some change in a side pocket so that you don't have to produce your wallet whenever you need to tip. A money belt worn under your clothes is useful for keeping documents and money.

Don't go near deserted or poor areas except as part of a tour group. Leave valuables in your hotel's safe-deposit box. Avoid travelling on any suburban trains at off-peak times, unless you're in a group of at least ten. If a criminal points a gun at you, obey his or her orders.

When travelling by car, always keep the doors locked and the windows only slightly open. When you leave the car, lock it, even if you're getting out for just a few moments. Make sure nothing of value is visible inside. Use supervised car parks whenever possible.

#### **Vocabulary: Negative adjectives**

**4. Find the ten negative adjectives in the puzzle that are used to describe hotel facilities, staff and services.**

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R | D | S | T | E | O | D | F | H | O | P | T | 1 |   |
| S | I | N | A | c | c | U | R | A | T | E | O | N |   |
| E | S | A | N | A | U | B | 1 | P | L | R | M | E |   |
| N | o | 1 | S | Y | N | T | N | P | E | U | F | X |   |
| T | R | U | D | E | F | A | E | R | X | T | 1 | P |   |
| O | G | O | M | E | R | 1 | F | O | P | O | U | O |   |
| P | A | R | F | E | 1 | E | F | 1 | E | R | N | N |   |
| 1 | N | E | X | P | E | R | 1 | E | N | c | E | D |   |
| A | 1 | P | G | O | N | T | c | N | S | Q | D | U |   |
| D | S | L | O | W | D | J | 1 | D | 1 | B | O | R |   |
| N | E | D | A | A | L | K | E | G | V | Y | R | L |   |
| S | D | 1 | R | T | Y | L | N | S | E | • | J | 1 | S |
| F | R | 1 | E | N | W | O | T | H | O | S | E | D |   |

**Language focus: Making requests and giving advice**

**5. Which part (A-D) of each sentence is incorrect?**

1. Would you mind to show me your passport?

A B C D

2. Do you mind not to smoking in the reception area?

A B C D

3. The tour guide told us that we must to take a few precautions.

A B C D

4. We are recommend all our customers have some travel insurance.

A B C D

5. You should not taking a lot of money with you.

A B C D

6. It's good idea to take a map with you.

A B C D

## Writing: Letter of apology

### 6. Complete the letter of apology with phrases from the box.

I can assure you that \_\_\_\_\_ it is very important to us  
I am very sorry \_\_\_\_\_ I hope you will allow us \_\_\_\_\_ I also apologise  
I would like to \_\_\_\_\_

Dear Mrs Williams

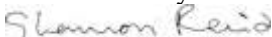
Thank you for taking the time to complete our customer satisfaction questionnaire .....<sup>1</sup> to know how we can make our guests stay as pleasant as possible. ....<sup>2</sup> to hear that you were dissatisfied with the service and facilities when you stayed with us.

I have discussed the room facilities with our head housekeeper and several new baby cots and kettles have been purchased. ....<sup>3</sup> for the inconvenience caused by the lifts during your stay. ....<sup>4</sup> it is not normally the situation. At that time, one of the lifts was out of service for routine maintenance work and the hotel was especially busy that weekend. Your comments about room service have also been noted and referred to the manager in charge.

Once again, I apologise for the problems you experienced and .....<sup>5</sup> offer you and your family a free night's stay at our hotel including breakfast. Please phone the hotel in advance to reserve your room, quoting this letter.

.....<sup>6</sup> to serve you again and look forward to your stay at our hotel.

Yours sincerely



Shannon Reed

## Vocabulary: At reception

### 7. Choose the best response to the receptionist's questions.

1 Good afternoon. Can I help you?

A For three days.

B Yes, I've booked a room. My name is Smith.

C That's right. I asked for a non-smoking room.

2 Could I see your passport please, Ms Muller?

A Certainly, it's M-U-L-L-E-R.

B That's right. I asked for a non-smoking room.

C What do you need it for?

3 Could you sign here please, madam?

A Yes, I've booked a room for two nights.

B What do you need my passport for?

C Yes, of course. May I use your pen?

4 Would you like the porter to carry your luggage to your room?

A Certainly, it's in my bag.

B No thanks. I'll take it myself.

C I'll wait here if it isn't going to take long.

5 Would you like to collect your passport later?

A Yes, I asked for a double room with balcony.

B That's right. I asked for a non-smoking room.

C No, I'll wait here if it isn't going to take long.

## 8. Make these requests sound more polite.

1. Sign here.

*Could you sign here, please?*

*Would you mind signing here, please?*

2. Wait in reception.

.....  
.....

3. Don't smoke in here.

.....  
.....

4. Show me your tickets.

.....  
.....

5. Don't feed the animals.

.....  
.....

**Інформаційні джерела: 1, 2.**



**UNIT 8**  
**EAST MEETS WEST**

**Reading: Holidays in Turkey**

**1. Read about the holiday plans of three people travelling to Turkey and complete the table below.**

|             | Selim | Greta | Ben |
|-------------|-------|-------|-----|
| Destination |       |       |     |
| Activities  |       |       |     |

**2. Read the text again and answer the questions.**

1. What will Selim do in the Uludag National Park?

- A go shopping
- B go skiing
- C visit family
- D fly

2. What is Selim going to buy at the market?

- A a typical plate
- B a Turkish carpet
- C Turkish sweets
- D fabrics

3. Where is Greta going to sunbathe in Kas?

- A on a boat
- B on an island
- C at the campsite
- D on the beach

4. Where will Greta take a boat to?

- A the cafes and bars
- B the island of Meis

C the island of Limonaza  
D Kas

5. Which of the following will Ben and his wife not see?

- A ancient city of Troy
- B palaces and the Roman theatre
- C ancient walls
- D original Trojan horse

### **1. Selim**

We're going for a winter holiday to Istanbul. We prefer not to go on holiday in the summer because of the crowds and I'd like to visit family I have there. We'll probably go skiing for a few days. Not many people know this, but you can go skiing in the Uludag National Park which is about sixty miles south of Istanbul. We might also do some shopping in some of Istanbul's markets and buy a kilim, you know, a Turkish carpet.

### **2. Greta**

Kas is my dream. I've visited it once before and I'm going again this summer with friends. The town is set between the mountains and the sea. There are no beaches to speak of but most of the hotels have platforms where you can go into the sea. We're going camping at Kas because it has a swimming platform and a cafe and we can sunbathe at the campsite. The town comes alive at night. The harbour is lit up and the bars play music. There are great views of the Greek island of Meis and there are lots of boat trips from Kas. I think I'll take one to Limonaza, it's a beautiful island and it's just twenty minutes away.

### **3. Ben**

I used to teach ancient history at school so my wife and I are going on an archaeological tour around Turkey. After a few days in Istanbul, we're going to visit the ancient city of Troy which is famous for the Trojan Horse. It was discovered by archaeologists in the nineteenth century but, unfortunately, not much of the city survives today. I'm sure we'll visit the defence wall, the palaces and Roman theatre as part of the tour. We won't, of course, be able to see the legendary wooden horse, but there's a modern replica.

## **Vocabulary**

**3. What do you think each person is going to buy? There is one**

## extra gift.

Turkish slippers   Turkish delight   blue and white plate   carpet  
leather belt   jewellery box   pipe

1 Selim is going to buy a ..... *carpet* ..... for his new flat and a ..... for his father because he enjoys smoking.

2 Greta is going to buy a ..... for herself because she loves earrings and ..... for her friend because she likes sweets.

3 Ben is going to buy a ..... for his wife because she loves ceramics and a ..... for himself because the one he has is quite old.

### Language focus: *Going to, will, might/may*

#### 4. Match the examples with the rules below.

1 Helen has decided to go to Morocco for the Easter break. She's going to stay in Marrakesh for the first few nights.

2 I think I'll buy some ceramics in Morocco but I won't spend a lot.

3 The forecast says it's going to be quite warm in Morocco next month.

4 Dave hasn't booked anything yet but he'll probably go skiing.

5 Dave might go to the Alps but he's not sure.

a) We usually use *(not) going to* + infinitive for talking about future intentions.

b) We use *will/won't* + infinitive for predictions, with or without present evidence.

c) We use *might/may (not)* + infinitive when we are not sure what will happen.

d) We use *(not) going to* + infinitive for strong predictions based on present evidence.

e) We use *will/won't* + infinitive for decisions made at the time of speaking.

### Holiday plans

5. Complete the dialogue with the correct form of *going to, will* or *might*.

Dave What (you / do) .... are you going to do .... .....<sup>1</sup>a holiday this

year?

**Helen** I'm going to Morocco.

**Dave** Really? How long are you going for?

**Helen** One week.

**Dave** Where (you / stay) .....<sup>2</sup> ?

**Helen** Well, first of all, in a hotel in Marrakesh, then we (hire) .....<sup>3</sup> a 4x4 and drive to the desert.

**Dave** Wow, what (you / do) .....<sup>4</sup> in the desert?

**Helen** Well, we (probably / go) .....<sup>5</sup> on a camel ride at dawn.

**Dave** Sounds fun. Do you know what the weather (be) .....<sup>6</sup> like in April?

**Helen** Quite sunny during the day, but it depends. It (be) .....<sup>7</sup> cold at night in the desert. What about you, what (you/do) .....<sup>8</sup> ?

**Dave** No definite plans yet. We (go) .....<sup>9</sup> skiing in the Alps.

**Helen** Have you booked anything yet?

**Dave** No, not yet. I think I (look) .....<sup>10</sup> on the Internet tonight and see if there are any last minute offers.

### The future of tourism

#### 6. Match the sentence halves to form predictions about the future of tourism in central and eastern Europe.

1. The next twenty years are going to be .....
  2. The Russian Federation and Croatia, in particular, will .....
  3. Forecasters agree that the region will become .....
  4. They say the region is going to .....
  5. This means that one in every three tourists to Europe will .....
  6. Popular destinations will include .....
- a) city breaks in Moscow and St Petersburg.
  - b) attract more than 220 million foreign tourists by 2020.
  - c) benefit most from a tourism boom.
  - d) an exciting time for central and eastern Europe.
  - e) head for central and eastern Europe.
  - f) one of the world's fastest growing tourism centres.

## Vocabulary: Giving a presentation

### 7. Complete the presentation with phrases from the box.

today I'm going to    then I'll    but first of all    good morning finally  
first of all, I'd like to

.....<sup>1</sup> my name is Lisa Barton and .....<sup>2</sup> talk to you  
about the growth of tourism in central and eastern Europe. ....<sup>3</sup>  
show you some figures from the World Tourism Organisation and  
.....<sup>4</sup> talk about some of the predictions for the region.  
.....<sup>5</sup> I'll tell you about some of the popular destinations for city  
breaks. ....<sup>6</sup> some interesting facts. Did you know that one in  
every three tourists to Europe will head for central and eastern Europe by  
the year 2020?

*Інформаційні джерела: 1, 2.*

## ПИТАННЯ ДЛЯ САМОСТІЙНОГО ВИВЧЕННЯ

- A
1. Daily duties and responsibilities in the hotel
  2. Wonders of the world
  3. Fly-drive deals
  4. Cuisines of the world
  5. National architects
  6. Satisfying customer needs and wants
  7. Tourist attractions: famous architects, buildings etc.
  8. Guided tours home and abroad
  9. Hotel ratings according to the hotel facilities
  10. National/local hotels: advantages of their facilities
  11. Range of cruise holidays
  12. Health and safety advice
  13. Eastern tourist attractions, traditional gifts and souvenirs
  17. The future of national and international tourism
- B. Samples of business writing:
- An e-mail;
  - A CV;

- A cover letter;
  - A letter of complaint;
  - A letter of apology.
- C. Language focus
1. Present simple
  2. Much, many, a lot (of)
  3. Present continuous
  4. Countable and uncountable nouns
  5. Question words
  6. Comparatives and superlatives
  7. Past simple
  8. Present Perfect
  9. Modal verbs (requests and offers)
  10. Predictions and intentions

## ІНДИВІДУАЛЬНІ ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ ТА МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ЇХ ВИКОНАННЯ

### Теми презентацій Topics for presentations

#### **Module 1. Tourism industry**

##### **Unit 1. All in a day's work**

Working in a hotel

Sightseeings of different nations

##### **Unit 2. Fly-drive holidays**

Planning a holiday: different destinations

Hiring a car in different countries

##### **Unit 3. Table for two**

International cuisine: tastes and preferances

National traditional dishes

##### **Unit 4. City tours**

Historical sights and famous people of the world

City tour

##### **Unit 5. Water cities**

Hotel choice and facilities

Catagorising hotels of the famous water cities

## **Module 2. International tourism**

### **Unit 1. Cruise ships**

Cruises

Famous cruise ships and cruise ship jobs

### **Unit 2. Service and safety**

Service and safety in different parts of the world

### **Unit 3. East meets West**

Customs and traditions of oriental countries: traditional gifts

Tourism planning

### **Presentation techniques**

A student is supposed to make a presentation on one of the topics using the relevant techniques. A presentation includes such structural parts as opening, body, summary, closing, question and answer session.

The opening of the presentation the purpose is stated and an outline of the points to be covered is given. This helps the audience to keep retention of the subject matter.

In the body of the presentation the subject matter is looked at from different angles according to the points of the outline. If necessary the points can be broken into subpoints to simplify conveying the idea.

After covering all the points of the presentation summary is made which helps to emphasize the purpose and importance of the topic chosen.

At the end of a presentation the student invites questions and thus question and answer session starts. It helps to clarify some of the questions if any from the audience. Also it shows student's knowledge and degree of preparation for the presentation.

You should visualise your presentation with images, illustrations, attention-grabbing graphics but do not overload the presentation with them. For presentation the up-to-date information and reliable resources should be used.

### **ПЕРЕЛІК ПИТАНЬ, ЩО ВІНОСЯТЬСЯ НА МОДУЛЬНИЙ КОНТРОЛЬ**

1. Working in a hotel: daily duties
2. Leisure and travel
3. Fly-drive holidays
4. National traditional dishes

5. Foods and cooking
6. City tours: famous architects and buildings
7. Water cities: describing the hotels
8. Cruise ships and cruise holidays
9. Service and safety: safety of the hotel guests, health and safety care
10. East meets West: Turkish tourist attractions
11. The future of tourism

## ПРИКЛАД ПОБУДОВИ ЗАВДАНЬ ДЛЯ МОДУЛЬНОГО КОНТРОЛЮ

### ЗРАЗОК МОДУЛЬНОГО ЗАВДАННЯ

#### I. Vocabulary

**Choose the best word to fit the gap.**

1 You need to your seat 24 hours before departure or they may cancel your reservation.

**A** book **B** reconfirm **C** route

4 The hotel restaurant is not open register **D** arrange

2 Their flight was delayed due to engine .

**A** failure **B** collapse **C** defeat **D** crash

3 Please send us a copy of her so that we can arrange transport.

**A** journey **B** map **C** itinerary **D** 24 hours but room is always available.

**A** menu **B** catering **C** waiter **D** service

5 The journey took ages. We were stuck in a traffic as soon as we left the airport.

**A** queue **B** jam **C** hold-up **D** block

#### II. Grammar

**Choose one of the phrases from the boxes to complete these conversations. There are three phrases you do not need to use.**

|                            |                   |                |
|----------------------------|-------------------|----------------|
| turn left                  | can't miss it     | continue along |
| opposite the church        | a bit complicated | take about 10  |
| minutes on foot just after | when you get to   |                |

#### Conversation

Tourist: Excuse me. How do I get to the Europa Hotel?



Local person: Ah. It's (1) .

Tourist: Oh, dear. Is it far?

Local Person: Not really. It'll (2) . Now when you leave the station (3) and after about 500 metres you'll come to the town hall. (4) this road for another 300 metres till you come to a church on a big square. (5) is the Hotel Europa.

Tourist: Thanks a lot.

### **III. Reading**

Read through the text, answer the questions that follow:

#### **Valley View Camping Ground**

Many seasoned tourists find they don't like staying in hotels, and that they prefer to avoid large cities. Does this description fit you? If the answer is yes, The Mountain View Camping Ground is for you. Our camping grounds overlook the spectacular Hampson Valley. We rent tents, bungalows and roulettes. If DIY yourself is your style bring your own tents or roulettes. All guests enjoy access to cooking facilities, bathrooms with bathing facilities, and a playground for the children.

Our panoramic setting offers a wide variety of recreation activities as well as inspiring views of the mountains. Chisom, a quaint summer-resort village, is just 10 minutes by car.

Take advantage of the many entertainment, shopping and relaxation opportunities

including fitness centers, laundry/valet services, solariums and much more.

Have lunch in one of the many restaurants and savor the tasty local cuisine.

Mountain View Camping Ground offers fun, relaxation and opportunities for all types of outdoor activities. Call us today to find out how we can make your next holiday perfect.

#### **Comprehension Quiz**

1. What type of tourist is described at the beginning of the reading?

- a) A first time tourist
- b) An old tourist
- c) A tourist who has traveled a lot

2. The camping grounds overlook:

- a) A tall mountain
- b) An area between mountains
- c) A city center

3. What type of accommodation can you not bring with you?

- a) A roulette

- b) A tent
- c) A bungalow
- 4. Who cooks dinner?
  - a) The guests
  - b) The chef at the camping ground restaurant
  - c) Doesn't say
- 5. What does Valley View offer besides the inspiring views?
  - a) Laundry/valet services
  - b) A fitness center
  - c) Recreation activities
- 6. Where can tourists try the local cuisine?
  - a) At Valley View Camping Ground
  - b) In Chisom
  - c) In a bungalow

### **ЗРАЗОК ЕКЗАМЕНАЦІЙНОГО БІЛЕТА**

#### **ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД УКООПСПЛКИ «ПОЛТАВСЬКИЙ УНІВЕРСИТЕТ ЕКОНОМІКИ І ТОРГІВЛІ»**

Освітньо-кваліфікаційний рівень бакалавра  
Напрямок підготовки 6.140103 «Туризм», семестр 2  
Навчальна дисципліна «Іноземна мова (за професійним спрямуванням)»

#### **ЕКЗАМЕНАЦІЙНИЙ БІЛЕТ № 1**

1. Read the text for comprehension.
2. Answer the questions on the text read.
3. Make a self-presentation.

Затверджено на засіданні кафедри ділової іноземної мови  
Протокол № \_\_\_ від «\_\_» \_\_\_\_\_ р.

Завідувач кафедри ділової іноземної мови \_\_\_\_\_

Екзаменатор \_\_\_\_\_

## ПОРЯДОК І КРИТЕРІЇ ОЦІНЮВАННЯ ЗНАТЬ СТУДЕНТІВ

Об'єктом оцінювання знань студентів є знання програмного матеріалу дисципліни різного характеру й рівня складності, а також рівень набутих комунікативних навичок і вмій.

*Контроль* виступає невід'ємною складовою системи навчання іноземних мов. *Завданням* контролю є визначення та оцінювання рівня сформованості іншомовних мовленнєвих навичок і вмій студента, які виступають *об'єктами* контролю. Якісні та кількісні показники володіння студентами різними видами мовленнєвої діяльності (слухання, говоріння, письмо, читання) слугують *критеріями оцінки*.

Оцінювання знань студентів із навчальної дисципліни здійснюється на основі поточного, модульного й підсумкового контролю знань ПМК/екзамену.

**Поточний контроль** здійснюється на кожному практичному занятті у вигляді опитування, виконання вправ і завдань, перевірки розуміння змісту тексту, правильності вживання граматичних структур тощо.

**Модульний контроль** здійснюється наприкінці вивчення модуля у формі контрольного опитування, тестових/контрольних завдань, результати яких дозволяють оцінити знання лексичних тем та рівень сформованості комунікативних навичок і вмій.

**Підсумковий контроль** проводиться в кінці кожного семестру згідно з визначеною формою контролю (ПМК/екзамен).

У навчальному процесі застосовуються різні види контролю: індивідуальний, фронтальний, комбінований.

У кінці першого семестру проводиться залік (максимум 100 балів); у кінці другого – екзамен. Отримання заліку здійснюється за поточним нарахуванням балів за шкалою оцінювання. Оцінювання знань студентів з екзаменом у другому семестрі здійснюється відповідно до максимальних 60 балів за поточним нарахуванням балів та 40 балів на екзамені.

### РОЗРАХУНОК ЗА 100-БАЛЬНОЮ СИСТЕМОЮ ОЦІНЮВАННЯ ЗНАТЬ СТУДЕНТІВ ДЛЯ ОТРИМАННЯ ЗАЛІКУ

I. АУДИТОРНІ ЗАНЯТТЯ – до 60 балів.

З них:

– усні відповіді – до 40 балів;

- презентації – до 5 балів;
- тестування – до 5 балів;
- активність – до 5 балів;
- відвідування занять – до 5 балів.

**II. САМОСТІЙНО-ІНДИВІДУАЛЬНА РОБОТА – до 40 балів.**

З них:

- домашнє додаткове читання – до 20 балів;
- ведення словника – до 10 балів;
- виконання письмових завдань – до 5 балів;
- індивідуальна робота в комп'ютерному класі – до 5 балів.

**III. ДОДАТКОВІ БАЛИ – до 20 балів.**

З них:

- участь у наукових конференціях, олімпіадах – до 10 балів;
- участь у гуртках – до 5 балів;
- інші заходи, що сприяють розвитку знань, – до 5 балів.

**РОЗРАХУНОК ЗА 100-БАЛЬНОЮ СИСТЕМОЮ  
ОЦІНЮВАННЯ ЗНАТЬ СТУДЕНТІВ  
ДЛЯ ОТРИМАННЯ ЕКЗАМЕНУ**

**I. АУДИТОРНІ ЗАНЯТТЯ – до 40 балів.**

З них:

- усні відповіді – до 20 балів;
- презентації – до 5 балів;
- тестування – до 5 балів;
- активність – до 5 балів;
- відвідування занять – до 5 балів.

**II. САМОСТІЙНО-ІНДИВІДУАЛЬНА РОБОТА – до 20 балів.**

З них:

- домашнє додаткове читання – до 10 балів;
- ведення словника – до 5 балів;
- виконання письмових завдань, – до 5 балів.

**III. ДОДАТКОВІ БАЛИ – до 10 балів.**

З них:

- участь у наукових конференціях, олімпіадах – до 5 балів;
- інші заходи, що сприяють розвитку знань – до 5 балів.

**IV. ЕКЗАМЕН – до 40 балів.**

3 них:

- виконання текстових завдань (1, 2 питання екзаменаційного білета) – до 20 балів;
- презентація (3 питання екзаменаційного білета) – до 20 балів.

### Загальна підсумкова оцінка з дисципліни.

Академічні успіхи студента визначаються за допомогою системи оцінювання, що використовується в ПУЕТ, з обов'язковим переведенням оцінок до національної шкали та шкали ECTS.

**Таблиця відповідності результатів контролю знань  
за різними шкалами та критерії оцінювання з дисципліни**

| Сума балів за 100-бальною шкалою | Оцінка в ECTS | Значення оцінки ECTS | Критерії оцінювання   | Рівень компетентності                 | Оцінка за національною шкалою |            |
|----------------------------------|---------------|----------------------|---|---------------------------------------|-------------------------------|------------|
|                                  |               |                      |   |                                       | екзамен                       | залік      |
| 1                                | 2             | 3                    | 4   | 5                                     | 6                             | 7          |
| 90–100                           | A             | Відмінно             | Студент виявляє особливі творчі здібності, без допомоги викладача знаходить і опрацює необхідну інформацію, вміє використовувати набуті знання та вміння для прийняття рішень у нестандартних ситуаціях, переконливо аргументує відповіді, самостійно розкриває власні обдування й нахили | Високий (творчий)                     | Відмінно                      | Зараховано |
| 82–89                            | B             | Дуже добре           | Студент вільно володіє вивченим обсягом матеріалу, застосовує його на практиці, вільно розв'язує вправи та завдання у стандартних ситуаціях, самостійно виправляє допущені помилки, кількість яких незначна   | Достатній (конструктивно-варіативний) | Добре                         |            |
| 74–81                            | C             | Добре                | Студент вміє зіставляти, узагальнювати, систематизувати інформацію під керівництвом викладача й самостійно застосовувати її на практиці; контролювати власну діяльність; виправляти помилки, серед яких є суттєві; добирати аргументи для підтвердження думок                             |                                       |                               |            |

*Продовж. таблиці відповідності результатів контролю знань  
за різними шкалами та критерії оцінювання з дисципліни*

| 1     | 2  | 3  | 4   | 5                                 | 6            | 7             |
|-------|----|--|---|-----------------------------------|--------------|---------------|
| 64–73 | D  | Задовільно   | Студент відтворює значну частину теоретичного матеріалу, виявляє знання та розуміння основних положень; за допомогою викладача може аналізувати навчальний матеріал, виправляти помилки, серед яких є значна кількість суттєвих | Середній (репродуктивний)         | Задовільно   |               |
| 60–63 | E  | Достатньо  | Студент володіє навчальним матеріалом на рівні, вищому за початковий, значну частину його відтворює на репродуктивному рівні  |                                   |              |               |
| 35–59 | FX | Незадовільно з можливістю повторного складання семестрового контролю | Студент володіє матеріалом на рівні окремих фрагментів, що становлять незначну частину навчального матеріалу  | Низький (рецептивно-продуктивний) | Незадовільно | Не зареховано |
| 1–34  | F  | Незадовільно з обов'язковим вивченням залікового кредиту             | Студент володіє матеріалом на рівні розпізнання та відтворення окремих фактів, елементів, об'єктів  |                                   |              |               |

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**(за професійним спрямуванням)**  
**АНГЛІЙСЬКА МОВА**

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