

**Г.Г. Губина**

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ТУРИСТОВ  
В СФЕРЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ**

**ЧАСТЬ I**  
Учебное пособие

**G.G. Gubina**

**ENGLISH FOR TOURISTS IN PROFESSIONAL COMMUNICATION**

**PART I**  
Textbook

**Москва  
Директ-Медиа  
2017**

УДК 378. 046.4; 811.111  
ББК 74.268.1  
Г

Печатается по решению  
редакционно-издательского совета

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**Английский язык для туристов в сфере профессиональной коммуникации. Часть I: = English for Tourists in Professional Communication. Part I [Текст] :** учебное пособие. – Москва : Изд-во «Директ-Медиа», 2016 – 80 с.

**ISBN** (Часть I)

Учебное пособие предназначено для студентов вузов специальности ФГОС ВПО 100400 «Туризм» и колледжей специальности ФГОС СПО 100401 «Туризм». Изучаемая дисциплина – «Английский язык в сфере профессиональной коммуникации», первый год изучения профессионально-ориентированного английского языка. Пособие направлено на выполнение стандартов ФГОС ВПО и СПО, формирование общекультурных, интегративных и профессиональных компетенций студентов, организации проектной и исследовательской работы обучающихся в области туризма на английском языке, подготовке студентов к дальнейшему обучению в вузе, магистратуре и аспирантуре. Теория в сфере профессиональной коммуникации представлена материалами теории коммуникации и культуры, включая использование теории коммуникации в области туризма, с практическими и контрольными заданиями. Практическая отработка материала обеспечена коммуникативными упражнениями пособия.

УДК  
ББК

**ISBN 978-**

(Часть I)

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## **PREFACE**

Textbook 'English for Tourists in Professional Communication' is intended for the study of professionally-oriented English by university students of specialty FSES HPE 100400 'Tourism' and colleges of specialty FSES SPE 100401 'Tourism' and is aimed at the implementation of FSES HPE and SVE standards, the study of theory and practice on the basis of competence, communicative, activity, cognitive and personality-oriented approaches. The purpose of textbook is the formation of common cultural and professional competencies of students. Textbook tasks include studying the theory of communication, the formation of world view of students, improving the skills of speaking and writing, vocabulary, grammar and Country Studies on specialty 'Tourism', skills of independent work and research.

Theoretical material is presented in each unit by the section 'Theory of Communication'. It includes both communication and cultural theory, and the phased implementation of communicative tasks. Section 'Communication in Tourism' involves communication of students on professional issues. Sections 'Country Study', 'Project and Research Work' provide the formation of research skills of students. Each unit presents tasks for the development of skills of students' independent work, and improvement of language skills.

Work with the textbook requires systematic viewing and listening of electronic audio and video, use of different types of reading, practice of monologic and dialogic speech in the field of professional communication. Writing is presented by training and methodological materials.

Grammatical aspect includes tasks in morphology and syntax on the material of professionally-oriented texts. Lexical aspect involves work on vocabulary for communication theory and professionally-oriented vocabulary on specialty 'Tourism'. Country Study is presented by the investigation of the culture of the world in the classroom and in the process of independent research work of students.

Textbook provides current, intermediate and final control including the creation of intellectual products by students at the end of each term.

Reference materials, facilitating the implementation of independent work of students, contain English-Russian and Russian-English dictionaries of professionally-oriented English in the field of tourism, brief information in grammar.

## ПРЕДИСЛОВИЕ

Учебное пособие «Английский язык в сфере профессиональной коммуникации» предназначено для изучения профессионально-ориентированного английского языка студентами вузов специальности ФГОС ВПО 100400 «Туризм» и колледжей специальности ФГОС СПО 100401 «Туризм» и направлено на реализацию стандартов ФГОС ВПО и СПО, изучение теории и практики на основе компетентностного, коммуникативного, деятельностного, когнитивного и личностно-ориентированного подходов. Цель пособия – формирование общекультурных и профессиональных компетенций студентов. Задачи пособия – изучение теории коммуникации, формирование картины мира обучающихся, совершенствование навыков устной и письменной речи, лексических, грамматических и страноведческих навыков по специальности «Туризм», навыков самостоятельной и исследовательской работы.

Теоретический материал представлен в каждом уроке разделом «Теория коммуникации» и включает в себя как теорию коммуникации и культуры, так и поэтапное выполнение коммуникативных упражнений. Раздел «Общение в сфере туризма» предполагает общение студентов на профессиональные темы. Разделы «Страноведение», «Проектная и исследовательская работа» обеспечивают формирование навыков исследовательской работы обучающихся. В каждом уроке представлены упражнения для развития у студентов навыков самостоятельной работы, совершенствования языковых навыков.

Работа с пособием предполагает систематический просмотр и прослушивание электронных аудио- и видеоматериалов, использование разных видов чтения, практики монологической и диалогической речи в сфере профессиональной коммуникации. Письменная речь представлена учебными и методическими материалами.

Грамматический аспект включает в себя выполнение упражнений в области морфологии и синтаксиса на материале профессионально-ориентированных текстов. Лексический аспект предполагает работу над лексикой по теории коммуникации и лексикой профессионально-ориентированного языка по специальности «Туризм». Страноведение представлено изучением культуры стран мира на занятиях и в процессе самостоятельной исследовательской работы обучающихся.

Учебное пособие предусматривает текущий, промежуточный и итоговый контроль, включая создание интеллектуальных продуктов обучающимися в конце каждого семестра.

Справочные материалы, способствующие выполнению самостоятельной работы обучающимися, содержат англо-русский и русско-английский словари профессионально-ориентированного английского языка в области туризма, краткие сведения в области грамматики.

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## Unit 1

### Talk on Professional Issues in Tourism

#### THEORY

##### Theory of Communication

##### Culture

**Task 1.** Listen to international words, read them and guess their meaning.

Nouns: characteristic, culture, element, ethics, information, focus, problem, religion, standard, structure, symbolism, tradition.

Adjectives: intercultural, individual, psychological, social.

**Note:** The word *ethics* is used in plural in English and in singular in Russian.

**Task 2.** Listen to the words, pronounce and learn them.

**achievement**, *n* достижение

My achievement is improving the knowledge of mathematics. My friend's achievement is the success in chess competition.

**behaviour**, *n* поведение

Rules of behaviour are an integral part of culture. Children learn rules of behaviour in the society they belong to.

**custom**, *n* 1 обычай 2 привычка

The customs in the society are different in the countries of the world. Each nation follows its own customs.

**culture**, *n* культура

Communication is influenced by culture. Culture determines communication.

**environment**, *n* 1 среда 2 окружающая среда

Each individual lives and works in certain social environment. In the process of studying culture, we should consider the relationships of the individuals with the environment.

**law**, *n* 1 закон 2 право 3 юриспруденция

Law is a part of culture. Law determines the rules of behaviour.

**point of view, view, viewpoint**, *n* точка зрения

We consider culture from different points of view. We have to take into account diverse views.

**problem-solving** решение проблем

Problem-solving refers to mental activity. We realize problem-solving on the third level of culture.

**process**, *n* процесс

In the process of reflection each person analysis his or her achievements. In the process of studying culture, we analyse its levels.

**reflection**, *n* 1 рефлексия 2 размышление 3 отражение



Reflection in psychology is a careful meditation. We consider three levels of culture in the process of reflection.

**rule**, *n* правило

Each society determines its own rules of behaviour through laws. Everyone is supposed to follow rules of behaviour.

**self-perception**, *n* самовосприятие

Self-perception is the self-knowledge. Self-perception is a part of the second level of culture.

**society**, *n* общество

Each society has its own culture. The society determines the type of culture.

**world outlook**, *n* мировоззрение

World outlook is a part of culture. World outlook is a part of the second level of culture.

**Note:** The word *process* can function in the sentence as a noun with the stress on the first syllable and as a verb with the stress on the second syllable.

**Task 3.** Learn the verbs used in the professional and scientific texts.

**achieve (achieved, achieved, achieving), achieves**, *v* достигать

He achieved best results in tourism. Everybody tries to achieve his or her purposes.

**comprise (comprised, comprised, comprising), comprises**, *v* 1 содержать 2 включать 3 охватывать

Culture comprises numerous elements. It comprises such elements as art, ethics, information, religion, tradition, and rules of behaviour.

**consider (considered, considered, considering), considers**, *v* 1 рассматривать 2 считать 3 принимать во внимание

We consider communication as a part of culture. We suggest you should consider three levels of culture.

**consist of (consisted, consisted, consisting), consists**, *v* состоять из

The first level of culture consists of communication, customs and traditions. It also consists of fashion, laws, and way of life.

**involve (involved, involved, involving), involves**, *v* 1 вовлекать 2 включать в себя

The second level of culture involves the problems of relationships in the society and world outlook. It also involves self-perception of the individuals.

**obtain (obtained, obtained, obtaining), obtains**, *v* 1 получать 2 приобретать

People obtain components of culture as part of the society. Through constituents they obtain their own culture.

**present (present, presented, presenting), presents**, *v* представлять

Present your new information. Present the report.

**process (processed, processed, processing), processes**, *v* обработать

My friend can easily process information in mathematics. Another friend of mine usually processes much information in biology.

**process information** обрабатывать информацию

It is very important to learn how to process information. Processing of information is a key factor in achieving knowledge.

**represent (represent, represented, representing), represents**, v 1 означать 2 отражать 3 представлять

The student represents his university at conference. The teacher anew represented the theory of communication.

**way of life** 1 образ жизни 2 уклад жизни

Each ethnicity determines its own way of life. Way of life differs in each ethnic group.

**Note:** There is the difference between the use of the words *present* and *represent*. *Present* means a) to show directly b) introduce. *Represent* denotes a) means or stands for something b) to present again or anew 3) act on the behalf of somebody on with their authority.

**Task 4.** Read the text 'Culture' and find the answers to the questions:

1. How can we consider culture?
2. What does culture comprise?
3. What does the first level of culture consist of?
4. Why is the second level of understanding culture more complicated?
5. What components do we determine on the third level?
6. Are there any characteristics we should take into account studying the notion of culture?
7. What do we identify as an inseparable part of culture?

### **Culture**

We can consider culture from different points of view including history, behaviour, symbolism, structure. Culture comprises art, ethics, information, religion, tradition and rules of behaviour, which people obtain as a part of the society.

In the process of reflection for each person exist three levels of culture. Almost everyone is familiar with the first level of culture comprising communication, customs and traditions, fashion laws, and way of life. The second cultural level, the level of understanding is more complicated. It involves the problems of relationships in the society, self-perception, standards, and world outlook. On the third level we determine the social rank, love and friendship, problem-solving, management, elements of communication.

Studying the notion of culture, one should take into account psychological characteristics, senses, manners of individuals, their relationships with the society and the environment, kinds of activities, time and space focus. In our studies it is important that communication is an inseparable part of culture.

**Note:** *Behaviour* is the spelling of the British variant (with the letter *u*); *behavior* is the spelling of the American variant (without the letter *u*).

**Task 5.** Express your point of view on the notion 'culture'. Say how you understand the notion of culture and what culture means for you. Choose the most important levels of culture and their content.

## PRACTICE

### Communication in Tourism

#### Professional Skills of Tour Guide

**Task 6.** Listen to the words referring to professional skills of tour guide and repeat them. Study the words, expressions and examples with them before reading the text **Professional Skills of Tour Guide**.

а) expressions with the word 'tour'

**tour**, *n* 1 тур 2 поездка 3 путешествие 4 экскурсия

**tour guide** 1 туристический гид 2 экскурсовод 3 гид

**tour leader** гид

**conduct (conducted, conducted, conducting), conducts**, *v* проводить

**conduct tour** 1 провести тур 2 проводить тур

**guide (guided, guided, guiding), guides**, *v* руководить

**guide tour** 1 руководить туром 2 вести тур

б) adjectives describing information presented by tour guide that can be used as the epithets

**boring**, *a* скучный

**easy**, *a* легкий

**humorous**, *a* с чувством юмора

**important**, *a* 1 важный 2 значительный

**serious**, *a* серьезный

**witty**, *a* остроумный

в) professional skills of tour guide

**accurateness**, *n* 1 безошибочность 2 точность 3 аккуратность

**be a tour leader** быть руководителем тура/поездки

**carry (carried, carried, carrying), carries**, *v* 1 нести 2 везти 3 выполнять

**carry a clipboard** носить пюпитр в виде дощечки с зажимом

**keep (kept, kept, keeping), keeps**, *v* 1 держать 2 сохранять 3 поддерживать 4 хранить 5 вести

**keep light and positive talk** поддерживать легкий и позитивный разговор

**necessity of knowing topic and audience** необходимость знания тематики и аудитории

**personalise (personalised, personalised, personalising), personalises**, *v* 1 индивидуализировать 2 персонализировать 3 олицетворять

**personalise information** персонализировать информацию

**skills of public speaking** навыки публичных выступлений

**walking tour** 1 прогулочный тур 2 пеший тур 3 экскурсия пешком

**Note:** *Personalise* is the spelling and pronunciation of the British variant (with the letter *s*); *personalize* is the spelling and pronunciation of the American variant (with the letter *z*).

**Task 7.** *Read the professional talk of tour guides and name the epithets describing the preferable way of talk in the speech of tour guide. Find information about professional skills of tour guide and name them.*

**Characters:** *Jane Smith and Michael Brown*

### **Professional Skills of Tour Guide**

- Hello, Michael. Nice to meet you.
- Nice to meet you too, Jane. I haven't seen you in a while.
- I've become a tour guide in Europe.
- Ah, and how do you like your job?
- It's great, but not easy. Tour guiding or, rather, conducting tours, requires a lot of professional skills of being a tour leader, public speaking, accurateness, necessity of knowing your topic and audience. You have to keep your talk light and positive, personalise information.
- And it's also the way how you say it all. The presented information doesn't have to be too serious, boring, but it does have to be witty and humorous. By the way, had you practiced before conducting your first tour?
- Yes, very much. I had learned everything by heart. During the walking tour I never read notes, although I always carry a clipboard. There are also some other tips about conducting tours.
- Perhaps, we'll discuss them next at the French café?
- All right.

**Task 8.** *Arrange the words to make the sentence.*

1. Challenge, a, tours, conducting, is.
2. Clever, to, guide, has, witty, be, tour, and.
3. Leader, of, always, know, is, topic, in, and, the, audience, tour.
4. One, is, skills, for, public, tour, of, guide, the, speaking.
5. There, the, after, of, be, point, group, walking, to, a, has, tour, meeting.

**Task 9.** *Discuss other professional skills of tour guide. Work in pairs. Present the results of your work in class. You can choose some advice from the list below.*

1. Have practice as tour guide beforehand.
2. Let participants of tour personalise you in a crowd or a throng.
3. Assign the place of meeting after free time for the group runs out.
4. Stand facing the group.
5. Let your tour be communicative with elements of interaction.
6. Appreciate your audience.

**Note:** *Crowd* means a large amount of people gathered together without order. *Throng* means a large dense crowd of people.

## **Country Study**

### **Prospects for the Development of Tourism in Russia**

**Task 10.** *Read the text about the development of tourism in Russia and name a) sentences of the introductory paragraph b) supporting sentences with facts and examples proving the existence of perspectives for the development of tourism in Russia c) sentences containing reasoning.*

#### **Prospects for the Development of Tourism in Russia**

Are there any prospects for the development of tourism in Russia? The prospects are numerous and splendid. Can Russia become one of the leading countries in the sphere of tourism?

First, there's the state encouraging tourism in almost every place of the country and officially declaring it. Second, there are several trends of its development. Among the tourist trends the most attractive ones for foreign guests are the cultural tourism in Moscow and St. Petersburg, sights of the Golden and the Silver Rings. As inner tourism, hiking and boating in Karelia and the Far East, climbing in the mountains of Caucasus and Altai, swimming in rivers. Natural and artificial seas seem to be very attractive.

New trends of business and event tourism are developed on the large scale. As the example of business tourism one can mention arrangement of conferences, seminars, trainings for the businessmen. Folk celebrations or celebrations devoted to family unity and love are examples of event tourism. Such tours are conducted everywhere in Russia.

Among the tasks which have to be solved are broadening the range of tourist sights and events, improving the level of service, building more of five-star hotels, teaching new generations to be the professionals according to the requirements of modern society.

## **Project and Research Work**

### **The Future of Tourism in Russia**

**Task 11.** *Write persuasive essay 'The Future of Tourism in Russia' (80-100 words). Use the printed sources and the Internet.*

*Method of work: writing of persuasive essay*

#### **Persuasive Essay**

1. Think of the outline: introductory paragraph, topic sentences, supporting sentences and conclusion.
2. Gather and revise information.
3. Write the draft. Try to persuade your audience including facts, examples and then reasoning into supporting sentences.
4. Revise, edit and publish your essay. Present it to class.

## Unit 2

### Travel

#### THEORY

##### Theory of Communication

##### Communication

**Task 1.** Listen to the words, read them and guess their meaning.

*Nouns:* communication, communicator, comprehension, conversation, decoding, encoding, individuality, information, perception, receiver, speaker, transmission, writing.

*Adjectives:* cultural, interactive, physical, practical.

*Adverbs:* partially.

*Participles:* including, non-standardised, spoken, standardised, transmitted.

**Note:** *Non-standardised, standardised* is the spelling and pronunciation of the British variant (with the letter *s*); *non-standardized, standardized* is the spelling and pronunciation of the American variant (with the letter *z*).

**Task 2.** Listen to the words, read and learn them.

**communication**, *n* 1 общение 2 коммуникация

The process of communication is impossible without interaction. Communication is not only the exchange of information, but it is also its transmission and comprehension.

**communicator**, *n* 1 участник коммуникации 2 общающийся 3 коммуникатор

Partners in the process of communication are communicators. Communicators are active participants of communication.

**cultural background** 1 культурный фон 2 культурные истоки

Realisation of communication process depends on the cultural background of its participants. Cultural background determines the ways of communication.

**decoding**, *n* декодирование

The receiver of information does its decoding. Decoding is more successful if the cultural background of the communicators is similar.

**differ (differed, differed, differing), differs**, *v* 1 отличаться 2 различаться

The ways of communication differ if the cultural background of communicators is dissimilar. Decoding differs in accordance with diverse cultures.

**encoding**, *n* кодирование

Encoding is a complicated process. Encoding is the transformation of thoughts.

**include (included, included, including), includes**, *v* включать в себя

Encoding includes language, conversation and means of transmission information. The third stage of communication includes message.

**knowledge**, *n* знание

Knowledge of theory of communication helps to learn better English for Specific Purposes. Background knowledge helps to better understanding of thoughts and ideas in the text.

**speaker**, *n* 1 говорящий 2 оратор

The speaker must learn to deliver speeches in public. The speaker's talk in tourism must be witty, humorous, confident.

**stage**, *n* этап

There exist seven stages of communication. All the stages are sequential.

**succeed (succeeded, succeeded, succeeding), succeeds**, *v* БЫТЬ УСПЕШНЫМ

It is important to succeed at all the stages of communication. If the cultural background of the communicators is alike, they succeed more in communication.

**transmission**, *n* передача

Transmission of information is an inseparable part of communication. The process of communication begins with the transmission of information.

**Task 3.** *Study the list of the evaluative adjectives. Find or guess the meaning of the words. Analyse their derivation.*

*Adjectives of evaluation:* comprehensive, detailed, different, extensive, external, favourable, final, formal, formative, future, good, independent, individual, initial, internal negative objective, periodic, personal, poor, positive, previous, psychological, qualitative, quantitative, recent, regular, retrospective, scientific, separate, specific, statistical, subjective, subsequent, such, summative, systematic.

**Task 4.** *Read the text 'Communication' and a) give definition of communication b) give your own interpretation of the notion 'communication' c) name the levels of communication.*

### **Communication**

Communication is an interactive process including perception and exchange of information, its transmission and comprehension. We achieve communication at the levels of practical aspects, subjects, and relations. In the case if the cultural background is similar or the same, communication is achieved without any difficulties. Problems arise if the cultural backgrounds of communicators differ. Communication comprises several stages. At the first stage one of the speakers initializes the process of communication. The second stage means spoken language or transmitted information. We call it encoding. At the third stage the communicator produces the physical product such as, for example, writing the letter. At the fourth stage we can differentiate standardised products, e. g.: books, journals; partially standardised products, e. g.: letters; and non-standardised products, e. g.: telephone conversations. The fifth stage is decoding information. At the sixth stage the receiver gets and interprets information in accordance with its

group in the society, including cultural group and individuality. Feedback is succeeded at the seventh stage.

**Note:** e.g. – for example.

**Task 5.** Write a persuasive essay. Explain which levels of communication you consider to be the most important ones and why. Discuss the problem in class in pairs. Use the words of comparison and the phrases of expressing one's opinion below.

*Words of comparison:* more – больше, most – наибольшее количество, the most of all – больше всех, fewer – меньше, less – меньше, the least of all – меньше всего.

**Note:** We use *less* with uncountable nouns and *fewer* with countable nouns.

*Phrases of expressing opinion:*

Assume that ... Допустим, что ...	I think (that) ... Я думаю, что ...
Consider the facts/examples/proofs of ... Рассмотрим факты/примеры/доказательства ...	I suppose ... Я предполагаю ...
In addition to ... В дополнение к ...	Let us assume/consider/prove that ... Давайте допустим/рассмотрим/докажем, что ...
I believe ... Полагаю ...	Moreover ... Более того ...
In my opinion ... По моему мнению ...	To my mind ... На мой взгляд ...
In my view .../ From my point of view ... С моей точки зрения ...	

## PRACTICE

### Communication in Tourism

#### Exchange of Views about Travel

#### Background Knowledge

**Task 6.** Learn background knowledge information before reading and talk.

Sight			Background Knowledge
The Artemide hotel	is	the	hotel in the heart of Rome, an excellent staff, special offers, cozy, comfortable or luxurious rooms.
Bangkok			capital of Thailand.
The Colosseum			great stadium of Ancient Rome.
Italy			country of southern Europe.
The Pantheon			temple built at the beginning of AD.
Rome			capital of Italy.
The Siam Kempinski Hotel			hotel in Bangkok, providing guest rooms, airport shuttle, full-service spa, pools, restaurants, 24-hour front desk.
Thailand			state in the centre of Indochinese peninsula.

**Note:** *Centre* is the spelling and pronunciation of the British variant; *center* is the spelling and pronunciation of the American variant.

**Task 7.** Study the words presenting travel story.

<b>airport shuttle</b> трансфер до аэропорта	<b>outdoor swimming-pool</b> открытый бассейн
<b>amenities, n</b> услуги	<b>restaurant, n</b> ресторан
<b>business centre</b> деловой центр	<b>return (returned, returned, returning), returns, v</b> 1 вернуться 2 возвращаться



<b>couple</b> , <i>n</i> семейная пара	<b>return from</b> вернуться из
<b>depend (depended, depended, depending), depends</b> , <i>v</i> зависеть	<b>sand beach</b> песчаный пляж
<b>depend on</b> зависеть от	<b>staff</b> , <i>n</i> 1 персонал 2 сотрудники 3 штат сотрудников
<b>depending on one's taste</b> в зависимости от своего вкуса	<b>stay (stayed, stayed, staying), stays</b> , <i>v</i> 1 оставаться 2 остановиться 3 останавливаться 4 жить
<b>full-service spa</b> полный спектр спа-услуг (использования метода физиотерапии, связанного с водой)	<b>stay at the hotel</b> 1 останавливаться в отеле 2 проживать в отеле
<b>impress (impressed, impressed, impressing), impresses</b> , <i>v</i> произвести впечатление	<b>travel (travelled, travelled, travelling), travels</b> , <i>v</i> путешествовать
<b>impress smb. /make impression on smb.</b> произвести впечатление на кого-либо	<b>travel solo</b> путешествовать в одиночку
<b>on the fourth floor</b> на четвертом этаже (американский вариант); на пятом этаже (британский вариант)	<b>view</b> , <i>n</i> вид

### Notes:

1) British variant: *ground floor* – первый этаж, *first floor* – второй этаж, *second floor* – третий этаж, etc.; American variant: *first floor* – первый этаж, *second floor* – второй этаж, *third floor* – третий этаж, etc.

2) *Swimming-pool*, the shortened form is *spool* (formed by shortening of the form of the word *swimming*) – плавательный бассейн.

3) *Travelled, travelling* is the spelling of the British variant (double letter *l*); *traveled, traveling* is the spelling of the American variant (one letter *l*).

**Task 8.** Learn the names of Thai food. Read the recipe of spicy beef salad. What kind of food would you prefer and why? Do you know any other types of Thai food and the receipts of their cooking?

### Thai Food

<b>coconut soup</b> кокосовый суп	<b>green chicken curry</b> курица с зеленой карри	<b>red curry</b> красная карри
<b>fried basil and fork</b> жареные базилик и свинина	<b>spicy beef salad</b> острый салат из говядины	<b>spicy shrimp soup</b> пряный суп из креветок
<b>fried rice</b> жареный рис	<b>spicy green papaya salad</b> пряный салат из зеленой папайи	<b>Thai style fried noodles</b> лапша жареная в тайском стиле

### Recipe of spicy beef salad

Stir cilantro, fish and chili sources, green onions, mint, lime juice, and sugar.

Use high heat for cooking of steak. Fry for five minutes each side. Slice the meat. Add the source to the meat. Put it into refrigerator.

Take the lettuce and cucumber, then meat and source. Top it with tomatoes and cilantro leaves.

**Task 9.** Read the talk between two friends exchanging their opinions about travels to Italy and Thailand. Find information on a) the hotels Jane and Michael have stayed at and their amenities b) the most impressive things in Italy and Thailand.

**Characters: Jane Smith and Michael Brown**

### **Exchange of Views about Travel**

- Hello, Jane, when did you return from Italy?
- A week ago. I stayed at the Artemide hotel in Rome, on the fourth floor. It's the hotel most popular for couples, though I travelled solo.
- How did you like the staff?
- They all were welcoming professionals, ready to help and friendly.
- Why did you choose Rome for travel?
- It's so romantic and fascinating.
- What sights did you see?
- The Colosseum and Pantheon impressed me mostly with their greatness and splendour. And when did you come back from Thailand?
- Three weeks ago. I stayed at the Siam Kempinski Hotel in Bangkok. Its amenities are restaurants, outdoor swimming-pools, full-service spa, airport shuttle, and business center. I had a room with the ocean view. Ocean, clean sand beaches, bathing, yachting.
- Did you meet local people?
- At the market. They sell exotic fruit and vegetables, fish and sea products, best silk, umbrellas, pottery. And I went to the local restaurant to eat.
- How's food?
- It depends on one's taste. At the Thai restaurant there can be chicken in coconut soup, fried basil and fork, fried rice, green chicken curry, spicy beef salad, spicy green papaya salad, red curry, spicy shrimp soup, and Thai style fried noodles. Some people say it's delicious and others prefer European food.
- What did you like best?
- Spicy beef salad. It's a tender beef with a lot of different spices.
- What impressed you mostly?
- Exotic culture. My advice is: start your travel in Bangkok, visit a lot of temples, an open-air market. It can be a great trip.
- I see that it's amazing. May be, I'll go there myself.

**Task 10.** Arrange the words to make the sentence.

1. Summer, France, travelled, in, last, I, solo.
2. Me, singing, greatly, and, music, impressed, Thai.

3. Glorious, Ancient, the, saw, friend, of, my, Rome, sights.
4. Stayed, hotel, Thailand, I, 4-star, in, the, at, modern.
5. Amenities, airport, hotel, at, an, among, there, shuttle, the, was.

**Task 11.** *Reproduce the dialogue in pairs. Have you been for travel to any country this year? Did you like the hotel you stayed at? What impressed you mostly in these countries?*

## **Country Study**

### **Tips for Visiting Great Britain**

**Task 12.** *Read the tips about visiting Great Britain. What other tips can you suggest? Work in small groups.*

#### **Tips for Visiting Great Britain**

1. Appreciate the UK qualitative TV.
2. Be informed about the love for pubs in Great Britain.
3. Bear in mind the quality of goods at medium-sized markets is rather low.
4. Be aware that Scotland and Northern Island issue their own notes in banks.
5. Consider that countryside at the coast is less dull than in other parts of the country.
6. Enjoy excellent quality of food.
7. Find out that the hotels can be expensive, but visiting museums is amazingly cheap. Visits to the British Museum, Science Museum, and Natural History Museum are free of charge.
8. Use contactless credit card to pay for Tube. Getting somewhere by Tube is efficient, but it needs time.
9. Keep in mind the British people are fond of freshly made pre-packed sandwiches.
10. Use the car in the country. It's much more problematic to do it in the cities because of narrow streets and multi-story car parks.
11. Read national newspapers.
12. Remember there are local rivalries between large and small towns, often on the basis of football.
13. Think of buying cheaper train tickets in advance and outside peak periods.
14. Watch Great Britain through local identities.

## **Project and Research Work**

### **Tips for Travel to Great Britain, Italy or Thailand**

**Task 13.** *Write 6-10 tips for travel to Great Britain, Italy or Thailand.*

## UNIT 3

### Purchase of Ticket

#### THEORY

##### Theory of Communication

##### Communication and Its Levels

**Task 1.** Listen to international words and word combinations referring to language and communication, read them and guess their meaning.

*Nouns:* accent, gesture, intonation, kinesthetics, linguistics, morphology, phonology, pragmatics, rhythm, semantics, syntactics, tone.

*Word combinations:* nonverbal communication, paraverbal communication, verbal communication.

**Note:** The words *kinesthetics, linguistics, pragmatics, semantics, syntactics* are used in plural in English and in singular in Russian.

**Task 2.** Listen to the words denoting the levels of communication and pronounce them. Read and learn the words. Make your own sentences with new words.

**be aware of** 1 БЫТЬ ОСВЕДОМЛЕННЫМ 2 ЗНАТЬ 3 ОСОЗНАВАТЬ

I am aware of four levels of communication. I am also aware of their content.

**break**, *n* перерыв

Paraverbal communication deals with problems of breaks during the talk. In some cultures, the breaks are long, but in others they are extremely short.

**frequency**, *n* частота

Frequency is referred to the fourth level of communication. This level also includes frequency of transmission.

**language**, *n* язык

Body of language is the first level of communication. There is a variety of languages in the world.

**level**, *n* уровень

Some scientists consider that there exist three levels of communication. All these levels are closely connected.

**mode**, *n* 1 режим работы 2 способ

Mode of transmission is also a part of the fourth level of communication. There can be simplex, half-duplex and full-duplex data transmission or data communication modes.

**reveal (revealed, revealed, revealing), reveals**, *v* 1 проявлять 2 обнаруживать 3 показывать

Nonverbal communication clearly reveals itself. It reveals itself at the third level.

**sound**, *n* звук

Sounds include vowels and consonants. We study sounds at the level of paraverbal communication.

**stress**, *n* ударение

Stress is important in words. Stress makes an impact on the meaning of the words.

**syllable**, *n* СЛОГ

Prosody studies such elements of speech as, for example, syllables. Syllables are units of speech.

**utterance**, *n* ВЫСКАЗЫВАНИЕ

My friend's utterances are experienced. My other friend's utterances are knowledgeable.

**volume**, *n* 1 громкость 2 объем

Volume of sounds is significant in paraverbal communication. Volume is vital in sound waves.

**Task 3.** *Read the text 'Communication and Its Levels'. Determine the levels of communication and their content.*

### **Communication and Its Levels**

Most of the people are aware of one communication level, i.e., verbal communication, meaning the language itself in oral and written forms. Scientists have different views on the amount of living languages, but all of them think there exist more than 2,000 of them in the world. Mostly widely-spoken languages are English, Chinese, Spanish, Russian and Hindi. Language is an indivisible part of culture. It expresses the person's thoughts and feelings. Communication occurs in all branches of linguistics including morphology, phonology, pragmatics, semantics, and syntactics.

Another level is paraverbal communication. It means accent, breaks during the talk, form of utterance, intonation, rhythm, sounds and syllables, stress, tone, and volume.

Nonverbal communication reveals itself at the third level. The most important factors in nonverbal communication are body language, face expression, kinesthetics, gestures, and clothes. According to the scientists' research, paraverbal and nonverbal communications play even greater role in understanding of spoken language than verbal communication. In the written communication some scientists take into consideration frequency, place and mode of its transmission, and consider it to be the fourth level communication.

**Note:** i.e. – то есть.

**Task 4.** *Say which level of communication you think is the most important one and why.*

**Task 5.** *Find the examples how the levels of communication are fulfilled in life in different languages and cultures. Compare them. Tell about differences and similarities in class. Use books, journals or electronic publications.*

## **PRACTICE**

### **Communication in Tourism**

#### **Booking Tickets. Purchase of Ticket at the Ticket Office**

**Task 6.** *Study the names concerning the trip to Salzburg.*

### **Background Knowledge**

<b>Austria</b>	is	the	rich European country.
<b>Brighton</b>			seaside resort in England.
<b>Getreidegasse</b>			street where Mozart was born.
<b>Mercedes-Benz</b>			German brand's logo, Stuttgart.
<b>Mozarteum</b>			University of Music and Dramatic Arts in Salzburg, Austria.
<b>Salzburg</b>			Austrian city on the board with Germany, one of the most popular cities in Austria.
<b>Salzburg Festival</b>			festival held annually in Salzburg, Austria, opera and concert performances.

**Task 7.** Arrange the sentences in the logical order to make a dialogue. Start the dialogue with the greeting of the customer.

### Reservation of Trip to Salzburg

Travel Agent	Customer
They range from double decker buses to Mercedes-Benz cars.	Good morning.
Have a nice trip, sir.	No, I won't. What are your vehicles?
Daily cost is € 98.39. All the amenities are included. Will you go by your private car or bus, sir?	I'll make a reservation.
Good morning, sir. What can I do for you?	To Salzburg to see the Mozart's birthplace in Getreidegasse, Mozarteum and the Salzburg Festival.
Travel to Salzburg from the 7 <sup>th</sup> of July to the 6 <sup>th</sup> of August. And the name is ...?	Michael Brown, UK, Brighton, Campbell Road, 10. How much is it?
Where would you like to go in Austria?	I'd like to visit Austria on a month vacation from the 19 <sup>th</sup> of July to the 17 <sup>th</sup> of August.

**Task 8.** Listen to the dialogue 'Booking Tickets', dramatise it and say how you would reserve your ticket. Roleplay it. Work in pairs or in small groups.

**provide (provided, provided, providing), provides,** v 1 предоставлять 2 обеспечивать 3 предусмотреть

### Background Knowledge

**1. Airport Heathrow** is the second airport in the world by traffic of passengers, situated fourteen miles west of London city centre, United Kingdom. The airport serves over eighty airlines worldwide, carrying annually more than seventy million passengers and one and a half tons of cargo. It has five terminals and three runways and makes available facilities for different categories of passengers including children, disabled passengers and businessmen. It also provides full range first class airport services.

**2. Airport Berlin Tegel** is situated north-west of Berlin city centre, carrying more than twenty million passengers. It has four terminals, providing flights to different countries of the world.

### 3. Foreign currency:

*GBP* is the *British pound of sterling* (£) or *pound*, the official British currency (£1, £2 – coins; £5, £10, £20, £50 – euro banknotes in circulation). Pound of sterling is subdivided into 100 *pence*. *Pence* is the plural form; *penny* (*p*) is the singular form for the coin (1p, 2p, 10p, 20p, 25p, 50p – coins). The currency

of the European Union is called *EUR – euro* (€) - €5, €10, €20, €50, €100, €200, €500 – banknotes. Euro consists of 100 *euro cents*. The coins are issued as €1, €2; 50 c, 20 c, 10 c, 5 c, 2 c, 1 c.

**single ticket** – билет в один конец

**return ticket** – 1 билет в оба конца 2 обратный билет

**Characters: ticket employee and Michael Brown**

### Booking Tickets

- Good morning. Heathrow Ticket Air Service.
- Good morning. I'd like to book the ticket to Berlin.
- Which airport?
- Berlin Tegel, two tickets, please.
- First class or business class?
- First class tickets.
- Single or return?
- Single.
- What's the date?
- January 25<sup>th</sup>.
- And the time? There are three flights a day.
- Have you a flight in the morning?
- Yes, at 9.10 a.m., please.
- All right. When is the arrival?
- In 2 hours 14 minutes.
- What's the price?
- From 44.98 to 115.66 GBP or from 49.83 euros to 128.14 EUR.
- Your name, please.
- Michael Brown.
- Well, two tickets from London Heathrow to Berlin Tegel, first class, single, January 25<sup>th</sup>, 9.10 a.m., for the name Michael Brown. Check-in is not later than two hours before the flight, sir.
- Thank you.

**Note:** *GBP* is the British pound of sterling and *EUR* means euro.

**Task 9.** Arrange the words to make the sentence.

1. Reserve, would, an, like, airline, to, I, ticket.
2. Airlines, the, serves, airport, fifty.
3. Plane, to, Terminal, have, the, you, at, 4, board.
4. Disabled, the, provides, Heathrow, passengers, for, airport, amenities.
5. Germany, will, with, he, to, Lufthansa, fly.

**Note:** Lufthansa is the biggest and the most well-known German air company.

**Task 10.** Listen to the dialogue 'Purchase of Ticket at the Ticket Office' and read it. Think of your own situation of purchasing the ticket and present it to class. Work in pairs.

**Characters:** ticket employee and Michael Brown

### Purchase of Ticket at the Ticket Office

- I would like two tickets, please.
- Where to, sir?
- Berlin Tegel, Germany by British Airways.
- First class or business class?
- First class, please. February 27<sup>th</sup>, afternoon flight.
- First class ticket is 115.66 GBP. British Airways. Direct flight. Afternoon flight is at 14.15. Terminal 1.
- Here you are. Thank you.

### Country Study

#### Splendour of the Greek Islands

**Task 11.** Study the words before reading the text 'Splendour of the Greek Islands'.

<b>castle</b> , <i>n</i> замок	<b>peninsula</b> , <i>n</i> полуостров
<b>devotees of antiquity</b> поклонники древности	<b>holiday destination</b> место отдыха
<b>island</b> , <i>n</i> остров	<b>inhibit (inhibited, inhibited, inhibiting), inhibits</b> , <i>v</i> населять
<b>islet</b> , <i>n</i> островок	<b>scuba diving</b> подводное плавание с аквалангом

**Task 12.** Study geographical names concerning Greece. Find them on the map and make the itinerary from one island to the other.

<b>Athens</b> Афины	<b>Mystras</b> Мистрас
<b>Greece</b> Греция	<b>Paros</b> Парос
<b>Crete</b> Крит	<b>Peloponnesus</b> Пелопоннес
<b>Corfu</b> Корфу	<b>Samariá Gorge</b> Ущелье Самария
<b>Lindos</b> Линдос	<b>Samos</b> Самос
<b>Mykonos</b> Миконос	<b>Santorini</b> Санторини
<b>Myrtos Beach</b> Пляж Миртос	<b>Rhodes</b> Родос

**Task 13.** Study the names of the Greek sights. Find more information about them.

### Background Knowledge

<b>Acropolis</b>	I s the	ancient Greek citadel, UNESCO heritage.
<b>Delphi Theatre</b>		ancient theatre, Delphi, built not far from the Temple of Apollo.
<b>National Archeological Museum</b>		museum in Athens, containing 20,000 exhibits from different eras, rich collections of ceramics and sculptures.
<b>National Garden</b>		public park in Athens.
<b>Parthenon</b>		ancient Greek temple dedicated to the goddess Athena.
<b>Temple of Athena Nike</b>		early Ionic temple on the Acropolis of Athens.

**Note:** Theatre is the spelling of the British variant; theater is the spelling of the American variant.

**Task 14.** Read about the splendour of Greek islands and decide why the Greek Islands are so popular.



## **Splendour of the Greek Islands**

Greece is one of the countries attractive for tourists from Europe and the United States. There exist more than six thousand Greek Islands, islets, peninsulas, but only a small amount of them is inhabited and even less serve as the main holiday destinations. Among the most popular islands are Crete, Corfu, Mykonos, Paros, Rhodes, Santorini, and Samos. Ferries carry people from one island to another. During ferry trips one can enjoy the beauty of the Greek coast and the sea.

Holidays in Greece are accessible for most of people and in summer the Greek Islands are overcrowded. What makes Greece a famous world resort? One of the factors is the splendour of nature, mountains, sea, waterfalls, sand beaches with pebbles. Scuba diving is very popular.

Another factor is a cultural one. Greek islands are a paradise for the devotees of antiquity. Castles, early cities, fortresses, monasteries, caves. Among the top Greek attractions are Acropolis; canyon the Samariá Gorge; Delphi Theatre; medieval village Lindos; Myrtos Beach; Mystras, an antique capital of the Peloponnesus; Parthenon; volcanic island Santorini.

If you choose Athens, the Greek capital, as the travel destination, first see the ancient city of Acropolis with its memorable historical buildings and its new museum. Visit Parthenon, watch the Temple of Athena Nike, tour the National Archeological Museum. Take a walk in the National Garden among flowers and millennial statues.

**Note:** *Splendour* is the spelling of the British variant (with the letter *u*); *splendor* is the spelling of the American variant (without the letter *u*).

### **Project and Research Work**

#### **Tourist Trip to Greece**

**Task 15.** *Find information about tourist trip to Greece on the Internet or in books and define specific features of the travel. Present this information in class.*

## UNIT 4

### Insurance in Tourism

#### THEORY

##### Theory of Communication

##### Culture and Communication

**Task 1.** Listen to the words referring to culture and communication, read them, find their meaning and analyse their word-formation.

Nouns: environment, evaluation, intention, receiver.

Adjectives: emotional, essential, important, logical, phonological, reciprocal, significant, substantial, successful, syllabic.

Adverbs: mutually, preferably.

Participles: enriching, evolving.

**Task 2.** Listen to the verbs used in the scientific and professional texts and learn them. Make the sentences with these verbs.

**appreciate (appreciated, appreciated, appreciating), appreciates, v** ОЦЕНИТЬ

Modern society highly appreciates the ability to communicate. This ability is appreciated in various cultures.

**determine (determined, determined, determining), determines, v** ОПРЕДЕЛЯТЬ

In the process of communication, we determine and take into account social status of communicators. We also have to determine time and space, i.e. when and where the process of communication occurs.

**effect (effected, effected, effecting), effects, v** ВЛИЯТЬ

Culture effects communication. It effects its development.

**evolve (evolved, evolved, evolving), evolves, v** РАЗВИВАТЬСЯ

Means of communication are constantly evolving. Mediated communication evolves every year.

**interrelate (interrelated, interrelated, interrelating), interrelates, v** ОСУЩЕСТВЛЯТЬ ВЗАИМОСВЯЗЬ

Culture and communication interrelate. They interrelate on the levels of the speaker, receiver and environment.

**make an impact** ОКАЗАТЬ ВЛИЯНИЕ

Communication makes an impact on culture. Intention of the speaker makes an impact on communication.

**motivate (motivated, motivated, motivated, motivating), motivates, v** МОТИВИРОВАТЬ

The result of communication is better when it is motivated. It is motivated by needs and interests of the parties, which are the participants of communication.

**stimulate (stimulated, stimulated, stimulating), stimulates, v** СТИМУЛИРОВАТЬ

The process of communication is stimulated by mutual agreement of communicators. It is also stimulated by the purposes of communication.

**Task 3.** Read the text and find the facts confirming interrelation between culture and communication.

### Culture and Communication

Culture and communication are closely interrelated. Communication, being a part of culture, motivates its development. Culture determines communication on the base of the intention of the speaker, purpose of the receiver and the environment. The intention of the speaker is important both in direct and mediated communication. The purpose of communication is always significant. It can be, for example, a business letter, a face-to-face or phone personal message. We also have to consider the position of the receivers of communication in the society: strata, occupation, age, religion, etc. The settings, i.e. environment of communication, time and space are substantial. Another factor that is essential for successful communication is evaluation by the communicators of each other's behaviour. Values of culture make an impact on the way people communicate. Any experience in communication, either a positive or a negative one, is worthy.

Language, as a part of culture, is of primary importance. Its whole structure also effects the way people communicate. Let us take the phonological aspect, for example. It includes intonation, tone, pitch of utterance, its emotional colour, logical and syllabic stress.

Thus, the process of interrelation of culture and communication is reciprocal and mutually enriching. Culture determines communication and communication, accordingly, stimulates culture's evolving.

**Note:** etc. – и так далее.

**Task 4.** Say in your own words how culture of your country makes an impact on communication and determines its specific features. Give examples.

### PRACTICE

#### Communication in Tourism

#### Flight Insurance

**Task 5.** Study the words on the topic 'Flight Insurance'.

<b>accident insurance flight</b> страхование от несчастного случая в полете	<b>loss, n</b> 1 убыток 2 ущерб 3 потеря 4 утрата
<b>claim, n</b> 1 претензия 2 иск	<b>obtain (obtained, obtained, obtaining), obtains, v</b> получить
<b>coverage, n</b> 1 обеспечение 2 покрытие	<b>protection, n</b> защита
<b>emergency, n</b> чрезвычайная ситуация	<b>recovery, n</b> 1 возмещение 2 возврат 3 восстановление 4 выздоровление
<b>insurance, n</b> страхование	<b>refund, v</b> 1 возврат денег 2 возмещение убытков
<b>insurance coverage</b> страховое обеспечение	<b>separately, adv.</b> отдельно
<b>flight coverage</b> страховое обеспечение полета	<b>value, n</b> 1 стоимость 2 ценность
<b>flight-only</b> только авиарейс	

**Task 6.** *Read the dialogue and roleplay it. What kind of insurance would you choose and why? Give reasons.*

**Characters:** *Travelex Insurance Company manager and Michael Brown*

### **Flight Insurance**

- Good morning. I'd like to discuss the terms of flight insurance. Is there anything special about this insurance?
- It's a form of travel insurance which offers financial protection for flights. Flight accident insurance is considered separately. If someone misses or cancels his or her air travel in case of emergency, with travel insurance they can get adequate refund for their losses and later purchase the other ticket. In some cases, insurance coverage is provided for the delay of flights. There also exists the recovery for loss of luggage, but it is less than the real value.
- What type of coverage does your company provide?
- We usually meet the requirements of every passenger, providing efficient advice, emergency assistance, and claim service. Would you like to purchase flight coverage or obtain a flight-only insurance policy?
- Flight coverage, please. Here are my passport and travel documents.
- Thank you, sir.

**Task 7.** *Arrange the words to make the sentence.*

1. Purchase, delay, for, reason, of, the, insurance, is, flight, travel.
2. Reason, of, travel, loss, another, purchase, insurance, for, luggage, is.
3. Occurs, weather, breakdown, cancellation, the, or, of, mechanical, to, flight, due.
4. Hotel, and, insurance, accommodation, covers, meals.
5. Transportation, costs, during, insurance, delays, airline, covers.

**Task 8.** *Imagine you are a travel insurance manager. How would you persuade your customers to purchase the insurance policies? Write and present the dialogue between your customer and you as the travel insurance manager.*

### **Country Study**

#### **Nature of Switzerland**

**Task 9.** *Learn geographical names.*

#### **Background Knowledge**

**Areuse Gorge** ущелье Ароза

**Creux du Van** Кре-дю-Ван

**Rhine Falls** Рейнский водопад

**Simme Falls** водопад Зиммен

**Trümmelbach Falls** Трюммельбахский водопад

**Task 10.** *Read about the nature of Switzerland. Find additional information. Choose the landscapes you like best. Say whom you would advise to visit these places and why. Give your opinion.*

### **Mountainous Nature of Switzerland**

Switzerland is one of the countries of Central Europe loved and visited by thousands of tourists every year. What attracts tourists from the whole world? Does Switzerland have a rich culture with its famous museums, music and watches? Landscapes or sport and leisure? We'll have a look at Switzerland's mountainous nature. What place shall we begin with? If you are fond of roaring water and its splashes, you can choose the Rhine Falls, which had been formed in the Ice Age. From the height of 150 metres the water rushes with the speed of twenty-three metres per second. It's an unforgettable sight! Or one can choose Simme Falls with the height of 200 metres. Several springs feed the river Simme and they create the cascade over rocks. It's well worth seeing it. The Trümmelbach Falls, the only one among the glacier waterfalls, always carries the melted glacier's water to the valley of seventy-two waterfalls.

Enormous rock Creux du Van was shaped by glaciers and brooks. There's an unusual flora both arctic and alpine and are the animals of mountains. Areuse Gorge is also destined for hiking. There are also other gorges with rare orchids and numerous species of birds. Welcome to the mountainous world of Switzerland with its pristine rivers, glaciers, waterfalls, unique flora and fauna.

### **Project and Research Work**

#### **Swiss Way of Life**

**Task 11.** *Find more information about Switzerland's culture on the Internet or in printed editions. Determine top attractions of Switzerland's culture. Present information in class in e-form: presentations, videos. Work in small groups.*

## UNIT 5

### Method of Project Work

#### THEORY

##### Theory of Communication

##### Diversity of Cultures

**Task 1.** Listen to the words referring to diversity of cultures and learn them.

**ability**, *n* способность

My friend's ability to cultural communication is known to everyone. She is especially successful at paraverbal communication.

**boundary**, *n* граница

Each culture exists within its boundaries. It can also exist outside the boundaries.

**community**, *n* 1 сообщество 2 община 3 общность

In the USA a lot of people live within the communities. They have similar ways of communication within their community.

**consequence**, *n* следствие

The consequence of the world integration is the development of the global culture. The integrity itself is the consequence of the events in the modern informative industrial world.

**capacity**, *n* 1 способность 2 вместимость 3 объем 4 производительность

**capacity for culture** способность к культуре

The capacity for culture is connected with the community. The capacity for similar culture is determined by the homogeneous sets of behaviour within the community.

**diversity**, *n* 1 разнообразие 2 многообразие 3 различие

Diversity of cultures is provided by the ways of forming culture. It is also ensured by the capacity for culture.

**due to**, *prep* 1 благодаря 2 из-за

Each culture lives due to reproduction of generations. Inclusive education of children with problems of can be realised due to the use of computers in learning.

**fission**, *n* деление

Fission of cultures occurs due to flexibility of boundaries between the communities. This fission leads to the diversity of cultures.

**set of behavioural traits and rules** набор поведенческих черт и правил

Set of behavioural traits and rules is determined by culture of the community. Sets of behavioural traits and rules are transmitted through generations.

**species**, *n* 1 вид 2 разновидность 3 порода 4 род

Not all living species acquire their culture. Species of apes differ from each other.

**Task 2.** Learn the verbs. Think of new sentences with them.

**acquire (acquired, acquired, acquiring), acquires,** *v* 1 приобретать 2 получать 3 овладевать  
Children in the society acquire sets of behaviour through transmission of information. Small children can easier acquire culture of another community.

**advance (advanced, advanced, advancing), advances,** *v* 1 продвигать 2 продвигаться 3 развиваться  
Each nation advances its culture. State helps to advance it.

**constitute (constituted, constituted, constituting), constitutes,** *v* 1 составлять 2 образовывать 3 учреждать

People of the same nation constitute the community. Culture constitutes the way of life, traditions, beliefs, languages of the nation.

**divide (divided, divided, dividing), divides,** *v* 1 делить 2 разделить 3 делиться

**form (formed, formed, forming), forms,** *v* 1 образовывать 2 формировать 3 создавать

New cultures are formed because of fission of cultures. The speed of this fission is diverse.

**have an impact on somebody** 1 оказать влияние на кого-либо 2 оказать воздействие на кого-либо

Roman culture had an impact on culture of Celts. Danish culture also had an impact on culture of Celts and Saxons.

**originate (originated, originated, originating), originates,** *v* происходить

Modern American culture originates from the cultures of Europe, Africa, Asia, and Latin America. German culture originated from the culture of ancient tribes.

**produce (produced, produced, producing), produces,** *v* производить

Different communities produce various cultures. They produce them due to processes in society.

**Task 3.** Analyse the morphological structure of nouns and adjectives.

Nouns	Adjectives	Word Combinations
<b>emergence,</b> <i>n</i> 1 появление 2 возникновение	<b>flexible,</b> <i>a</i> гибкий	<b>inter-population variation</b> варьирование между популяциями
<b>generation,</b> <i>n</i> 1 поколение 2 генерация 3 образование	<b>environmental,</b> <i>a</i> 1 экологический 2 относящийся к окружающей среде	<b>intra-population variation</b> варьирование внутри популяции
<b>reproduction,</b> <i>n</i> 1 воспроизведение 2 воспроизводство 3 репродукция	<b>heterogeneous,</b> <i>a</i> 1 гетерогенный 2 неоднородный 3 разнородный	
<b>transmission,</b> <i>n</i> 1 передача 2 трансмиссия	<b>homogeneous,</b> <i>a</i> 1 однородный 2 гомогенный	
	<b>impossible,</b> <i>a</i> невозможный	
	<b>mental,</b> <i>a</i> 1 умственный 2 ментальный	
	<b>ethno-linguistic,</b> <i>a</i>	

**Task 4.** *Study geographical names.*

### Background Knowledge

<b>Ciscaucasia</b>	is	the	mountainous region in the south of Russia.
<b>Dagestan</b>			republic in the Ciscaucasia in Russia.
<b>A Dagestani</b>			inhabitant of Dagestan.
<b>Russia</b>			large country lying in Europe and Asia.

**Task 5.** *Read the text and determine the reasons for the diversity of cultures. Arrange the reasons in the logical order.*

### Diversity of Cultures

Considering that culture is the cognitive system, let us determine the reasons for the diversity of cultures. Both the ways of forming culture and the capacity for culture are important for it. How is the diversity of cultures produced? Fission of cultures is advanced by means of generations' reproduction in the families. Geographic and environmental factors have an impact on speed of fission. But these factors only could not have stimulated development of the diversity of cultures, which is impossible without the humans' ability of the behaviour's transmission, providing fission of cultures. The consequence of these processes is the emergence of boundaries between human communities and it is the vital element of the evolutionary ecology of culture. Derivation of the diversity of cultures originates from the cognitive capacity for culture and also the issues of the demographic ecology.

Due to social transmission and mental processes, new generations of species process and acquire information and specific sets of behavioural traits and rules, which are homogeneous within intra-population variation and heterogeneous within inter-population variation.

Boundaries of the communities are flexible. In modern society the process of moving people from community to community occurs more often, in spite of the fact that these communities can be different as ethno-linguistic groups. New cultures can be formed this way. For example, Dagestani, living in Ciscaucasia in Russia, constitute a set of linguistic and ethnic groups, which, in turn, are divided into clans, forming their own cultures within the culture of Dagestan and Russia.

**Task 6.** *Give the examples of cultural fission. Analyse this process.*

### PRACTICE

#### Communication in Tourism

#### Reflections on the Tourist Project

**Task 7.** *Learn the words before reading the text 'Key Factors for Development of Tourist Project'.*

<b>artefact</b> , <i>n</i> 1 артефакт 2 предмет материальной культуры	<b>implement (implemented, implemented, implementing), implements</b> , <i>v</i> 1 осуществлять 2 выполнять
<b>craft</b> , <i>n</i> ремесло	<b>public participation</b> общественное участие
<b>evaluation</b> , <i>n</i> оценка	<b>social cohesion</b> социальная сплоченность
<b>heritage</b> , <i>n</i> 1 наследие 2 наследство	<b>sustainable</b> , <i>a</i> 1 устойчивый 2 поддерживаемый



**Task 8.** *Read the words. Analyze the morphology of the words before reading the text. Classify the words according to the parts of speech and verbals.*

Archeological, comparative, considering, consumer, developer, development, declared, enhancing, existing, execution, expectation, historical, improvement, initiative, integrated, management, natural, offered, paleontological, participation, potential, expecting, presented, recommendation, sacred, satisfaction, situational, social, socio-demographic, spiritual, sustainable, visiting.

**Task 9.** *Study the method of creating the tourist project in English. Write out the essence of method using the development order.*

### **Key Factors for Development of Tourist Project**

In development of project in tourism, it is first necessary to take account of the cultural heritage of the country, work out and implement national strategy on heritage and cultural tourism. The cultural heritage includes historical buildings and places, oral history and traditions, declared heritage sites, cultural objects and collections, rituals and cultural performances, artefacts and crafts, art performances and creative arts, skills and techniques of fine arts, natural and cultural aspects of the environment, archeological artefacts, cultural values and respect of culture and heritage, cultural festivals, paleontological remains, sacred and spiritual sites. Next, project developers, to make tourism sustainable, have to consider social cohesion, public participation of the local communities and private participation in tourist activities and initiatives. They make the analysis of the demand for cultural tourism, considering socio-demographic characteristics of consumers of Heritage products: age, gender, race, education, and social status.

By means of situational analysis and comparative studies the specialists in the sphere of tourism make the analysis of current situation and project future developments in this sphere, its monitoring and evaluation with periodic reports, presenting information on current trends and best practices by means of integrated management. They determine the approach for execution of strategies, purposes and activities, development of medium and long-term action plan, level of knowledge of existing and potential tourist products, expectations of customers for visiting the product, services offered, customers' needs and their satisfaction with the products and recommendations for their improvement, enhancing the customers' experience in cultural heritage.

**Task 10.** *Read the dialogue on the way of making project on tourism and dramatise it.*

**Characters: Jane Smith and Michael Brown**

### **Discussion of the Project on Tourism**

- Jane, let's go to the café tonight.
- Sorry, Michael, I've no time at all. I have to make the project on tourism and it seems so hard to me.
- Well, it's not so difficult as it seems to be. What's the country you're going to make the project on?

- It's France.
- A wonderful country! First, you have to take account of cultural heritage of the country.
- What does it include?
- Everything that refers to culture. For example, historical buildings and places, oral history and traditions, cultural objects and collections, rituals and cultural performances, artefacts and crafts, art performances and creative arts natural and cultural aspects of the environment, archeological artefacts, cultural festivals, sacred and spiritual sites. Then you have to make the analysis of the population of the country, their ability to support the sustainable tourism, current situation, needs of the customers, strategies of work, determine methods of work, its monitoring and evaluation. Think of the action plan and the ways of its realisation.
- Will you help me in my work?
- It's better you do everything yourselves, but in the case of necessity I'll surely help.
- Thank you very much.

**Task 11.** *Make the sentences with the words below.*

1. France, make, on, project, will, Jane, a, in, tourism.
2. Paris, of, project, the, sights, includes.
3. Exciting, tour, is, sightseeing, Paris, to.
4. Fascinating, in, performances, art, of, France, are, creative.
5. Cultural, attention, of, collections, attract, French, tourists', objects.

## **Country Study**

### **Nordic Countries**

**Task 12.** *Compare information about Nordic countries. Name similar and different features.*

#### **Similar and Different Features of Nordic Countries**

Under the name *Nordic countries*, we understand Denmark, Finland, Iceland, Norway and Sweden. They have a lot in common, but, at the same time, there are properties that are unique to a particular country. These countries have the range of characteristics in common:

- geographical situation (Northern Europe, North Atlantic);
- Lutheran Christianity as a belief;
- cooperation in Nordic Council;
- unicameral parliament (all the states) and the monarchy (Denmark, Norway, Sweden);
- developed welfare state apparatus;
- respect of behavioural rules;
- high level of trust, punctuality;
- social cohesion;
- flat hierarchy, dislike of obvious signs of status and frequent use of informal address;

- low level of crime, corruption and conflict;
- rather low population density;
- direct communication, saying what the person thinks, respect of being modest;
- high respect for women.

But, at the same time, there are some local variations:

<b>Characteristics</b>	<b>Denmark</b>	<b>Sweden</b>	<b>Iceland</b>	<b>Norway</b>	<b>Finland</b>
European Union membership	+	+	-	-	+
Eurozone	-	-	-	-	+
Population	Scandinavian				Finnish
Main language	Danish	Swedish	Icelandic	Norwegian	Finnish

### **Project and Research Work**

#### **Features of Nordic Culture**

**Task 13.** *Find more information about specific features of any Nordic country and present it in class.*

## **Progress Check to Units 1-5**

1. Think of the roleplay between representatives of different European countries. Take into account specific cultural features determining the behaviour of people in each country.

2. Make the research of the examples of homogeneous and heterogeneous nations within intra-population and inter-population variations, ethno-linguistic groups, providing the diversity of cultures and report it.

## UNIT 6

### Getting to Destination

#### THEORY

##### Theory of Communication

##### Ways of Overcoming Cultural Differences

**Task 1.** Listen to the words, read them, write the words they are originated from, analyse the cases of their derivation, mark suffixes and prefixes.

Assertive, belonging, caused, communication, conversation, eastern, especially, careful, individuality, living, long-term, pre-talk, previously, short-term, spelling, started, tradition, unequally, using, western.

**Task 2.** Read the text and find the ways of overcoming cultural differences. Say if you know any other ways of overcoming them.

**influence**, *n* ВЛИЯНИЕ

Spanish influence on Latin American countries is significant. This influence manifests itself in Latin American culture.

**overcome difficulties** преодолевать трудности

It's very important to find the ways of overcoming cultural differences. One has to develop skills of empathy to overcome difficulties.

**previously**, *adv.* 1 предварительно 2 заранее

To overcome cultural differences, you ought to previously study another culture. It is better to compare the cultures previously.

**perceive (perceived, perceived, perceiving), perceives**, *v* ВОСПРИНИМАТЬ

You ought to perceive another culture with respect. And watch how the people of another ethnic group perceive your culture.

##### Ways of Overcoming Cultural Differences

In everyday life and in business it is important to learn to overcome difficulties due to cultural differences. Because of cultural diversity people of different cultures can view the same things unequally. To overcome these difficulties, develop the skills of empathy. Do thorough analysis of another culture using different sources and imagine how people belonging to this culture will perceive the values of your culture and the behaviour of the people caused by it.

Take into account the individuality of each person in the boundaries of his or her culture. Learn the right variant of spelling of their names and the way you'll appeal to them. See who usually makes the decisions in the country: people of the top (France, Greece, Spain, Italy) or of the middle rank (Nordic countries), the individuals (the USA) or the groups of people (Japan). Use different approaches in a masculine or a feminine culture: the decisions are more assertive in the masculine culture, e. g., in Great

Britain or the USA. And be especially careful with the attitude towards the women in the countries of Asia, Africa and the Middle East.

The type of culture also makes an impact on the duration in making business decisions. It can be a short-term period in the western countries and a long-term period in the eastern countries to resolve the problem.

Consider implicit style of communication in the countries of Asia, more direct style in the countries of Europe, Australia and the USA and the difference in the discourse if the talk is started with the topic of the conversation or the pre-talk. You can learn more about the culture and communication style of the country living for some time in the local community of this country or ask for advice from people who had previously lived in the country and are well aware of its culture, traditions and customs.

**Task 3.** *Choose any country with the culture which differs from the culture of your nationality and think over how you will act to succeed in overcoming cultural differences.*

## **PRACTICE**

### **Communication in Tourism**

#### **A Trip to the Airport**

**Task 4.** *Listen, read and study the words on the topic 'A Trip to the Airport'.*

**arrive at/in (arrived, arrived, arriving), arrives,** *в* прибыть в

**drop off,** *в* 1 высаживать 2 довести до

**pack (packed, packed, packing), packs,** *в* 1 паковать 2 упаковывать

**shuttle,** *n* 1 маршрутное такси 2 трансфер

**tips,** *n* чаевые

#### **Notes:**

Use of preposition *at* after the verb *arrive* denotes specific point in time, period of time, specific places.

Use of preposition *in* after the verb *arrive* denotes general places.

**Task 5.** *Learn conversational phrases before reading the dialogue.*

**Be late** – опаздывать, **call up a taxi** – вызвать такси, **go by shuttle/taxi** – ехать маршрутным такси/такси, **drop-off location** – место высадки, **flat fee** – фиксированная плата, **hurry up** – поторопиться, **in half an hour** – через полчаса, **miss the flight** – пропустить авиарейс/полет/перелет, **miss the plane** – опоздать на самолет, **pay in cash** – заплатить наличными, **pick-up location** – место вызова.

**Can I call a taxi at the moment?** Могу я вызвать такси в данный момент?

**It's over there.** Это там.

**Keep the change.** Сдачи не надо.

**That's it.** Вот именно. /Правильно.

**Where are you headed? /Where are you going?** Куда вы направляетесь?

**Note:** We say ‘*Keep the change.*’ in case if we want to give tips.

**Task 6.** Listen to the dialogue ‘*A Trip to the Airport*’, read it and say how you would go the airport, if you arrive in time or are usually in a hurry. Think of your own dialogue on the topic.

**Characters:** *Jane Smith and Michael Brown*

### **A Trip to the Airport**

#### **1**

**Michael:** Jane, have you packed the luggage? We have to hurry up, or we can miss the plane. We have to be at the airport at least two hours before check-in. By the way, where’s the shuttles’ time-table?

**Jane:** It’s over there, on the table. The shuttle is in half an hour.

**Michael:** Yes, we’re to arrive at terminal building at 5:40 p. m. But if we go to the airport by shuttle, we’ll surely be late. Let’s go by taxi.

**Jane:** Well, will you call up a taxi?

**Michael:** Where’s the number for a taxi service? Ah, here it is.

#### **2**

**Characters:** *Michael and the clerk at the taxi company*

**Clerk at the taxi company:** Good morning. White Taxi service. How can I help you?

**Michael:** Can I call a taxi at the moment?

**Clerk at the taxi company:** Certainly, sir, where is your pick-up location?

**Michael:** Lillie Road, 10.

**Clerk at the taxi company:** Is it near Prince of Wales?

**Michael:** That’s it.

**Clerk at the taxi company:** Your name, please, sir.

**Michael:** Michael Brown.

**Clerk at the taxi company:** The taxi we’ll be in ten minutes, sir.

**Michael:** Thank you.

#### **3**

**Characters:** *Jane Smith, Michael Brown and the taxi driver*

**Taxi driver:** Where are you headed? What’s your drop-off location?

**Michael:** Drop us off at Heathrow Airport, please.

**Taxi driver:** Right, sir. Do you want flat fee?

**Michael:** Yes, we do, and we’ll pay in cash. How much will it be?

**Taxi driver:** 2.96 GBP, please. Do you need a receipt?

**Jane:** No, we don’t, and keep the change, please.

**Taxi driver:** Thank you.

**Task 7.** Choose the only right variant of the response.

1

**We have to be at the airport at least two hours before the flight.**

- Don't worry, we'll come in time.
- An hour and a half will be enough.
- We have to hurry up or we'll miss the flight.
- The shuttle is in an hour.

2

**Is it 'White Taxi' service?**

- I can't do it now, call back in two days.
- Sorry, sir, I can't put you through.
- I've no time, please, wait.
- Yes, sir, how can I help you?

3

**What's your drop-off location?**

- I'm sorry, I don't know.
- Berlin Tegel airport, please.
- Of course, sir, I'll do it.
- It's not the case to discuss it here.

**Task 8.** *Create your own dialogue 'A Trip to the Airport' and dramatise it.*

**Country Study**

**Culture of Spain**

**Task 9.** *Explore the realities related to Spain.*

**Background Knowledge**

*Religion*

Roman Catholicism	is	the	largest Christian church. Differs from other branches of Christianity with its doctrine, absolute authority and behaviour of the popes.
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*Architecture*

Gothic style	is	the	style of architecture in medieval Europe from Romanesque to Renaissance architecture, with grand, high but at the same time, beautiful, light and airy buildings, pointed arches, e. g. <i>Westminster Hall</i> .
Neo-Gothic style			style in architecture which originated in Europe in the 18 <sup>th</sup> century in England and then in France, e. g. the <i>London Parliament</i> or the I of <i>Saint-Patrick's Cathedral in New York</i> .
City Hall of Madrid			Communications Palace.
Royal Palace in Madrid			residence of the Royal Family.
Metropol Parasol in Seville			largest wooden structure in the world.
Gaudí's Church of the Sacred Family in			church for the poor.



Barcelona			
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### Artists and Directions in Art

El Greco	is	the	Spanish painter, miniaturist, then representative of the Renaissance art, created the masterpieces <i>Opening of the Fifth Seal</i> , <i>Cleansing of the Temple</i> , <i>Christ Healing the Blind</i> .
Diego Velázquez			artist born in Spain among the Spanish aristocracy; his canvases are magnificent in appearance and style, e.g., religious: <i>Saint Thomas</i> , <i>Cabeza de apóstol</i> , <i>San Pablo</i> , portrait painting of the nobility: <i>Equestrian Portrait of Philip IV</i> , <i>Portrait of Prince Baltasar Carlos</i> , portraits of common people: <i>The Waterseller of Seville</i> , <i>The Needlewoman</i> and others.
Bartolomé Esteban Murillo			leading painter of the Golden Age. Besides his religious works he painted the portraits of the women and children, e.g.: <i>The Holy Family with Dog</i> , <i>Crucifixion</i> , <i>The Adoration of the Shepherds</i> , <i>the Annunciation</i> , <i>Boys Eating Grapes and Melon</i> , <i>A Girl and Her Duenna</i> .
Pablo Picasso			painter of the 20 <sup>th</sup> century, used cubism and surrealism in painting, e.g.: <i>Guernica</i> , <i>The Old Guitarist</i> , <i>Three Musicians</i> , <i>The Blind Man's Meal</i> .
Cubism			art movement in which the painter analyses, breaks up or reassembles the objects in an abstracted form.
Surrealism			movement when the artists precisely paint verve-racking, devoid of logic scenes, create unusual creatures from everyday objects and develop painting techniques allowing the unconscious to express itself.

### Music and Festivals

Fiesta	is	the	bright festival of rodeos, carnivals, music and dancing.
Flamenco			rhythmic Spanish music and dance.

**Task 10.** Read the text about Spain's culture and do the research on one of the architectural objects, Spain's museums, artists, fiestas or festivals, flamenco music and dance music, guitar playing. Make it a report and present the report to class.

### Culture of Spain

Culture of Spain is unique in its own way and it's the base for the culture of Spanish-speaking countries. Its uniqueness is in the historical architecture under the impact of Roman Catholicism, differing from other branches of Christianity with its doctrine, absolute authority and behaviour of the popes. The architecture is characterized by Gothic and neo-Gothic styles with grand, high but at the same time, beautiful, light and airy buildings, pointed arches, e. g.: City Hall and Royal Palace in Madrid, Gaudí's Church of the Sacred Family in Barcelona. Metropol Parasol in Seville is the largest wooden structure in the world.

The artistic heritage of Spain is also unique. Among the Old Masters are the names of El Greco and Diego Velázquez. El Greco, painter, miniaturist, then representative of the Renaissance art, created the masterpieces *Opening of the Fifth Seal*, *Cleansing of the Temple*, *Christ Healing the Blind*. Diego Velázquez's canvases are magnificent in appearance and style. They are religious, e. g.: *Saint Thomas*, *Cabeza de apóstol*, *San Pablo*, portray the representatives of the Spanish nobility: *Equestrian Portrait of Philip IV*, *Portrait of Prince Baltasar Carlos*, and also include portraits of common people: *The Waterseller of Seville*, *The Needlewoman*. Bartolomé Esteban Murillo is the leading painter of the Golden

Age. Besides his religious works he painted the portraits of the women and children, e.g.: *The Holy Family with Dog*, *Crucifixion*, *The Adoration of the Shepherds*, *the Annunciation*, *Boys Eating Grapes and Melon*, *A Girl and Her Duenna*. There's no need to reassure anybody about the significance of Pablo Picasso's paintings. Pablo Picasso was a talented painter, sculpture, and playwright of the 20<sup>th</sup> century. He was versatile as a painter with his blue and rose periods, African influence, cubism and surrealism. Picasso's *Guernica*, *The Old Guitarist*, *Three Musicians*, *the Blind Man's Meal* are known in the world.

Fiestas and festivals of Spain are world famous. If there's a fiesta or a holiday, common people celebrate it in every city or village of the country, where occur bullfights and bull runs; one can enjoy fireworks, bright processions, carnivals, flamenco music and dance, accompanied by the guitars as Spain is the homeland of the guitar and flamenco music. And, of course, there's a lot of the Spanish sun, sea and beaches. Welcome to Spain!

### **Project and Research Work**

#### **Influence of Spanish Culture on the Culture of Latin American Countries**

**Task 11.** *Do the research how the Spanish culture was formed or what impact it made on the culture in Spanish-speaking Latin American countries.*

## UNIT 7

### At the Airport

#### THEORY

##### Theory of Communication

##### Cultural Competence

**Task 1.** *Listen to the words. Learn the words in the sentences before reading the text 'Cultural Competence'.*

**attitude**, *n* 1 отношение 2 позиция 3 мироощущение

Attitude is one of the components of cultural competence. Attitude makes people analyze culture.

**awareness**, *n* осознание, осведомленность

Awareness is another component of cultural competence. It is a key component for people of some professions.

**creation**, *n* создание

Creation of inclusive systems is a part of knowledge perfection. This creation is essential.

**cultural awareness** 1 культурная осведомленность 2 культурное осознание

Cultural awareness is one of the cognitive components of cultural competence. Cultural awareness is compulsory.

**inclusive**, *a* 1 включающий 2 содержащий 3 инклюзивный

Inclusive systems are a part of cultural competence. Inclusive systems help to reinforce knowledge.

**improve (improved, improved, improving), improves**, *v* 1 улучшать 2 совершенствовать

Inclusive systems improve the level of cultural competence. Creation of inclusive systems improves cultural competence.

**life**, *n* жизнь

Cultural competence is important in social life. Cultural competence is also needed in work and home life.

**perfection**, *n* 1 совершенство 2 совершенствование

Perfection of knowledge is an important part of cultural competence. This perfection is an essential part of it.

**possess (possessed, possessed, possessing), possesses**, *v* обладать

It's necessary for everybody to possess cultural awareness. Teachers, in particular, have to possess cultural awareness to teach students of different ethnic groups.

**reinforce (reinforced, reinforced, reinforcing), reinforces**, *v* 1 усиливать 2 укреплять

It is required to reinforce the components of cultural competence. It is basic to reinforce them.

**Task 2.** *Write the derivatives of the words and their translation.*

*Verbs:* improve, reinforce. *Nouns:* life, creation. *Adjectives:* inclusive, verbal.

**Task 3.** *Read the text and define four components of cultural competence.*

## Cultural Competence

Cultural competence refers to knowledge-based skills towards people belonging to certain race, nationality, ethnic group or community with its beliefs, ideas, ideology, and rules of behaviour. It is very important in modern social life, work and home life. The notion *cultural competence* comprises some cognitive components. The first component is *cultural awareness*. For example, a teacher from the middle class in Germany has to teach children from Turkey or Afghanistan and in this case it's quite necessary for him or her to possess cultural awareness of this ethnic group.

Another component of cultural competence is the *attitude*, providing the examining of values and beliefs of the participants in communication or the training process. It makes them not only get knowledge of culture or cultures but also analyse it. The purpose of attitude is the increase of cultural awareness.

*Knowledge* as the third component of cultural competence is extremely important, because the people's values and beliefs can differ from their behaviour, reinforcing cross-cultural effectiveness. Creation of inclusive systems allows to improve the level of cultural competence.

The fourth component, *skills*, also reinforces and improves cultural competence. Skills' perfection is mainly achieved by means of both verbal and nonverbal communication, which is always various in cultures.

**Task 4.** Give examples illustrating the use of cultural competence in life.

### PRACTICE

#### Communication in Tourism

##### Check-in at the Airport

**Task 5.** Learn the words denoting things, places and actions on the topic 'Check-in at the Airport'.

##### Things

<b>at the airport</b> в аэропорту	<b>cart/trolley</b> , <i>n</i> багажная тележка	<b>passport</b> , <i>n</i> паспорт
<b>bag</b> , <i>n</i> 1 сумка 2 чемодан 3 мешок	<b>flight</b> , <i>n</i> 1 авиарейс 2 полет 3 перелет	<b>suitcase</b> , <i>n</i> чемодан
<b>baggage/luggage</b> , <i>n</i> багаж	<b>gate</b> , <i>n</i> 1 шлюз 2 дорожка	<b>time-table</b> , <i>n</i> расписание
<b>boarding pass</b> , <i>n</i> посадочный пропуск	<b>hand luggage</b> ручной багаж	<b>ticket</b> , <i>n</i> билет

##### Notes:

Difference between *luggage* and *baggage* is that the *baggage* is connected with transportation, *luggage* is more common in British English and *baggage* is more often used in American English.

*Trolley* is used as a cart or shopping cart in the UK, and *cart* is an open small vehicle used for carrying goods.

##### Places

<b>check-in desk</b> , <i>n</i> стол регистрации	<b>departure gate</b> дорожка отправления	<b>security checkpoint</b> пункт безопасности
<b>departure</b> , <i>n</i> отправление	<b>departure lounge</b> зал ожидания	<b>terminal</b> , <i>n</i> терминал

*Actions*

<b>arrival gate</b> шлюз, через который осуществляется выход в аэропорт по прибытии самолета	<b>delay (delayed, delayed, delaying), delays, v</b> задерживаться
<b>arrive at terminal building</b> прибыть в здание терминала	<b>departure gate</b> шлюз, через который производится посадка на авиарейс
<b>baggage claim</b> регистрация багажа	<b>put bags on the scale</b> положить сумки на весы
<b>board the flight</b> войти на борт самолета	<b>show passports</b> показать паспорта
<b>declare (declared, declared, declaring), declares, v</b> декларировать	<b>wait (waited, waited, waiting), waits for, v</b> ожидать

**Task 6.** Listen to the dialogue 'Check-in at the Airport' and say 1) how often you use the time-table at the airport 2) what information you can get from the time-table 3) how many things you usually declare 4) if you pack your bags yourself or somebody helps you 5) whether you use trollies or carry your baggage in hands 6) what kinds of tickets you prefer 7) if you wait for your flight in the departure lounge or outside it 8) when you take your claimed baggage.

**Check-in at the Airport**

**Characters:** security officer, Jane Smith and Michael Brown

**Jane:** We aren't late. Here's the time-table. Time of departure, arrival, and remarks. When do we arrive in Paris?

**Michael:** At 7 a. m. if our flight isn't delayed. And the check-in desk is over there.

**Security officer:** Good morning. How many bags do you have to declare?

**Michael:** Four bags and a hand luggage.

**Security officer:** Did you pack them yourselves?

**Jane:** Yes, we did.

**Security officer:** Put your bags on the scale. ... Your passports, please.

**Michael:** Here they are.

**Security officer:** Thank you. You have middle seats. Would you prefer any other kinds of seats?

**Jane:** Middle or aisle seats, please.

**Security officer:** Here are your boarding passes, please. You can wait for boarding flight in the departure lounge. The departure gate is displayed on the airport monitors. It's number three. We can also give you the arrival gate. Claim your bags from a baggage carousel and board your flight at 7 p.m.

**Task 7.** Think of the roleplay between security officer and you at the checkpoint. Use the table below.

<b>You</b>	<b>Security officer</b>
You arrive at the airport and have to check-in.	The security officer meets you at the checkpoint and asks about your baggage.
You answer the security officer's questions about your flight and show the passport.	He/she asks what kinds of seats you prefer and gives you your boarding pass.
You take your boarding pass and are going to wait for the flight in the departure lounge at terminal building, then to take claimed bags and board the flight.	

## Country Study

### Multiethnic Culture of the USA

**Task 8.** *Explore the definitions relating to cultural approaches.*

**Assimilation** is becoming a part of system, being absorbed by system.

**Multiculturalism** means relating to diverse cultures.

**Multiethnic** is the notion referring to adaptation of people of various ethnicities.

**Particularism** specifies devotion to a particular interest.

**Pluralism** means plurality towards qualities or states.

**Task 9.** *Read the text and define the approaches towards the problems of multiethnic culture of the USA.*

**pluralistic**, а плюралистический

**recognise (recognised, recognised, recognising), recognises**, v 1 признать 2 осознавать

**support (supported, supported, supporting), supports**, v 1 поддерживать 2 содействовать 3 способствовать

### Multiethnic Culture of the USA

The USA is a multiethnic state. It is much easier to visit a certain culture abroad and bring back productive ideas than to remove the borders between the cultures within the country. There exist contrary approaches on the problem of the culturalism of the American culture: pluralism and particularism. From the pluralists' view, different cultures communicate with each other and influence one another. This approach determines the diversity of cultures, which form one common culture of the country. The pluralists suppose this phenomenon causes the uniqueness of American culture. A lot of people in the country are now supporting pluralistic multiculturalism and think it is a forming standard for the American society.

On the other hand, there still exists another approach of the particularism stating that no common culture is thinkable or wanted. Sometimes under pluralistic ideas people understand tolerance and sympathy towards some nationalities taking into consideration assertion of the American unity. As a matter of fact, notions of ethnic diversity and cultural diversity are quite different. The new tendency is that the USA is developing as a more ethnically and culturally diverse country. And together with these changes there has appeared the idea of assimilation of cultures with Anglo-conformity, the melting pot, and cultural pluralism. But the American society is based on individual rights, determining the approval of particularism in the society. The culture of the USA is multiethnic and not multicultural. The problems of culturalism are complicated and have to be resolved in the future as well new approaches have to be developed towards the problem with the changes in the society.

**Task 10.** *Write an essay which of the cultural approaches meet modern requirements (80-100 words).*

### Project and Research Work

#### The Development of Ethnic Cultures in the United States

**Task 11.** *Make a research of ethnic cultures of the USA. Present your reports in class.*

## UNIT 8

### At the Customs

#### THEORY

##### Theory of Communication

##### Development of Cultural Competence in a Contemporary Multicultural World

**Task 1.** *Listen to the words, read and learn them.*

**admit (admitted, admitted, admitting), admits,** *ν* 1 признавать 2 допускать

Cultural competence admits various cultures. It likewise admits the unique sets of rules in these cultures.

**belief,** *n* вера

The belief is a part of culture. It is also a part of cultural competency.

**development,** *n* 1 развитие 2 разработка

Development of cultural competency is a complicated process. This development is comprehensive.

**change (changed, changed, changing), changes,** *ν* 1 изменять 2 менять

Dynamic processes change culture. They similarly change cultural competency of the individuals.

**contemporary,** *a* современный

The contemporary society is informative. Contemporary people deal with quickly changing information.

**cross-cultural,** *a* 1 кросс-культурный 2 межкультурный

Cross-cultural relations are quickly evolving now. Cross-cultural relations are important for countries.

**exist (existed, existed, existing), exists,** *ν* существовать

Cultures still can exist separately. They exist alongside with other cultures.

**gender,** *n* пол

Gender determines the attitude towards culture. Different genders may have distinct cultural competency.

**informative,** *a* 1 информативный 2 информационный

Contemporary society is informative. Informative society is now changing the world.

**intercultural,** *a* межкультурный

Theory of intercultural communication has to be studied for various specialties. Studying the theory of intercultural communication is a part of training in tourism.

**multicultural,** *a* мультикультурный

Contemporary world has a tendency to become multicultural. In the European Union some countries follow multicultural tendencies.

**occupation,** *n* род занятий

At customs people are often asked about their occupation. Occupation is indicated in all applications.

**speed,** *n* скорость

The contemporary world is changing with increasing speed. There is a constantly growing speed.

**subculture**, *n* субкультура

Subcultures are a part of large culture. There is a diversity of subcultures in Africa.

**world**, *n* 1 мир 2 вселенная

Multiethnic world is a reality of nowadays. Everybody finds his or her own place in multiethnic world.

**well-being**, *n* 1 благополучие 2 благосостояние

The well-being influences the formation of cultural competency. The well-being contributes to its improvement.

**Task 2.** *Determine the word stems, suffixes, prefixes of the words and the parts of speech of newly-formed words.*

Development, changing, contemporary, cross-cultural, informative, intercultural, multicultural, occupation, subculture, well-being.

**Task 3.** *Read the text and find the specific features of development of cultural competence in a contemporary multicultural world. Write them out.*

### **Development of Cultural Competence in a Contemporary Multicultural World**

Cultural competence means a set of beliefs, ideas, ideology, and rules of behaviour of various ethnic groups on the base of knowledge skills in a multicultural world. Actually, cultural competence admits and integrates the significance of culture and cultural knowledge, dynamic processes and their impact on cross-cultural relations, resulting in their changes on condition of meeting cultural needs of each ethnic group. It determines practices in life. People study culture, form and improve cultural competence, transfer its components such as awareness, attitude, knowledge and skills to the next generation. It is a constantly evolving process, changing multicultural world map.

The way of life of each personality is influenced by his or her ethnic group, social status, well-being, belief, age, gender, occupation. At the same time, people can be the members of several subcultures within the frame of a larger culture. This factor determines their pluralism. It also increases their level of adaptation to cultural diversity. There is also the fact that no culture can exist quite separately in a modern informative society, influencing and promoting intercultural and cross-cultural relations at a greater speed. All these factors determine the development of cultural competence in a contemporary multicultural world.

**Task 4.** *Express your view on the development of cultural competence in a contemporary multicultural world.*

## **PRACTICE**

### **Communication in Tourism**

#### **Customs Check**

**Task 5.** *Study the words.*



<b>allowance</b> , <i>n</i> 1 допуск 2 разрешение	<b>customs officer</b> таможенник
<b>Border Force officer</b> 1 пограничник 2 сотрудник пограничной службы	<b>goods</b> , <i>n</i> товары
<b>entrance</b> , <i>n</i> вход	<b>penalty</b> , <i>n</i> штраф
<b>exit</b> , <i>n</i> выход	<b>restriction</b> , <i>n</i> ограничение
<b>channel</b> , <i>n</i> проход	<b>seized</b> , <i>a</i> изъятый
<b>customs</b> , <i>n</i> таможня	<b>seized goods</b> изъятые товары
<b>customs check</b> таможенная проверка	<b>smuggling</b> , <i>n</i> контрабанда

**Task 6.** Study background knowledge. Listen to the dialogue and read it.

### Background Knowledge

1. Tanzania is the country in East Africa. Tanzanian is the inhabitant of this country.
2. The United Kingdom of Great Britain and Northern Island (the UK) is an island country to the north of the continent of Europe.
3. European Union (EU) is an economic and political organization in Europe comprising twenty-eight member states.

### Customs Check

*Characters: Border Force officer and the passenger from Tanzania*

**Border Officer:** So, where have you come from?

**Tanzanian:** Tanzania. East Africa.

**Border Officer:** Where is your home in Tanzania?

**Tanzanian:** I'm from Tanga.

**Border Officer:** And what's your occupation?

**Tanzanian:** I'm a retailer.

**Border Officer:** Are these your bags?

**Tanzanian:** Yes, they are.

**Border Officer:** I'll have to look inside them. What is it? Skins of crocodiles! Do you know products of animals are banned? It's smuggling.

**Tanzanian:** Sorry, I didn't know.

**Border Officer:** These skins have to be seized. Did you give correct information? If you didn't, you can face a penalty of up to £5, 000.

**Tanzanian:** I've never done it before.

**Border Officer:** Do you have any partners or friends here?

**Tanzanian:** No. I travel on my own.

**Border Officer:** How long will you stay in the UK?

**Tanzanian:** I'm leaving today at 5 p. m.

**Border Officer:** Where are you leaving?

**Tanzanian:** Home.

**Border Officer:** We'll see to it. The skins will be seized. Now you can go. Next time, if you decide to come to Great Britain, you'll have to study all the allowances for the people from non-EU countries.

**Tanzanian:** Thank you, sir.

**Task 7.** Roleplay the dialogue.

**Task 8.** Complete the dialogue. Use the following words: *exit, customs officer, declare, goods, restrictions*.

**Characters:** Jane Smith and Michael Brown

**Michael:** We have to choose the channel at the customs. Where's our ...?

**Jane:** If we had nothing to ..., we'd use the blue exit, because we are from the United Kingdom.

**Michael:** But we have to declare some ....

**Jane:** Then we'll have to go to the red exit.

**Michael:** See that man talking to the ...?

**Jane:** I think he's got some problems. Perhaps, he didn't follow the ... on what he could bring to the UK.

**Michael:** Right.

**Task 9.** Study the phrases of agreement and disagreement.

<i>Agreement Согласие</i>	<i>Disagreement Разногласие</i>
<b>Absolutely.</b> Абсолютно.	<b>I can't quite agree.</b> Я не совсем согласен.
<b>Certainly.</b> Безусловно.	<b>I don't agree.</b> Я не согласен.
<b>Exactly.</b> Именно так. Точно.	<b>I'd say the opposite.</b> Я бы утверждал обратное.
<b>I agree (with + object pronoun or noun/nouns).</b> Я согласен.	<b>Me neither.</b> И я нет. /Я тоже нет.
<b>I quite agree.</b> Я вполне согласен.	<b>No way.</b> Ни за что.
<b>Undoubtedly.</b> Несомненно, бесспорно.	
<b>Sure.</b> Конечно.	
<b>That's true.</b> Это правда.	
<b>You're exactly right.</b> Вы совершенно правы.	

**Task 10.** Say if you agree with the actions of the Border Force officer. How would you act in such a situation if you were the Border Officer and would have to resolve the problem?

## Country Study

### Great Lakes Region in Canada

**Task 11.** Study the words before reading the text about the region of Great Lakes in Canada.

<b>American beech</b> американский бук	<b>coyote, n</b> койот	<b>lichen, n</b> лишай	<b>red spruce</b> красная ель
<b>American black bear</b> американский черный медведь	<b>eastern chipmunk</b> восточный бурундук	<b>mixed forest</b> смешанный лес	<b>snowshoe hare</b> заяц-беляк
<b>balsam fir</b> пихта бальзамическая	<b>eastern hemlock</b> восточный болиголов	<b>North American cougar</b> североамериканская пума	<b>sugar maple</b> сахарный клен
<b>boreal forest</b> бореальный или таежный лес	<b>eastern wolf</b> восточный волк	<b>moss, n</b> мох	<b>water volume</b> объем воды

<b>Canada lynx</b> канадская рысь	<b>elevation above the sea</b> высота над уровнем моря	<b>moose</b> , <i>n</i> лось	<b>white-tailed deer</b> белохвостый олень
<b>conifer</b> , <i>a</i> хвойный	<b>hardwood</b> , <i>a</i> лиственный-хвойный	<b>red maple</b> красный клен	<b>yellow birch</b> желтая береза

**Task 12.** Read the text and outline it. Find the topic and supporting sentences, introduction and conclusion.

### Great Lakes Region in Canada

The specific feature of Great Lakes region is that it belongs both to the USA and Canada. It's a part of territory of eight American states and the Canadian province of Ontario. The region is unique. It borders Great Lakes and has its own cultural identity. That is why bi-national authorities preserve and guard it.

Lakes Erie and Ontario are usually referred to as the lower lakes. Correspondingly, Lakes Michigan, Huron, and Superior are called the upper lakes. Lake Superior justifies its name. It is the longest, the deepest and has the greatest water volume. Lakes Superior, Huron, Michigan and Erie have almost the same elevation above the sea, while for the Lake Ontario the elevation is lower.

All the lakes are forested on the shores. The environment of Lake Superior is less influenced by the urbanization, while the ecology of Lake Erie has mostly suffered. There exist hardwood-conifer mixed forests, conifer mountain forests and boreal forests with red spruce, balsam fir, eastern hemlock, red maple and sugar maple, yellow birch and American beech. In the north grow lichens, mosses and plants of the Alpine flora.

Sea fauna is the richest with various kinds of fishes and sea products. On the lakes live ducks and on the shores of the lakes in the forests live animals, including rare eastern wolves, North American cougars, moose, American black bears, Canada lynxes, snowshoe hares, coyotes, white-tailed deer, and eastern chipmunks.

The uniqueness and magnificence of the region is obvious and people ought to take care of it and preserve it.

**Note:** The words *moose* and *deer* have in English only one, singular form.

**Task 13.** Describe Great Lakes region.

### Project and Research Work

#### The Official Languages of Canada

**Task 14.** Study information about the method of writing an informative essay.

*Method of work: writing of informative essay*

### Informative Essay

An informative essay follows the purpose of educating other people covering a chosen topic. The information presented has to be clearly and well organised. There are some stages of writing the informative essay.

1. Select and research the topic of writing:

- try to understand your assignment;
- choose a topic and conduct a thorough research;
- take notes of information and sources during your research;
- think over your ideas.

2. Make an outline:

- write introduction;
- determine supporting details;
- write the conclusion.

3. Write a draft:

- include topic sentence or sentences in each paragraph;
- structure your essay;
- revise and edit your writing.

4. Write a final version and publish your essay.

**Task 15.** *Write the informative essay on the causes of the emergence and development of the two official languages in Canada (80-100 words). Use the printed sources and the Internet.*

## UNIT 9

### Customs Allowances

#### THEORY

##### Theory of Communication

##### Cross-cultural Communication

**Task 1.** *Learn the words.*

**apply (applied, applied, applying), applies,** *ν* 1 применять 2 обращаться 3 подать заявление

Various measurements are applied to research in the field of cross-cultural communication. Scientists use level analysis studying cross-cultural communication.

**approach,** *n* 1 подход 2 метод

Scientists apply numerous approaches for cross-cultural investigations. Approach can be considered as a method in science.

**complicated,** *a* сложный

The research of cross-cultural communication is most complicated. The dimensions of cross-cultural communication are complicated.

**connect (connected, connected, connecting), connects,** *ν* 1 соединять 2 подключать 3 связать

All kinds of communication are closely connected with each other. Concepts are connected to evaluations.

**incorporation,** *n* 1 включение 2 инкорпорация 3 объединение 4 введение

Incorporation of other scientists' papers is important in research. We analyse incorporation of theory of cross-cultural communication into communication theory.

**intend (intended, intended, intending), intends,** *ν* намереваться

The students of our group intend to make a research of cross-cultural communication. They also intend to investigate the approaches to intercultural communication.

**investigate (investigated, investigated, investigating), investigates,** *ν* 1 исследовать 2 изучать 3 расследовать

The problems of cross-cultural communication have to be further investigated. They have to be investigated on the level of subcultures or co-cultures.

**versatile,** *a* 1разносторонний 2 многогранный 3 гибкий 4 многосторонний

The studies of cross-cultural communication are versatile. The approaches to cross-cultural communication are versatile.

**Task 2.** *Analyse the morphological structure of the terms **cross-cultural, intercultural, intergroup, intracultural.***

**Task 3.** *Read the text and 1) write definitions of cross-cultural, intercultural and intracultural communication 2) identify the purposes of theory of cross-cultural communication.*

## **Cross-cultural Communication**

*Cross-cultural communication* is a communication between the representatives of whole cultures. In comparison with it, *intracultural communication* occurs between the members within the boundaries of one culture and *intercultural communication* denotes interpersonal relations on the level of the individuals of different cultures. Both cross-cultural communication and intercultural communication can be classified as sections of *intergroup communication*.

The researchers use the theory of cross-cultural communication for comparing and contrasting the communication of people from different cultures and explaining their variations. It is one of the approaches intended for incorporation of culture into the theory of communication, connecting measurements of variability of culture with its standards and laws, making an impact on communication behaviour. These measurements can be applied to theories in various fields of science, i.e., communication, psychology, and sociology. Measurements are versatile and complicated.

The studies revealed that for human beings in all the cultures attitudes, stereotypes, values and feelings are applied as the determining factors in cultural concepts. For example, for the people from the Mediterranean area gestures are more important than for the Nordic people. Another example, illustrating this theory is that the Japanese are more task-oriented and the Americans are more process-oriented.

**Task 4.** Give examples, illustrating the theory of cross-cultural communication on the base of cultural attitudes, stereotypes, values and feelings.

### **PRACTICE**

#### **Communication in Tourism**

##### **Customs Allowances for Import of Goods to the UK**

**Task 5.** Study the customs allowances for people coming to the UK.

**counterfeit**, *n* контрафакт

**banned**, *past participle* запрещенный

**drugs**, *n* наркотики

**illegal**, *a* незаконный

**weapon**, *n* оружие

##### **Customs Allowances for People Coming to Great Britain**

Upon arrival at the customs office choose the correct channel for yourself, but first make sure what you can bring in. There are restrictions on what you can and cannot bring into the UK. Do not bring any animal, plant, fruit and vegetable or dairy products in from outside the EU. If you fail to declare banned items, you can face severe delays and prosecution. There are restrictions on the quantities and value of tobacco, alcohol and gifts you can bring to the UK. If you fail to declare items over your allowances, these may be seized. Never bring in counterfeit goods, illegal drugs, offensive weapons or indecent material. Bringing in an unlicensed firearm or offensive weapon can lead to a fine or imprisonment and the item will

be seized. You must declare cash in any currency worth €10, 000 or more if you are travelling from the country outside the EU. You could face a penalty of up to £5, 000 if you don't declare your cash or give incorrect information. Information posters are available to provide more details. If in doubt, speak to the Border Force officer or use the red phone in the red customs channel. Follow the signs for onward travel.

**Task 6.** Match the beginning and the end of the sentence. Give short answer. Use the numbers and the letters in the answer. Name customs allowances.

1. Do not bring any animal, plant, fruit and vegetable or dairy products in	A these may be seized.
2. There are restrictions on the quantities and value of	B choose the correct channel for yourself.
3. If you fail to declare banned items,	C counterfeit goods, illegal drugs, offensive weapons or indecent material.
4. Bringing in an unlicensed firearm or offensive weapon	D you can and cannot bring into the UK.
5. Upon arrival at customs,	E if you are travelling from the country outside the EU.
6. Never bring in	F you can face severe delays and prosecution.
7. There are restrictions on what	G if you don't declare your cash or give incorrect information.
8. You must declare cash in any currency worth €10, 000 or more	H from outside the EU.
9. If you fail to declare items over your allowances,	I can lead to a fine or imprisonment and the item will be seized.
10. You could face a penalty of up to £5, 000	J tobacco, alcohol and gifts you can bring to the UK.

**Task 7.** Study the words and phrases before reading the dialogue.

<b>anxious,</b> <i>a</i> 1 <b>беспокойный</b> 2 встревоженный	<b>heroin,</b> <i>n</i> героин	<b>suspicious,</b> <i>a</i> подозрительный
<b>I've never had to deal with drugs.</b> Мне никогда не приходилось иметь дело с наркотиками.	<b>It's against the law.</b> Это противозаконно.	<b>take him aside</b> отведем его в сторону
<b>bottom,</b> <i>n</i> дно	<b>No way.</b> Ниоим образом. Никак.	<b>trace,</b> <i>n</i> след
<b>Can we settle the matter between themselves?</b> Можем мы решить этот вопрос между собой?	<b>pass it to the authorities</b> передать его властям	<b>unlimited fine</b> □неограниченный штраф
<b>deal (dealt, dealt, dealing), deals (with)</b> ..., <i>v</i> иметь дело с ...	<b>prison,</b> <i>n</i> тюрьма	<b>wall,</b> <i>n</i> 1 стенка 2 стена
<b>detain (detained, detained, detaining), detains,</b> <i>v</i> задержать	<b>seizure of drugs by Customs</b> изъятие наркотиков таможенными органами	<b>Zambia,</b> <i>n</i> Замбия
<b>drug</b> <b>smuggling</b> контрабанда наркотиков	<b>suitcase,</b> <i>n</i> чемодан	<b>Zambian,</b> <i>n</i> замбиец

### Background Knowledge

Zambia is a country in East Africa.

**Task 8.** Listen to the dialogue and read it.

## Seizure of Drugs by Customs

**Characters:** *Border Officers and the passenger from Zambia*

**Border Officer 1:** This man seems suspicious to me. He is too anxious about his baggage. His behaviour is rather unusual.

**Border Officer 2:** Let's stop him and take him aside for questioning. Sir, we're going to ask you some questions. Your passport, please. What is your home country? Is it really Zambia?

**Zambian:** Yes, it is.

**Border Officer 1:** Are these your suitcases? Do you know what's inside them?

**Zambian:** Yes, I do.

**Border Officer 2:** Have you any counterfeit goods, illegal drugs, offensive weapons or indecent material?

**Zambian:** No, I haven't.

**Border Officer 1:** I'll have to use the machine for traces of drugs in your suitcase, walls and bottom. Ah, the machine has traced heroin. Drug smuggling. An unlimited fine, up to seven years of prison or both. We'll have to detain you, write protocol and pass it to the authorities.

**Zambian:** Can we settle the matter between themselves? I'd never dealt with the drugs before.

**Border Officer 2:** No way. It's against the law.

**Task 9.** *Roleplay the dialogue.*

### Country Study

#### Native Tribes of Australia

**Task 10.** *Study the words before reading about the natives of Australia.*

<b>aborigine</b> , <i>n</i> абориген	<b>funeral</b> , <i>n</i> похороны	<b>spear</b> , <i>n</i> копье
<b>boomerang</b> , <i>n</i> бумеранг	<b>gum-tree</b> , <i>n</i> эвкалипт	<b>terrain</b> , <i>n</i> 1 местность 2 территория
<b>chief</b> , <i>n</i> вождь	<b>kangaroo</b> , <i>n</i> кенгуру	<b>totem</b> , <i>n</i> тотем
<b>council</b> , <i>n</i> совет	<b>natives</b> , <i>n</i> коренные жители	<b>tribe</b> , <i>n</i> племя
<b>desert</b> , <i>n</i> пустыня	<b>rock</b> , <i>n</i> скала	<b>tuber</b> , <i>n</i> клубень
<b>emu</b> , <i>n</i> эму	<b>sacred rite</b> 1 священный обряд 2 великое таинство	<b>wallaby</b> , <i>n</i> валлаби

**Task 11.** *Study the notions relating to the culture of native tribes of Australia.*

### Background Knowledge

Boomerang	is	the	weapon for hunting used by the aborigines of Australia. It is a tool, spinning about an axis, which is perpendicular to the boomerang's flight. Boomerang usually returns to the thrower.
Emu			high ostrich.
Gum-tree			kind of eucalyptus.
Kangaroo			large marsupial mammal.
Totem			sacred object or symbol serving for a group of people.
Wallaby			small or middle-sized marsupial mammal.

**Task 12.** *Study the list of words naming the natives of the Australia.*

**natives**, *n* 1 аборигены 2 местные жители 3 туземцы



**aborigine**, *n* 1 коренной житель 2 абориген

**aboriginal**, *n* 1 абориген 2 коренной житель 3 туземец

**indigenous Australian** 1 житель, принадлежащий к коренному населению Австралии 2 местный житель, австралиец

**Task 13.** *Listen to the text, read it and answer the questions after reading the text.*

1. What is the terrain inhabited by indigenous Australians?
2. Each tribe speaks common language, doesn't it?
3. The aborigines of the tribe live in small local groups, aren't they?
4. Are there any boundaries between the territories on which the tribes live?
5. What animals do the native people hunt for?
6. Which weapons do they use for hunting?
7. How do women of the local group get food?
8. Who plays a decisive role in the tribe?
9. What questions does the council of older men of the tribe solve?
10. How do the white people influence the younger generation of the aborigines?
11. What problems relating to native tribes is the Australian government facing nowadays?

### **Central Australian Natives**

The tribes of the aborigines living in Central Australia occupy the territory of about 700 square miles. The relief of the terrain is Steppe and desert with few rainfalls and a lot of sun, rugged red rocks and gum-trees. In the desert the draught is longer and the life is harder, but on the territory of the Steppes the life is neither miserable nor hard.

Each tribe speaks its own dialect. The aborigines of the tribe live in small local groups with well-known boundaries of the given area. The men with spears and boomerangs hunt for wallabies, kangaroos, and emus. The women catch small animals, supply the group with seeds, tubers, and native plums. The individuals in these groups call themselves by names of the animals or plants, forming the Totemic groups of kangaroo men, emu men, etc.

There are no chiefs in the tribes. The decisive role in the tribe plays a council of older men of the tribe, dealing with all the tribe problems, i.e., the problems of punishment for violation of tribal customs, sacred rites, ceremonies, funerals.

The tribes had previously been numerous and various, but nowadays they are rare because of the influence of white people. Thus lessens the influence of the old men of the tribe on the young men. Young aboriginals, communicating with white people, forget their old traditions and customs, but, at the same time, they do not always take the best of the culture of white people. This process leads to new diseases and reduction in the number of aborigines. The Australian government is facing the problems of

preservation of national minorities and their cultures in a contemporary multicultural world. It is important to find the best ways of solving them.

**Task 14.** *Solve the problem. Use the technology of brainstorming. Make it a class discussion.*

If you were a member of the Australian government, how would you solve the problems of preservation of national minorities and their cultures and integrating them into a contemporary world?

### **Project and Research Work**

#### **Unique World of Australia**

**Task 15.** *Write about some most interesting facts about Australia. Select the facts confirming the uniqueness of the world Australia. Present the reports in class. Prepare two or three questions for your classmates on subject of research. Discuss the subject in class.*

## UNIT 10

### Flight

#### THEORY

##### Theory of Communication

##### Use of Cross-cultural Communication in Tourism

**Task 1.** *Learn the words.*

**entertainment**, *n* 1 развлекательная программа 2 развлечения

Entertainments are a part of tourist business. Entertainments are inseparable from leisure.

**leisure**, *n* досуг

When people are on tour, they usually wait for leisure and entertainment. Leisure and entertainment are inseparable from cross-cultural communication in tourism.

**Task 2.** *Find the compound words in the text and analyse their origin.*

**Task 3.** *Read the text and explain how cross-cultural communication is used in tourism for propagation of different cultures.*

##### Use of Cross-cultural Communication in Tourism

Movement of travellers across different countries is conducted most on the base of cross-cultural, and to the lesser extent, intercultural communication. It contributes to communication between the societies and cultures within these societies, promotes adaptation of the cultural model of the visited country, perfects the knowledge of this model by means of its direct observation and perception with the help of explanations and commentaries of tour guides. The cultures become more understandable and tolerant for the people of other cultures. Tour agencies and their staff, i.e., tour agents, tour operators and tour guides implement cross-cultural communication, presenting their own culture and other cultures.

Cross-cultural propagation in tourism differs from other kinds of cultural knowledge by its lightness and pleasure, leisure and entertainment. The tour has to be most successful, the impressions of another culture must be the best. Use of cross-cultural communication in tourism is a way of creating the conditions of mutual understanding for the people of different cultural communities with diverse cultural backgrounds, their life style, rules of behaviour, beliefs, customs and traditions.

**Task 4.** *Imagine that the tourists belonging to other cultures in foreign countries are going to come to your country. How would you propagate your culture? Present the strategic plan.*

#### PRACTICE

##### Communication in Tourism

##### On Board the Plane

**Task 5.** *Study the words.*

**Fahrenheit**, *n* Фаренгейт

**fasten seat belt** пристегнуть ремень безопасности

**flight attendant**, *n* бортпроводник

**folding tray** складной лоток

**seat back** спинка сиденья

**seat belt** ремень безопасности

**stewardess**, *n* стюардесса

**unfasten seat belt** отстегнуть ремень безопасности

**Task 6.** *Read and dramatise the dialogue.*

### **On Board the Plane**

**Characters:** *flight attendant, Jane Smith and Michael Brown*

**Flight attendant:** Good morning, ladies and gentlemen. I'm your flight attendant Sam Kerry. Before the plane takes off, please, fasten your seat belts and see if your luggage is overhead or under your seat. Enjoy your flight.

**Jane:** When shall we arrive in Berlin?

**Flight attendant:** In about an hour and a half.

**Michael:** And when will food and drinks be served?

**Flight attendant:** In some minutes. What would you like?

**Michael:** I'd prefer steak or chicken sandwich or sandwich with ham, apple and cheese.

**Flight attendant:** We have fish and steak sandwiches.

**Michael:** Steak, please.

**Jane:** I'd take some fruit.

**Flight attendant:** Apples, pine-apples or bananas?

**Jane:** Pine-apples.

**Flight attendant:** Any drinks?

**Michael:** Ceylon tea with sugar and lemon, please.

**Jane:** Me, too, and hot chocolate.

**Flight attendant:** And here are the journals, please.

**Michael:** Thank you.

**Jane:** Are there any journals on fashion design?

**Flight attendant:** Sure, there are plenty of English, American, Italian, French and German journals.

**Jane:** I'll take *Vogue* with the latest shows. Thank you.

*/An hour and a half later/*

**Flight attendant:** We're advancing the airport. The temperature is sixty-two Fahrenheit. Fasten your seat belts. We hope you liked the flight and would be happy to see you again.

**Task 7.** *Arrange the words to make the sentence.*

1. Some, goods, would, duty-free, purchase I.
2. Fasten, you, belts, to, seat, have, please, your.
3. Attendant, am, your, flight, I.
4. Ham, take, Jane, sandwich, and, a, fruit, would, some, with.
5. Minutes, in, plane, off, five, the, takes.

**Task 8.** *Imagine you are on board the plane. Think of the characters and their conversation with each other and flight attendant.*

## Country Study

### Egyptian Customs and Traditions

**Task 9.** *Study the words before reading about customs and traditions of Egypt.*

**church**, *n* церковь

**fusion**, *n* 1 объединение 2 сплав 3 слияние

**headquarters**, *n* 1 главное управление 2 штаб-квартира

**mosque**, *n* мечеть

### Background Knowledge

**Cairo** is the capital of Egypt.

**Ramadan** is a religious holiday in Islam, a Holy month. It is a month for prayer, affection, and charity.

**Task 10.** *Read the text and find key features of the Egyptian culture.*

### Customs and Traditions of Egypt

The contemporary culture of Egypt is a fusion of versatile customs and ethnic traditions. There still exist the traditions of Ancient Egypt, the Arabic culture of native tribes and even the elements of the British culture. Ethnically Egypt is a part of wider Arabic world, Arab League. Arab League headquarters is in Cairo. Egypt is an Arabic-speaking country with its own dialect. English is the second widely-spoken language.

Three fourths of the population are the followers of Sunni Islam and the others are Coptic Christians. That is why the masculine type of leadership prevails in the society and in the family as a part of the society. Religious customs are essential for people of both religions with their riots and rules. Mosques and churches are numerous. Ramadan is the most important holiday. The Islamists do not drink alcohol and do not eat pork. That is why it is better for both men and women to abstain from drinking in Egypt and the women should follow stricter rules of behaviour in society. For women it is better to choose the modest way of behaviour, adopted in the Egyptian society, and the women's clothes ought to be common and covered.

The Egyptian family as in most eastern cultures is integrated. Family values and relations are greatly respected, hospitality as the part of Arabic culture is welcomed, but, at the same time, the

foreigners have to be careful in their words and actions not to offend the hosts and not cause aggression towards themselves. All kinds of invitations in Egypt have to be repeated more than once.

**Task 11.** *Speak about a) Egyptian ethnicity b) languages spoken in Egypt 3) beliefs of the country 4) family. Make it a discussion.*

### **Project and Research Work**

#### **History of Egypt in Monuments of Architecture**

**Task 12.** *Write informative essay about ancient Egyptian architecture.*

## **Progress Check to Units 6-10**

1. Think of a dialogue between the customs officer and the passenger carrying goods, the amount of which exceeds the threshold of an allowance for the importation of goods into the UK. Roleplay it.
2. Make the research and write paper about the ways of developing cultural competence in a multiethnic country. Present the results of your work in class and discuss them. Consider the questions relating to the investigation.

## UNIT 11

### Hotel

#### THEORY

##### Theory of Communication

##### Western Versus Eastern Cross-cultural Communication

**Task 1.** *Learn the words.*

**decision making** принятие решения

Decision making involves much thinking. Decision making requires time.

**eastern**, *a* восточный

Eastern culture versus western culture. Eastern culture is more ceremonial.

**enterprise**, *n* предприятие

Problem of cross-cultural communication is essential for the work of enterprises. Enterprises are multinational.

**exchange of opinions** обмен мнениями

Exchange of opinions continued till 5 p. m. Exchange of opinions will continue tomorrow.

**express consolidated will** выражать консолидированное намерение

The people of eastern culture express consolidated will. It's the mode of work to express consolidated will.

**flow**, *n* 1 течение 2 поток

The flow of words has suddenly stopped. Thinking arouses the flow of thoughts.

**mode**, *n* 1 режим 2 способ

The mode of decision making differs in eastern and western cultures. The mode of decision making depends on the type of culture.

**participant**, *n* участник

All the participants of the group took part in the discussion. The participants of exhibition presented their works.

**proposed agenda** предлагаемая повестка дня

The group leader presents the proposed agenda. The proposed agenda has to be openly voted.

**reach a decision** 1 прийти к решению 2 принять решение

To reach a decision, American participants of the group speak openly. To reach a decision, Japanese participants of the group discuss the problem previously.

**quite the reverse** совсем наоборот

Eastern culture is, quite the reverse, collectivistic. This culture is, quite the reserve, ritualistic.

**take into account** принять во внимание

We take into account communication style. Intercultural transformation has to be taken into account.

**temporal aspect** временной аспект



Temporal aspect is one of the components of appreciation of decision making. Temporal aspect means taking long-term or short-term decisions.

**understand (understood, understood, understanding), understands, v ПОНЯТЬ**

To understand the culture of another country, you have to study it. It's not difficult to understand the culture of another society if you have a wish to do it.

**western, a западный**

Western culture is less ritualistic than the eastern culture. Western culture is individualistic.

**Task 2.** *Analyse the morphologic structure of modifiers.*

*Adjectives:* collective, consolidated, cross-cultural, cultural, dissimilar, eastern, final, formal, ingenious, multinational, national, non-western, previous, scientific, temporal, unlike, western.

*Adverbs:* anew, certainly, cross-culturally, ethnically, previously.

**Task 3.** *Form the all the derivative words of the verb **present** (not less than 9 words).*

**Task 4.** *Read the text and explain why theoretical studies of eastern and western cross-cultural communication are so important.*

### **Western Versus Eastern Cross-cultural Communication**

Theoretical studies of cross-cultural communication reveal differences and certainly, the problems, which have to be overcome between the western and the eastern world. The western concept of scientific world versus non-western concept of Asian lifeworld. More people are crossing their national boundaries nowadays and beginning their work in other countries, sometimes, with cultural background unlike their ingenious culture. The problems of cross-cultural communications arise both in everyday life and at the working places. There is a tendency that companies and enterprises become multinational. The problems arise from the fact that there exist dissimilar ways of decision-making. Though the roots of cognition are universal, the values, behaviour, beliefs, and feelings vary in the societies.

Dealing with the problem, we have to take into account the personality taking decisions, the way and kind of discussion, temporal aspect and the mode of reaching a decision. In America individual can take a decision, but in the eastern countries the role of the leader is to follow and understand the flow of discussion. The discussion of the problem in America is done according to the proposed agenda and on the base of collective exchange of opinions of all the group participants. In Japan, quite the reverse, are held prior consultations on the agenda. If the decision is previously taken, it is next represented at the formal meeting. If there is no previous decision making, the agenda is not presented at the meeting at all. If the temporal period of taking decision is too short, in the eastern country it can be prolonged. In the western world the final decision is announced and voted, and in the eastern country the participants have to express consolidated will. Thus, the question of who ethnically will be responsible for taking decisions in the process of the discussion and for the final decision ought to be cross-culturally investigated.

**Task 5.** After reading the text fill the table of differences in the components of western and eastern cross-cultural communication.

Decision maker(s)	Process and a kind of discussion	Temporal aspect	Way of Coming to a Decision

**Task 6.** What is your way and the way of your relatives and classmates of taking the decision according to your cultural background? Are they different or alike? Compare them.

## PRACTICE

### Communication in Tourism

#### Hotel Booking

**Task 7.** Study the words.

<b>available</b> , <i>a</i> допустимый	<b>fitness centre</b> фитнес центр	<b>receptionist</b> , <i>n</i> 1 регистратор 2 секретарь в приемной
<b>booking</b> , <i>n</i> предварительный заказ	<b>indoor pool</b> крытый бассейн	<b>single room</b> одноместный номер
<b>cozy</b> , <i>a</i> уютный	<b>junior suite</b> полулююкс	<b>spa services</b> , <i>n</i> спа-услуги
<b>facilities</b> , <i>n</i> средства обслуживания	<b>price discount</b> 1 пониженная цена 2 ценовая скидка	<b>spa suite</b> номер с предоставлением услуг

**Task 8.** Listen to the dialogue, read it and decide why Michael has chosen the Westin Grand Berlin hotel and Spa Suite.

#### Hotel Booking

**Characters:** hotel receptionist and Michael Brown

- Good morning. Is it Friedrichstrasse 158, the Westin Grand Berlin hotel?
- Yes, what can I do for you?
- My name is Michael Brown. I am from London and would like to book a room for the next month at your hotel.
- And the date is ...
- From January 26<sup>th</sup> until February 5<sup>th</sup>.
- What room?
- Two single rooms, please.
- What class?
- Are junior suites available?
- Yes, they are. The price is an Euro per night. But we can offer spa suite for two Euros per night with 50 % price discount. The booking is safe. We have a qualified staff. In addition to spa services, there is an elegant indoor pool, fitness centre, an attractive garden. Restaurant. Rich food. The rooms are cozy with flat-screen TV, comfortable beds. We provide bathrobes and slippers in bathrooms.

- What about the Internet?
- Free Wi-Fi.
- I'll book two single rooms with spa facilities from January 26<sup>th</sup> until February 5<sup>th</sup> at your hotel. How can one get to it from Berlin Tegel airport?
- You can get by taxi or public shuttle.
- Thank you.

**Task 9.** Arrange the words to make the sentence.

1. Room, to, like, I, a, would, book.
2. Month, suits, available, next, are, junior.
3. Euros, the, night, is, price, a, three.
4. And, outdoor, provide, services, we, pool, spa.
5. Internet, for, free, provide, tourists, we.

**Task 10.** Roleplay the dialogue.

**Task 11.** You need to book a hotel. Imagine conversation between hotel receptionist and you. Write the dialogue and present it in class.

## Country Study

### Castes and Religions in India

**Task 12.** Study the words.

#### Languages of India

<b>Devanagari</b> , <i>n</i> альфа-слоговой алфавит Индии	<b>Kannada</b> , <i>n</i> каннада	<b>Sanskrit</b> , <i>n</i> санскрит
<b>Devanagari script</b> шрифт деванагари	<b>Malayalam</b> , <i>n</i> малаялам	<b>Tamil</b> , <i>n</i> тамильский
<b>Hindi</b> , <i>n</i> хинди, индо-арийский язык	<b>Odia</b> , <i>n</i> одия	<b>Telugu</b> , <i>n</i> телугу

#### Religions in India

<b>Dharma</b> , <i>n</i> дхарма	<b>Hinduism</b> , <i>n</i> индуизм	<b>Sikhism</b> , <i>n</i> сикхизм
<b>Buddhism</b> , <i>n</i> буддизм	<b>Jainism</b> , <i>n</i> джайнизм	

#### Castes of India

<b>varna</b> , <i>n</i> 1 тип 2 класс	<b>Dalit</b> , <i>n</i> далиты	<b>Shudras</b> , <i>n</i> шудры
<b>Brahmans</b> , <i>n</i> брахманы	<b>Kshatriyas</b> , <i>n</i> кшатрии	<b>Vaishya</b> , <i>n</i> вайшья

#### Occupations in India according to castes

<b>artisan</b> , <i>n</i> ремесленник	<b>priest</b> , <i>n</i> священник	<b>trader</b> , <i>n</i> торговец
<b>farmer</b> , <i>n</i> фермер	<b>servant</b> , <i>n</i> слуга	<b>warrior</b> , <i>n</i> воин

**Task 13.** Read the text and name the castes, religions, and languages of India.

### Castes and Religions in India

Culture of India is multiethnic and multilingual. India is the second most populous country in the world after China. There are two official languages in India: Hindi with the alphabet called Devanagari

script and English. In addition to these languages, the Indians speak other languages belonging to several language groups: Kannada, Malayalam, Odia, Sanskrit, Tamil, and Telugu.

The beliefs are also multiple. They include Buddhism, Hinduism, Jainism, and Sikhism, but all the religions have one thing in common: but they all follow Dharma rules. Manifestations of the religions have found their implementation in Indian art, i.e., architecture, music and dance, literature, and films.

The Indian society is socially heterogeneous. It is divided into social groups, called castes. It is a hard social stratification, determining the level of life, education and occupation of population in India. Brahmins are investigators and priests; Kshatriyas are chiefs among the warriors; Vaishya are artisans, farmers or traders; Shudras are servants and Dalits belong to lower classes. Dalits are deprived of good education and do the hardest work.

**Task 14.** *Find and present additional information on castes and religions of India. Work in groups. Make it a class discussion.*

### **Project and Research Work**

#### **Languages of India**

**Task 15.** *Investigate one of the languages of India according to the plan: a) name b) family group c) alphabet d) people speaking the languages e) language features. Present your reports.*

## UNIT 12

### Staying at the Hotel

#### THEORY

##### Theory of Communication

##### Stages of Intercultural Relationships

**Task 1.** *Learn the words.*

**appear (appeared, appeared, appearing), appears,** *v* 1 появляться 2 казаться

Intercultural communication had appeared before interracial communication. It appeared at the beginning of the development of communication theory.

**challenge,** *n* 1 сложная задача 2 проблема

Challenges have to be solved. Challenges are versatile.

**clarification,** *n* 1 разъяснение 2 уточнение

There has to be clarification of communication style. There has to be clarification of the perceptions and values as well.

**deepen (deepened, deepened, deepening), deepens,** *v* углублять 2 расширять

One ought to deepen the knowledge about another culture. We have to deepen the knowledge of another language.

**enough,** *adv* достаточно

This knowledge is enough to solve challenge. The amount of knowledge has to be enough to understand the processes of intercultural communication.

**explanation,** *n* объяснение

We base intercultural relationships on the explanation of another culture. This explanation of theory is not valid.

**interracial communication** межрасовая коммуникация

Interracial communication is a multidimensional process. Interracial communication is insufficiently studied process.

**justify (justified, justified, justifying), justifies,** *v* 1 оправдать 2 обосновать

These theoretical investigations are justified. The practice of implementation of this theory is justified.

**part,** *n* часть

Theory of intercultural communication is a part of theory of communication. Theory of cross-cultural communication is also a part of theory of communication.

**purpose,** *n* цель

The purpose of this investigation is to find similarities of cultures. The purposes of the paper are presented in introduction.

**respect (respected, respected, respecting), respects**, v 1 уважать 2 соблюдать

We have to respect the values of another culture. We have to respect the feelings of other people.

**share (shared, shared, sharing), shares**, v 1 разделять 2 делить 3 участвовать

Intercultural communication occurs during shared work. It can also occur during shared learning.

**Task 2.** *Analyse the use of the verbs from the text 'Stages of Intercultural Relationships'. Write all the forms of regular verbs and the form in the third person singular. Make sure that you understand the meaning of these verbs.*

*Example:* appear, appeared, appeared, appearing, appears.

*Ask, base, enter, exist, explain, deepen, investigate, justify, occur, recognise, respect, share.*

**Task 3.** *Write the forms of irregular verbs: be, find, overcome, take.*

**Task 4.** *Read the text and find out the stages of meeting the challenges in the process of intercultural communication.*

### **Stages of Intercultural Relationships**

Theory of intercultural communication investigates the issues of interaction between representatives of different cultures from the view of social interaction and racial backgrounds. It is a part of interracial communication, though the practice of intercultural communication had appeared before the investigation of interracial communication. In the process of intercultural communication occur both cultural differences and similarities.

Cultural differences exist from the very beginning; the task is not to deepen these differences, but to find similarities in communication style, perceptions and values at the first stage of interrelations. The second challenge is overcoming nervousness in the process of intercultural communication, because there is no enough knowledge about another culture. And we ask ourselves about the purposes of communication, why it is justified, if the purposes of this communication are entering another group of the society or there is such a need for the shared work. Then intercultural relationships are based on explanation, clarification of another culture. Crossing international boundaries has also to be explained to native communities. At the next stage in the process of intercultural relationships differences are shared and respected by individuals.

**Task 5.** *Give examples of your personal intercultural communication. If there had been any problems, describe the ways of their overcoming.*

## **PRACTICE**

### **Communication in Tourism**

#### **Check in at the Hotel**

**Task 6.** *Study the words.*

<b>dial (dialed, dialed, dialing), dials</b> , v	<b>family</b>	<b>room</b>	1	<b>international cuisine</b>	<b>triple room</b>	трехместный
	семейный	номер	2	международная	номер:	включает

набрать номер	гостиная	кухня	двухспальную и односпальную кровати или комбинирование кроватей
<b>double room</b> двухместный номер: номер для одного человека или двух человек с одной кроватью	<b>front desk</b> 1 стойка регистрации 2 отдел регистрации	<b>parking</b> , <i>n</i> парковка	<b>twin room</b> 1 номер с двумя отдельными кроватями 2 двухместная комната
<b>facilities</b> , <i>n</i> услуги	<b>identification number (ID)</b> идентификационный номер	<b>Pets are allowed.</b> Размещение домашних животных допускается.	<b>vacant</b> , <i>a</i> 1 свободный 2 вакантный

**Task 7.** Read the dialogue, listen to it and a) say what documentation is required to check in at the hotel b) name of the facilities the hotel can provide.

**Characters: hotel receptionist and Michael Brown**

### Check in at the Hotel

- Good morning.
- Good morning, sir.
- I'd booked two single rooms, spa suite, from February 26<sup>th</sup> until February 5<sup>th</sup>. My name is Michael Brown.
- Can I have your ID, please?
- Here you are.
- Thank you, sir. Do you pay in cash or by credit card?
- I have Visa.
- O.K. The breakfast at restaurant is served between 9 and 10 a. m. The restaurant offers international cuisine. It is on the ground floor. Indoor pool and spa services are on the second floor.
- What are the open hours of spa and pool?
- From 10 a. m. till 8 p. m.
- Are there any other facilities?
- We have a lot. Parking, free Wi-Fi, family rooms and pets are allowed. Here are your keys, sir. If you need something, dial front desk number on phone in your room.
- Thank you.

**Task 8.** Roleplay the dialogue.

**Task 9.** Read the beginning of the dialogue. Think how you would continue it.

- Good morning. My name is Jane Smith. Are there any vacant rooms at your hotel?
- We have double rooms and twin rooms are also available.
- Are double rooms expensive?

## Country Study

### Ethnic Relations and Languages of China

**Task 10.** *Study the words before reading the text.*

**Beijing** Пекин, столица Китая

**falling or rising tone** нисходящий или восходящий тон

**Mandarin Chinese** путунхуа

**oral, a** устный

**remain (remained, remained, remaining), remains, v** оставаться

**threaten (threatened, threatened, threatening), threatens, v** угрожать

**tonal, a** тональный

*Nationalities living in China:* **Chuang** чжуан; **Han Chinese** ханьцы; **Koreans** корейцы; **Manchus** маньчжуры; **Mongols** монголы; **Tibetans** тибетцы; **Uyghurs** уйгуры.

**Task 11.** *Read information about ethnic relations and languages of China. How do you think these relations will be further developed?*

### Ethnic Relations and Languages of China

China's population is the biggest in the world with over 1.2 billion people, representing more than one-fifth of the world's population. Chinese society is surprisingly homogeneous. It has the same way of life, customs and traditions. More than ninety percent of the population are Han Chinese. The Chinese government officially recognises fifty-five minorities, only eight percent, living on its territory. Among them are the Chuang, Uyghurs, Tibetans, Manchus, Mongols, Koreans. They all have their customs and traditions. The government of China tries to increase its influence on the minorities by means of migration of Han Chinese to the territories of minorities. The government controls the birth of Han children, but the minorities are often out of control and there is the rise in population in minority groups. The Chinese Government believes that the increase in births among minorities is threatening the country's stability. The official language is Mandarin Chinese. This language is based on the Beijing dialect. There also exist oral dialects in some provinces. The writing system has not changed and remains the same for all dialects.

The Chinese alphabet is not phonetic. It does not represent sounds. It has sixty thousands of pictographs and ideographs, representing concepts. The Chinese differentiate words not by sounds but by means of falling or rising tone. The language is tonal.

**Task 12.** *Say why writing in Chinese is difficult.*

### Project and Research Work

#### Interesting Facts from the History of China

**Task 13.** *Find some interesting facts from the history of China.*



## UNIT 13

### Departure from Hotel

#### THEORY

##### Theory of Communication

##### Intercultural Communication in Tourism

**Task 1.** *Learn the words.*

**accept (accepted, accepted, accepting), accepts,** *в принимать*

Norms of culture have to be accepted by all the members of the society. They are expected to accept the way of life, customs and traditions.

**pattern of behaviour** *1 образец поведения 2 модель поведения*

Cultural differences determine patterns of behavior. One has to accept cultural differences.

**Task 2.** *Analyse the use of the verbs from the text 'Intercultural Communication in Tourism'. Write all the forms of regular verbs and the form in the third person singular. Make sure that you understand the meaning of these verbs.*

*Example:* belong, belonged, belonged, belonging, belongs.

**Involve, motivate, provide, require, stimulate, visit.**

**Task 3.** *Read the text and say how you understand intercultural communication in tourism.*

#### Intercultural Communication in Tourism

Communication is the act of social life motivated by culture. It is the mutual social act. In the sphere of tourism, the process of communication is inseparable from each specific culture. Visiting different countries and meeting various cultures, tourists are involved into intercultural communication. Intercultural communication stimulates understanding and appreciating of world cultures as well as the culture of one's own country. In the process of intercultural communication one has to take into account cultural differences. Patterns of behaviour, collective activities, stereotypes, values and their realisation in practice are to be accepted by tourists visiting a foreign country.

Intercultural communication in the sphere of tourism occurs at different levels. It takes place at the level of tourists belonging to different cultures, tourists and local population of the visited country, between tourist companies in the countries of the world, their staffs and other companies also providing leisure and entertainment services, required by individual tourists or tourist groups, i.e., the companies in hotel, transport and insurance businesses.

**Task 4.** *Give examples of intercultural communication in tourism in your country or your place of residence.*

#### PRACTICE

##### Communication in Tourism

## Check out of the Hotel

**Task 5.** Read the dialogue and say how much Jane and Michael enjoyed staying at the hotel.

**Characters:** hotel receptionist, Jane Smith and Michael Brown

### Check out of the Hotel

- Good morning. Today my friend and I are checking out. Here are the keys.
- Good morning. Wait a minute, please, I'll print out your receipt. How will you pay?
- By card.
- You receipt, please.
- Here's my Visa card.
- How did you like your stay here?
- We liked the hotel's location in the centre of the city and nearby transport.
- How did you like the service, the staff?
- The staff's wonderful. All our requests were instantly satisfied.
- And the quality of food at the restaurant?
- Excellent. There's only one thing we'd like to have next time: more of English cuisine.
- Hope to see you next time. Pleasant journey.
- Thank you.

**Task 6.** Arrange the words to make the sentence.

1. Hotel, of, check, to, the, I, out, need.
2. Surely, cash, will, pay, he.
3. Our, here, we, stay, liked.
4. Was, cuisine, English, excellent.
5. Highly, the, qualified, staff, is.

**Task 7.** Roleplay the dialogue.

## Country Study

### Japanese Nation

**Task 8.** Study the words before reading information about the Japanese nation.

<b>age</b> , <i>v</i> возраст	<b>decrease (decreased, decreased, decreasing), decreases</b> , <i>v</i> 1 уменьшить 2 снизить	<b>majority</b> , <i>n</i> большинство
<b>aged</b> , <i>a</i> 1 пожилой 2 старый 3 престарелый	<b>everyday life</b> повседневная жизнь	<b>minority</b> , <i>n</i> меньшинство
<b>Ainu</b> , <i>n</i> Айну	<b>full-time work</b> полный рабочий день	<b>part-time work</b> неполный рабочий день
<b>attach (attached, attached, attaching), attaches</b> , <i>v</i> 1 прикрепить 2 присоединять 3 прикладывать	<b>hieroglyphic writing</b> иероглифическое письмо	<b>relation</b> , <i>n</i> отношение

<b>century</b> , <i>n</i> 1 век 2 столетие	<b>island</b> , <i>n</i> остров	<b>Ryukyuan</b> , <i>n</i> Рюкю
<b>conquer (conquered, conquered, conquering), conquers</b> , <i>v</i> 1 завоевать 2 покорить 3 победить	<b>isle</b> , <i>n</i> островок	<b>weaken (weakened, weakened, weakening), weakens</b> , <i>v</i> ослабить

**Task 9.** Read information about population of Japan and find changes occurring in modern Japanese everyday life.

### Japanese Nation

Japanese nation has for a long time been separated from the other world and the Japanese culture has been staying in the borders of the country till the nineteenth century. Then it has become more open to the world, but its specific features are still clearly seen in Japanese everyday life. The Japanese are the majority of people living on islands and isles, but there exist some minorities, for example, the Ainu or the Ryukyuan who had been conquered by the ethnic Japanese.

The Japanese use hieroglyphic writing. Japanese, the Tokyo dialect, is an official language. Besides, there exist the dialects of the minorities, i.e., Ryukyu, Ainu, Orok and other languages.

The population of Japan is 126 million people, but it is quickly decreasing and aging. The duration of the life of the Japanese is one of the highest in the world.

The Japanese had always been attached to the specific companies for their entire life and having named themselves, they would have named the company of their life. Nowadays these relationships have weakened. Moreover, not all the people in Japan can find stable full-time work. Some of them have to choose part-time work or go to study or work abroad. Some of them need a good knowledge of English and go to study to the USA or Europe, thus having to change the way of life, the rules of behaviour from eastern to western culture. But the unique traditions of Japan still exist in the country.

### Project and Research Work

#### Classical Traditions of Japan

**Task 10.** Tell about the classical traditions of Japan, such as national crafts, kabuki theatre, traditional Japanese meals, geishas, Japanese music, singing and dance.

## UNIT 14

### Hiring a Vehicle

#### THEORY

##### Theory of Communication

##### Cultural Performance Theory

**Task 1.** *Learn the words.*

**advancement**, *n* продвижение

In the article there is the advancement of the new theory. Information technologies accelerate the advancement of ideas.

**appropriate**, *a* 1 соответствующий 2 подходящий

Theory of identity is appropriate for my research. Cultural performance theory is appropriate for us.

**event**, *n* событие

Cultural performance is based on everyday life events. Cultural performance includes plays.

**manifestation**, *n* проявление

Cultural performance theory is the manifestation of culture's process, play and poetics. It is also the manifestation of culture's power.

**reflect (reflected, reflected, reflecting), reflects**, *v* отражать

The theory reflects the people's attitude towards culture. It reflects values of culture.

**participant**, *n* участник

The participants of play are interactive. The participants carry out cultural performance.

**participation**, *n* участие

The participation in festival is guaranteed for all community members. Their participation has to be interactive.

**Task 2.** *Find synonyms for the word 'performance'. Use Thesaurus on the computer.*

**Task 3.** *Read the text 'Cultural Performance Theory' and say why this theory is useful both for major and minor ethnic groups.*

#### Cultural Performance Theory

Cultural performance theory investigates realisation of culture in everyday life, which is considered to be directing, hegemonic and determining the hierarchy of the society. The theory researches the relationships between the community and performance of culture in the community. It combines both scientific and practical knowledge and experience as well. Cultural performance theory is a model of communicative practice, where cultural performance is integrated into everyday life of the community, being included into cultural structure. Everyday life events, both ritualistic and ethnographic, include customs and traditions and the creative and expressive ways of their occurrence within certain culture, e. g.: weddings, funerals, carnivals, music performances. Power of culture reflects the dynamic process,

determining the participants of the process, values of the participants, social ways of participation, the importance of the events. Dominant cultural performances in the society are more explicit than the subordinate ones, though cultural performance is the most appropriate opportunity for manifestation and advancement of all the cultures within a society.

**Task 4.** Give an example how cultural performance theory can be used in the community you live in.

## **PRACTICE**

### **Communication in Tourism**

#### **Hiring a Car**

**Task 5.** Study the words.

**driving license (British English)/driver's license (American English)** 1 водительские права 2  
водительское удостоверение

**Driving license is valid.** Водительские права действительны.

**five-door** пятидверный

**Renault Megane** Рено Меган

**sign an agreement** подписать договор

**unlimited mileage** неограниченный пробег

**Task 6** Read and dramatise the dialogue.

**Characters: Car Rental Agency employee and Michael Brown**

#### **Hiring a Car**

- Good morning. What can I do for you?
- I'd like to hire a car.
- For what period?
- For ten days, please.
- What brand of car would you prefer, sir?
- Renault Megane. Five-door saloon.
- Splendid. The price includes unlimited mileage.
- Good.
- How would you pay?
- I'll make card payment.
- Great. Can I see your driving license, please?
- Here it is. Driving license is from Great Britain.
- Fine. Your driving license is valid. We'll sign an agreement.

**Task 7.** Imagine how you would hire a car: a) period of hiring 2) brand of car 3) way of payment 4) the papers you need to hire a car.

**Task 8.** Read the beginning of the dialogue. Think how you would continue it.

- Good morning. How can I help?
- I need to hire a car.
- ....

## Country Study

### Features of the Korean Language

**Task 9.** *Study the words before reading the text.*

**agglutination**, *n* агглютинация

**focalization**, *n* фокализация

**heaven**, *n* небо

**hollow**, *a* глухой

**stiffness**, *n* жесткость

**Task 10.** *Read information about the Korean language. Find and describe its features.*

### Features of the Korean Language

Korean is the official language of both South Korea and North Korea and also in some eastern countries, including China, Russia, Japan, Kazakhstan, and Uzbekistan. All in all, the Korean is spoken by more than sixty million people. Pronunciation of the Korean vowels is characterized by focalization and use of hollow voice. Specific feature of the pronunciation of consonants is stiffness. From the view of morphology, Korean is an agglutinative language, i.e., the words are combined of the morphemes which stay unchanged after agglutination. The language grammatical system includes nouns, three types of verbs, pronouns, numbers, and modifiers, function words. Syntactically, the structure of the sentences is formed as subject, object and then verb. The language lacks the gender with few exceptions. Vocabulary of South Korea and North Korea differs in use. There exist some dialects, but the differences between them are leveled. There is a system of honorifics, i.e., special addressing to people according to their social status. Some of the words of the Korean language are similar to the corresponding words of the Japanese language. It was also greatly influenced by the Chinese language, especially, in writing. Previously in written texts the Koreans used a combination of the Chinese symbols of *hangeul* and *hanja*. The words had been written vertically in columns. Nowadays the Koreans use horizontal writing from left to right, from top to bottom and they use *hangeul* in writing. Writing is syllabic. The Koreans combine letters into syllable blocks and use spaces between the words. There are no such spaces in the Chinese or the Korean languages. Some consonants graphically represent speech organs and graphical representation of vowels is based on vertical lines denoting *man*, horizontal lines meaning *earth* and dots symbolising *heaven*.

## Project and Research Work

### Culture of Korea

**Task 11.** *Investigate and highlight specific features of the culture of Korea. Share the results of your work in class.*

## **Progress Check to Units 11-14**

1. Think of a dialogue between the hotel receptionist and hotel guest. Roleplay it.
2. Make the research and write paper about oriental culture. Choose any Asian country or countries. Present the results of your work in class and discuss them. Consider the questions relating to the investigation.

### **UNIT 15**

**Summary of the project and research work  
Conference arrangement 'Culture on the Continents'**

### **UNIT 16**

**Conference 'Culture on the Continents': reports and discussions**

*Учебное издание*

**Галина Геннадьевна Губина**

**Английский язык для туристов в сфере профессиональной коммуникации  
Часть I**

**English for Tourists in Professional Communication  
Part I**

Учебное пособие

Редактор

Текст на иностранном языке печатается в авторской редакции

Подписано в печать

Формат 60х90/16

Объём 5 п.л. Тираж экз. Заказ

Издательство «Директ-Медиа»

Отпечатано