

Г. Г. Губина

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

*Учебное пособие*

G. G. Gubina

**ENGLISH FOR TOURISTS  
IN PROFESSIONAL COMMUNICATION**

*Textbook*



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Учебное пособие предназначено для студентов вузов по направлению подготовки 43.03.02 «Туризм» и колледжей специальности 43.02.10 «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 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.

Текст печатается в авторской редакции.

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## PREFACE

Textbook 'English for Tourists in Professional Communication' is intended for the study of professionally-oriented English by university students in the field of training 03.03.02 "Tourism" and by college students for the specialty 43.02.10 "Tourism" and is aimed at the implementation of Federal Standards of Higher and Secondary Professional Education, the study of theory and practice on the basis of competence, communicative, activity-based, cognitive and personality-oriented approaches. The purpose of the textbook is the formation of common cultural and professional competencies of students. Exercises of the textbook 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 the theory of communication and the theory of culture, as well as the phased implementation of communicative tasks. Section *Communication in Tourism* involves communication of students on professional issues. Sections *Country Study, Project and Research Work* ensure the formation of research skills among students. Each unit contains assignments for developing students' independent work skills 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 on 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.

# ПРЕДИСЛОВИЕ

Учебное пособие «Английский язык в сфере профессиональной коммуникации» предназначено для изучения профессионально-ориентированного английского языка студентами вузов по направлению подготовки 43.03.02 «Туризм» и студентами колледжей по специальности 43.02.10 «Туризм» и направлено на реализацию Федеральных государственных образовательных стандартов высшего и среднего профессионального образования, 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.

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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, focus, information, 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 realise problem-solving on the third level of culture.

**process**, *n* процесс

In the process of reflection each person analyses 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 lifestyle.

**involve (involved, involved, involving), involves, v**  
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 ( presented, presented, presenting), presents, v**  
ПРЕДСТАВЛЯТЬ

Present your new information. Present the report.

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

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 (represented, represented, representing), represents, v** 1 ОЗНАЧАТЬ 2 ОТРАЖАТЬ 3 ПРЕДСТАВЛЯТЬ

Students represent their university at a conference. The teacher represented the results of his research.

**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 for something b) to present anew c) act on the behalf of somebody.

**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 difficult?
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 there are three levels of culture. Almost everyone is familiar with the first level of culture comprising communication, customs and traditions, fashion, laws and lifestyle. The second cultural level, the level of understanding, is more complex. 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 view on the notion 'culture'. Say how you understand the concept of culture and what culture means to you. Choose the most important levels of culture and analyse 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**.

a) 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

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

**boring**, *a* скучный

**easy**, *a* легкий

**humorous**, *a* юмористический

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

**serious**, *a* серьезный

**witty**, *a* остроумный

c) 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

**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 for a long time.
- I began to work as a tour guide in Europe.
- Ah, and how do you like your job?
- This is great but hard. 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, did you train before conducting your first tour?

— Yes, very much. I memorised everything. During the walking tour I never read notes. There are also some other travel tips.

- Perhaps, we'll discuss them at the French café?
- All right.

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

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 the tour participants personalise you in the crowd.
  3. Designate a meeting place after the free time for the group is over.
  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.

## **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 Silver Rings. As inner tourism, this is hiking and boating in Karelia and the Far East, climbing in the mountains of Caucasus and Altai, swimming in the rivers. And the seas seem to be very attractive.

New trends of business and event tourism are developed on a large scale. As an example of business tourism can be mentioned arrangement of conferences, seminars, trainings for 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 attractions 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 the facts, examples and reasoning into supporting sentences.
4. Revise, edit and publish your essay.

# 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,** *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,** *н* кодирование

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

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

Encoding includes language, conversation and media. The third stage of communication includes a message.

**knowledge,** *н* 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,** *н* 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,** *н* этап

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

**succeed (succeeded, succeeded, succeeding), succeeds,** *н* 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,** *н* 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 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 define communication. Give your own interpretation of the concept of 'communication'. What are the communication levels?

## 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 relationships. 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 initialises 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 information decoding. 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 most important 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, most of all — больше всех, fewer — меньше, less — меньше, 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 ..... Я 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</b> , <i>n</i> услуги	<b>restaurant</b> , <i>n</i> ресторан
<b>business centre</b> деловой центр	<b>return (returned, returned, returning), returns</b> , <i>v</i> 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* and of the word *pool*) — плавательный бассейн.

3) *Travelled, travelling* is the spelling of the British variant (with double letter *l*); *traveled, traveling* is the spelling of the American variant (with 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 зеленым карри	<b>red curry</b> красный 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> жареная лапша в тайском стиле

#### *Recipe of spicy beef salad*

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

Use heat to cook steak. Fry for five minutes on 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 a conversation between two friends exchanging views on travels to Italy and Thailand. Find information on a) the hotels where Jane and Michael stayed and the amenities of these hotels 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. This is the most popular hotel for couples, although I travelled alone.
- 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 fruits 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, but others prefer European food.
- What did you like best?
- Spicy beef salad. It's tender beef with a lot of different spices.
- What impressed you mostly?
- Exotic culture. My advice is: start your travel in Bangkok, visit temples and open-air markets. 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 sentences.*

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 UK travel tips. 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 are 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,** *н* 1 проявлять  
2 обнаруживать 3 показывать

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

**sound,** *н* звук

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

**stress,** *н* ударение

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

**syllable,** *н* слог

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

**utterance,** *н* высказывание

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

**volume,** *н* 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 are 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:** that is — 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 July 7 to August 6. 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 July 19 to August 17.

**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, located 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 located northwest 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 (£)*, the official British currency (1, 2 – coins; 5, 10, 20, 50 – euro banknotes in circulation). Pound is

divided 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. The 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.

— And time? There are three flights a day.

— Do you have a flight in the morning?

— Yes, at 9.10 am, please.

— All right. When is the arrival?

— In two hours fourteen 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, 9.10am, 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 and *EUR* means euro.

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

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 about your own ticket purchase situation and present it to the 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, afternoon flight.
- First class ticket costs 115.66 pounds. 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> Мистра
<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>	is	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 are more than six thousand Greek islands, islets, peninsulas, but only a small number of them is inhabited, and even less is a major holiday destination. 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 to most people and in summer the Greek Islands are crowded. What makes Greece a famous 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 cultural. Greek islands are a paradise for the devotees of antiquity. Castles, early cities, fortresses, monasteries, caves. Among the Greek attractions are Acropolis; canyon Samaria; Delphi Theatre; medieval village of Lindos; Myrtos Beach; Mystras, the capital of the Peloponnese; Parthenon; Volcanic island Santorini.

If you choose Athens, the Greek capital, as your first stop, visit the ancient city of Acropolis with its memorable historical buildings and a 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 Research Work**

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

**Task 15.** Find information about a tourist trip to Greece on the Internet or in books and determine the features of 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 sentences with these verbs.*

**appreciate (appreciated, appreciated, appreciating), appreciates, *в оценивать***

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

**determine (determined, determined, determining), determines, *в определять***

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

**effect (effected, effected, effecting), effects, *в влиять***

Culture effects communication. It effects its development.

**evolve (evolved, evolved, evolving), evolves, *в развиваться***

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

**interrelate (interrelated, interrelated, interrelating), interrelates, *в осуществлять взаимосвязь***

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

**make an impact *оказывать влияние***

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

**motivate (motivated, motivated, motivating), motivates, //**  
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, //**  
СТИМУЛИРОВАТЬ

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

**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. Settings, that is, communication environment, time and space, are essential. Another factor necessary for successful communication is the assessment by communicators of each other's behaviour. Cultural values influence the way people communicate. Any communication experience, whether positive or negative, deserves attention.

Language, as a part of culture, is of primary importance. Its whole structure also effects how people communicate. Let's take, for example, the phonological aspect. 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.

**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</b> , <i>n</i> 1 убыток 2 ущерб 3 потеря 4 утрата
<b>claim</b> , <i>n</i> 1 претензия 2 иск	<b>obtain (obtained, obtained, obtaining), obtains</b> , <i>v</i> получать
<b>coverage</b> , <i>n</i> 1 обеспечение 2 покрытие	<b>protection</b> , <i>n</i> защита
<b>emergency</b> , <i>n</i> чрезвычайная ситуация	<b>recovery</b> , <i>n</i> 1 возмещение 2 возврат 3 восстановление 4 выздоровление
<b>insurance</b> , <i>n</i> страхование	<b>refund</b> , <i>v</i> 1 возврат денег 2 возмещение убытков
<b>insurance coverage</b> страховое обеспечение	<b>separately</b> , <i>adv.</i> отдельно
<b>flight coverage</b> страховое обеспечение полета	<b>value</b> , <i>n</i> 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:** *Traveler 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?

— This is a form of travel insurance that 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 he or she can get adequate refund

for their loss, and then buy another ticket. In some cases, insurance coverage is provided for the delay of flights. There also is 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 is my passport and travel documents.

— Thank you, sir.

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

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 that thousands of tourists love and visit 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 formed during 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 you 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 also the animals of mountains. Areuse Gorge is also suitable 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* 1 следствие 2 последствие

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 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. Give examples of sentences with these words.**

**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 find it easier to acquire the culture of another community.

**advance (advanced, advanced, advancing), advances, v** 1

продвигать 2 продвигаться 3 развиваться

Each nation advances its own culture. State helps to advance native culture.

**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

Art can be divided into branches. Nations are divided into branches as well.

**form (formed, formed, forming), forms, v** 1 образовывать

2 формировать 3 создавать

New cultures are being formed due to the division of cultures. The speed of this division is various.

**have an impact on somebody** 1 оказывать влияние на кого-либо 2 оказывать 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***  
 происходит

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

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

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

**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>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? The division of cultures is promoted through the reproduction of generations in families. Geographic and environmental factors have an impact on speed of fission. But only these factors could not stimulate development cultural diversity, which is impossible without the ability of a person to transmit behaviour, ensuring the division 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. The origin of the diversity of cultures comes from cognitive ability to culture, as well as issues of 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 intrapopulation variation and heterogeneous within interpopulation 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 ethnolinguistic groups. New cultures can be formed this way. For example, Dagestanis living in the Ciscaucasia in Russia are a combination of linguistic and ethnic groups, which, in turn, are divided into clans, forming their own cultures in the culture of Dagestan and Russia.

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

### **PRACTICE**

#### **Communication in Tourism**

#### **Reflections on a Tourism Project**

**Task 7.** *Learn the words before reading the text 'Key Factors for Development of Tourism 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. Analyse 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.** *Learn the methodology of creating a tourism project in English. Write out the essence of the method using the development order.*

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

When developing a project in the field of tourism, first of all, it is necessary to take into account the cultural heritage of the country, to develop and implement a 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. Further, project developers, in order to make tourism sustainable, must take into account social cohesion, public participation in local communities and private participation in tourism 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 tourism 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 how to make a tourism project 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 have no time at all. I have to make a tourism project, and it seems so complicated to me.

— Well, it's not as difficult as it seems. What country are you planning to create a project about?

— France.

— A wonderful country! First, you must consider the 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 should do an analysis of the country's population, 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 about an action plan and how to implement it.

- Will you help me in my work?
- You'd better do it yourself, but if necessary, I shall help you.
- Thank you very much.

**Task 11.** *Make 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**

By the name of the Nordic countries we mean Denmark, Finland, Iceland, Norway and Sweden. They have a lot in common, but at the same time they have features 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. Roleplay. Culture of any European country. Take into account the specific cultural characteristics that determine the behaviour of people in each country.

2. Explore examples of homogeneous and heterogeneous nations within intrapopulation and interpopulation variations, ethnolinguistic groups that provide cultural diversity. Present the results of your research in the classroom.

# UNIT 6

## Getting to Destination

### THEORY

#### Theory of Communication

#### Ways of Overcoming Cultural Differences

**Task 1.** *Listen to the words, read them, write original words, 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. We need to develop empathy skills to overcome the difficulties.

**previously**, *adv.* 1 ПРЕДВАРИТЕЛЬНО 2 ЗАРАНЕЕ

To overcome cultural differences, you must 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

Both in everyday life and in business it is important to learn to overcome difficulties due to cultural differences. Due to cultural diversity, people of different cultures may look at the same things and processes differently. To overcome these difficulties, develop empathy skills. Conduct a 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 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 make decisions in the country: top people (France, Greece, Spain, Italy) or middle-ranking people (Nordic countries), individuals (the USA) or groups of people (Japan). Use different approaches in masculine or feminine culture: decisions in masculine culture are more assertive, e. g., in Great Britain or the USA. And be especially careful with the treatment of women in the countries of Asia, Africa and the Middle East.

The type of culture also affects the length of business decisions. It can be a short-term period in Western countries and a long-term period in Eastern countries to solve the problem.

Consider the implicit communication style in Asian countries, the more direct style in Europe, Australia and the USA, as well as the difference in discourse if the conversation begins with the topic of the conversation or preliminary conversation. You can learn more about the culture and communication style of the country from people living for some time in the local community of that country, or ask for advice from people who previously lived in the country and are well aware of its culture, traditions and customs.

**Task 3.** *Choose any country with a culture that is different from the culture of your country, and consider how you will act to succeed in overcoming cultural differences.*

## **PRACTICE**

### **Communication in Tourism**

#### **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 высажить 2 довезти до

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

2 упаковывать

**shuttle**, *n* трансфер

**tip**, *n* чаевые

**Note:**

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 a taxi** — вызвать такси, **take a shuttle/taxi** — взять трансфер/такси, **drop-off location** — место высадки, **flat fee** — фиксированная плата, **hurry** — торопиться, **in half an hour** — через полчаса, **miss the flight** — пропустить авиарейс/полет/перелет, **miss the plane** — пропустить самолет/опоздать на самолет, **pay in cash** — заплатить наличными, **pick-up location** — место вызова, **schedule** — график, расписание.

**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 tip.

**Task 6.** *Listen to the dialogue 'Trip to the Airport', read it and tell how you will go to the airport if you are in a hurry. Discuss the problem. Exchange opinions.*

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

### Trip to the Airport

#### 1

**Michael:** Jane, did you pack our luggage? We have to hurry, or we can miss the plane. We must be at the airport at least two hours before check-in. By the way, where's the shuttles' schedule?

**Jane:** This is there on the table. The shuttle is in half an hour.

**Michael:** Yes, we must arrive at the terminal building at 5:40 pm. But if we go to the airport by shuttle, we'll be late. Let's go by taxi.

**Jane:** Will you call a taxi?  
**Michael:** Where's the taxi service number? Ah, there it is.

2

*Characters: Michael and a taxi employee*

**Taxi employee:** Good morning. White Taxi service. How can I help you?

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

**Taxi employee:** Certainly, sir, where is your pick-up location?

**Michael:** Lillie Road, 10.

**Taxi employee:** Is it near Prince of Wales?

**Michael:** That's it.

**Taxi employee:** Your name, please, sir.

**Michael:** Michael Brown.

**Taxi employee:** The taxi will come in ten minutes, sir.

**Michael:** Thank you.

3

*Characters: Jane Smith, Michael Brown and 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 or we'll miss the flight.
- The shuttle will be 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 do not have 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.
- This is not the case to discuss it here.

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

#### Country Study

##### Culture of Spain

**Task 9.** *Explore the realities of Spain.*

##### Background Knowledge

###### *Religion*

Roman Catholicism	is the	largest Christian church. It 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 ( <i>Westminster</i> ) from Romanesque to Renaissance architecture with grandiose, high, but at the same time beautiful, bright and spacious buildings, pointed arches.
Neo-Gothic style		a style in architecture that arose in Europe in the 18th century in England and then in France, for example, the <i>London Parliament</i> or <i>St. Patrick's Cathedral</i> .
City Hall of Madrid		Palace of Communications.
Royal Palace in Madrid		residence of the royal family.
Metropol Parasol in Seville		largest wooden structure in the world.
Gaud's Church of the Sacred Family in Barcelona		church for the poor.

### *Artists and Directions in Art*

El Greco	is the	Spanish painter, miniaturist, then representative of the Renaissance art. He created the masterpieces <i>Opening of the Fifth Seal</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>Equestrian Portrait of Prince Baltasar Carlos</i> , portraits of common people: <i>The Waterseller of Seville</i> , <i>The Needlewoman</i> .
Bartolomé Esteban Murillo		leading painter of the Golden Age. In addition to 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> .
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 or collects the objects in an abstract form.
Surrealism		movement, when artists accurately draw exciting, devoid of logic scenes, create unusual creatures from everyday objects and develop a drawing technique that allows the unconscious to express themselves.

### *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 on the culture of Spain and research one of the architectural sites, museums, artists, fiestas or festivals in Spain, flamenco music and dance music, playing the guitar. Present your report to the class.

### **Culture of Spain**

The culture of Spain is unique in its own way and is the basis of the culture of Spanish-speaking countries. Its uniqueness lies in historical architecture influenced by Roman Catholicism, which differs from other branches of Christianity in its doctrine, absolute authority and behaviour of the popes. The architecture is characterised by Gothic and neo-Gothic styles with grandiose, tall, but at the same time beautiful, bright and airy

buildings, pointed arches, e. g.: City Hall and the Royal Palace in Madrid, Gaud'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*, depict representatives of the Spanish nobility: *Equestrian Portrait of Philip IV*, *Portrait of Prince Baltasar Carlos*, and also include portraits of ordinary people: *The Waterseller of Seville*, *The Needlewoman*. Bartolomé Esteban Murillo is the leading painter of the Golden Age. In addition to his religious works, he painted portraits of 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 anyone 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 universal as an artist 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 famous in all over the world. If there's a fiesta or a holiday, ordinary people celebrate it in every city or village of the country, where there are bullfights and running of the bulls; you can enjoy fireworks, bright processions, carnivals, flamenco music and dancing accompanied by guitars, as Spain is the homeland of the guitar and flamenco music. And, of course, ther, sea and beaches. And, of course, a lot of the Spanish sun, sea and beaches. Welcome to Spain!

### **Project and Research Work**

#### **Influence of Spanish Culture on the Hispanic Culture**

**Task 11.** *Conduct a study on how Spanish culture was formed or what impact it had on the culture of Hispanic 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 analyse 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 улучшить 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. We also need cultural competence at work and at home.

**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

Everybody must have cultural awareness. Teachers, in particular, must have cultural awareness to educate students from different ethnic groups.

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

The components of cultural competence need to be reinforced. 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 identify the 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. This is very important in modern social life, at work and at home. The notion *cultural competence* comprises some cognitive components. The first component is *cultural awareness*. For example, a middle-class teacher in Germany must teach children from Turkey or Afghanistan, in which case he or she absolutely needs to have a cultural awareness of this ethnic group.

Another component of cultural competence is an *attitude* an attitude that provides the study of the values and beliefs of participants in communication or the educational process. This makes them not only gain knowledge about culture or cultures but also analyse them. The purpose of the attitude is to increase cultural awareness.

*Knowledge* as the third component of cultural competence is extremely important, because people's values and beliefs may differ from their behaviour, which enhances intercultural effectiveness. The creation of inclusive systems enhances cultural competence.

The fourth component, *skills*, also strengthens and enhances cultural competence. Improving skills is achieved mainly through verbal and nonverbal communication, which is always different in different 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 3 ворота	<b>schedule</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:

The difference between *luggage* and *baggage* is that *baggage* is associated 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> стойка регистрации	<b>departure gate</b> выход на посадку	<b>security checkpoint</b> контрольно-пропускной пункт
<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</b> , <i>v</i> задерживаться
<b>arrive at terminal building</b> прибыть в здание терминала	<b>prefer window/middle/aisle seat</b> предпочитать место у окна/место посередине/у прохода
<b>baggage/luggage claim</b> 1 получение багажа 2 выдача багажа	<b>put bags on the scales</b> положить сумки на весы
<b>board a flight/a plane</b> сесть в самолет	<b>show passport</b> показать паспорт
<b>declare (declared, declared, declaring), declares</b> , <i>v</i> декларировать	<b>wait (for) (waited, waited, waiting), waits</b> , <i>v</i> ожидать

**Task 6.** Listen to the dialogue 'Check-in at the Airport' and say 1) how often you use the schedule at the airport 2) what information you can get from the schedule 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 schedule. Time of departure, arrival, and remarks. When do we arrive in Paris?

**Michael:** At 7 am 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 scales. 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 an arrival gate. Take your things from the baggage carousel and board your flight at 7 o'clock in the evening.

**Task 7.** Think of a role-playing game between security officer and you at the checkpoint. Use the table below.

You	Security officer
You arrive at the airport and must check-in.	The security officer meets you at the checkpoint and asks about your baggage.

You answer security questions about your flight and show your 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 a flight.	

## Country Study

### Multiethnic Culture of the USA

**Task 8.** *Explore culturally relevant definitions.*

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

**Multiculturalism** refers to different cultures.

**Multiethnic** is a concept relating to the adaptation of people of different nationalities.

**Particularism** defines devotion to a certain interest.

**Pluralism** means plurality in relation to qualities or conditions.

**Task 9.** *Read the text and identify approaches to solving the problems of multiethnic culture of the USA.*

**pluralistic**, а плюралистический

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

**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 productive ideas than to remove the boundaries between cultures within the country. There are opposite approaches to the problem of culturalism of 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 that form one common culture of the country. According to pluralists, this phenomenon causes the uniqueness of American culture. Many people in the country now support pluralistic multiculturalism and believe that this is a formative standard for

American society.

On the other hand, there is still a different approach to partial behaviour, which claims that a common culture is neither conceivable nor necessary. Sometimes, by pluralistic ideas, people understand tolerance and sympathy for some peoples, taking into account the affirmation of American unity. In fact, the concepts of ethnic and cultural diversity are completely different. The new trend is that the USA is developing as a more ethnically and culturally diverse country. And along with these changes, the idea of the assimilation of cultures within English conformity, a melting pot and cultural pluralism arose. But American society is based on individual rights that determine the approval of specificity in the society. The culture of the USA is multinational, not multicultural. The problems of cultural studies are complex and must be resolved in the future, and new approaches to the problem of changes in society must also be developed.

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

### **Project and Research Work**

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

**Task 11.** *Conduct a study of ethnic cultures in the United States. Present your reports in class.*

## UNIT 8

### At the Customs

#### THEORY

#### Theory of Communication

#### The Development of Cultural Competence in the Modern Multicultural World

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

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

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

**belief,** *n* вера

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

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

Cultural competence development is a complex process. This development is comprehensive.

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

Dynamic processes change culture. They also change the cultural competence of people.

**contemporary,** *a* современный

Contemporary society is informative. Contemporary people deal with rapidly changing information.

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

Cross-cultural relations are developing rapidly at present. Cross-cultural relations are important for countries.

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

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

**gender,** *n* пол

Gender determines the attitude to culture. Different genders may have different cultural competencies.

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

Contemporary society is informative. My friend's report was informative.

**intercultural**, *a* межкультурный

The theory of intercultural communication should be studied in various specialties. Studying the theory of intercultural communication is part of tourism education.

**multicultural**, *a* мультикультурный

Contemporary world has a tendency to become multicultural. In the European Union, some countries are following multicultural trends.

**occupation**, *n* род занятий

At customs, people are often asked about their profession. The profession is indicated in all applications.

**speed**, *n* скорость

The modern world is changing with increasing speed. Here the speed is constantly growing.

**subculture**, *n* субкультура

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

**world**, *n* 1 мир 2 вселенная

The multinational world is the reality of our days. Everyone finds their place in the multinational world.

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

Well-being influences the development of cultural competence. Well-being contributes to its improvement.

**Task 2.** *Define the basics of the word, suffixes, prefixes of words and 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 features of the development of cultural competence in the modern multicultural world. Write them out.*

### **The Development of Cultural Competence in the Modern Multicultural World**

Cultural competence means a combination of beliefs, ideas, ideology, and rules of behaviour for various ethnic groups based on cognition skills in a multicultural world. In fact,

cultural competence recognises and combines the importance of culture and cultural knowledge, dynamic processes and their impact on cross-cultural relations, which leads to their changes, provided that the cultural needs of each ethnic group are satisfied. It determines practices in life. People study culture, form and improve cultural competence, transmit its components such as awareness, attitude, knowledge and skills to the next generation. This is an ever-evolving process that is changing the multicultural map of the world.

The lifestyle of each person is affected by his or her ethnic group, social status, wealth, beliefs, age, gender, profession. At the same time, people can be members of several subcultures within a broader culture. This factor determines their pluralism. It also enhances their adaptation to cultural diversity. There is also the fact that no culture can exist completely separately in the modern information society, influencing and promoting intercultural and cross-cultural relations at a faster speed. All these factors determine the development of cultural competence in the modern multicultural world.

**Task 4.** *Express your opinion on the development of cultural competence in the modern 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 офицер 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> таможенный контроль	<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 a resident of this country.

2. The United Kingdom of Great Britain and Northern Island (the UK) is an island country north of the European continent.

3. The European Union (EU) is an economic political organization in Europe with twenty-eight member states.

### **Customs Check**

**Characters:** *Border Force Officer and passenger from Tanzania*

**Border Force Officer:** So, where did you come from?

**Tanzanian:** Tanzania. East Africa.

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

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

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

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

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

**Tanzanian:** Yes, they are.

**Border Force Officer:** I'll have to look inside them.

What's this? Skins of crocodiles! Do you know that animal products are prohibited? It's smuggling.

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

**Border Force Officer:** These skins must be seized. Did you give the correct information? If you have not done so, you may receive a fine of up to £ 5,000.

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

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

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

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

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

**Border Force Officer:** Where are you going?

**Tanzanian:** Home.

**Border Force Officer:** We shall take care of that. 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 people from countries outside the EU.

**Tanzanian:** Thank you, sir.

**Task 7.** Perform a role-playing game.

**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:** Do you see a person talking to a ...?

**Jane:** I think that he has some problems. Perhaps he did not follow 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.** Tell if you agree with the actions of the Border Force Officer. What would you do in such a situation if you were the Border Force Officer and you had to solve the problem?

## Country Study

### Great Lakes Region of Canada

**Task 11.** *Learn the words before reading a text about the Great Lakes region of 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, n</b> 1 лось 2 лоси	<b>white-tailed deer</b> белохвостый олень
<b>conifer, a</b> <b>хвойный</b>	<b>hardwood, a</b> лиственно-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 of Canada

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

Lakes Erie and Ontario are commonly called lower lakes. Accordingly, the lakes of Michigan, Huron and Upper are called upper lakes. Lake Superior justifies its name. It is the longest,

deepest and has the largest volume of water. Lakes Superior, Huron, Michigan and Erie have almost the same elevation above sea level, while for Lake Ontario the elevation is lower.

All lakes are covered by forests on the shores. The environment of Lake Superior is less affected by urbanization, while the ecology of Lake Erie has suffered most. There are 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.

Marine fauna is richest in various types of fish and seafood. Ducks live on the lakes, and animals live on the shores of lakes in the forests, including rare eastern wolves, North American cougars, moose, American black bears, Canadian lynx, snowshoe hare, coyotes, white-tailed deer and eastern chipmunks.

The uniqueness and magnificence of the region is obvious and people should take care of this and preserve it.

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

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

### **Project and Research Work**

#### **The Official Languages of Canada**

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

*Method of work: writing of informative essay*

### **Informative Essay**

An informative essay follows the purpose of educating other people on a chosen topic. The information provided should be clearly and well organised. There are several stages of writing an 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 an introduction;
- identify supporting details;
- write a conclusion.

3. Write a draft:

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

4. Write the final version and publish your essay.

**Task 15.** *Write an informative essay on the causes of the emergence and development of two official languages in Canada (80–100 words). Use print 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,** *v* 1 применять 2 обращаться 3 подать заявление

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

**approach,** *n* 1 ПОДХОД 2 МЕТОД

Scientists apply numerous approaches to intercultural research. The approach can be considered as a method in science.

**complicated,** *a* 1 СЛОЖНЫЙ 2 ОСЛОЖНЕННЫЙ

A study of intercultural communication is a complicated process.

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

All types of communication are closely connected. Concepts are connected to evaluations.

**incorporation,** *n* 1 ВКЛЮЧЕНИЕ 2 ИНКОРПОРАЦИЯ 3 ВВЕДЕНИЕ 4 ОБЪЕДИНЕНИЕ

The incorporation of the work of other scientists is important in research. We analyse the incorporation of the theory of intercultural communication in communication theory.

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

Students in our group intend to conduct a study of intercultural communication. They also intend to explore approaches to intercultural communication.

**investigate (investigated, investigated, investigating), investigates,** *v* 1 ИССЛЕДОВАТЬ 2 ИЗУЧАТЬ 3 РАССЛЕДОВАТЬ

The problems of intercultural communication require further study. They should be investigated at the subculture or co-culture level.

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

The studies of cross-cultural communication are versatile.  
Cross-cultural communication approaches 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 the terms **cross-cultural, intercultural, 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 and intercultural communication can be classified as sections of *intergroup communication*.

Researchers use the theory of cross-cultural communication to compare and contrast the communication of people from different cultures and explain their variations. This is one of the approaches intended to incorporate culture into the theory of communication, linking measurements of cultural variability with its standards and laws, which affects communication behaviour. These measurements can be applied to theories in various fields of science, i.e. communication, psychology, and sociology. Measurements are versatile and complex.

Studies have shown that for people in all cultures, attitudes, stereotypes, values and feelings are used as determining factors in cultural concepts. For example, gestures are more important for the inhabitants of the Mediterranean than for the northern peoples. Another example illustrating this theory is that the Japanese are more task-oriented, while 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**, *a* запрещенный

**drug**, *n* наркотик

**illegal**, *a* незаконный

**weapon**, *n* оружие

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

Upon arrival at customs, choose the right channel for yourself, but first make sure you bring legal goods to the UK. There are restrictions on what you can and cannot import into the UK. Do not import animals, plants, fruits and vegetables or dairy products from outside the EU. If you do not declare prohibited items, you may face serious delays and prosecution. There are restrictions on the amount and cost of tobacco, alcohol and gifts that you can bring to the UK. If you are unable to declare items beyond your allowances, they may be confiscated. Never bring counterfeit goods, illegal drugs, offensive weapons. The importation of unlicensed firearms or offensive weapons can result in a fine or imprisonment, and this item will be confiscated. You must declare cash in any currency in the amount of EUR 10,000 or more if you are travelling from a country outside the EU. You can be fined up to £ 5,000 if you do not declare your money or provide incorrect information. Information posters are available to provide more information. If in doubt, speak to the Border Force officer or use the red telephone on the red customs channel. Follow the signs for further travel.

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

1. Do not import animals, plants, fruits and vegetables or dairy products	A they may be confiscated.
2. There are restrictions on the amount and cost of	B choose the right channel for yourself.
3. If you do not declare prohibited items,	C counterfeit goods, illegal drugs, offensive weapons.
4. The importation of unlicensed firearms or offensive weapons	D you can and cannot import into the UK.
5. Upon arrival at customs,	E if you are travelling from a country outside the EU.
6. Never bring	F you may face serious delays and prosecution.
7. There are restrictions on what	G if you do not declare your money or provide incorrect information.
8. You must declare cash in any currency worth EUR 10,000	H from outside the EU.
9. If you are unable to declare items beyond your allowances,	I can result in an imprisonment, fine, or this item can be confiscated.
10. You can be fined up to £ 5,000	J tobacco, alcohol and gifts that you can bring to the UK.

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

<b>anxious, a</b> 1 беспоко́йный 2 встревоженный	<b>heroin, n</b> героин	<b>suspicious, a</b> 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, n</b> дно	<b>home country</b> родная страна	<b>trace, n</b> след
<b>Can we resolve the issue among ourselves?</b> Мы можем решить этот вопрос между собой?	<b>pass it to the authorities</b> передать это властям	<b>unlimited fine</b> неограниченный штраф
<b>deal (dealt, dealt, dealing), deals (with) ...,</b> v иметь дело с ...	<b>prison, n</b> тюрьма	<b>wall, n</b> 1 стенка 2 стена
<b>detain (detained, detained,</b>	<b>seizure of drugs</b>	<b>Zambia, n</b> Замбия

<b>detaining), detains, //</b> задержать	ИЗЪЯТИЕ НАРКОТИКОВ	
<b>drug smuggling</b> контрабанда наркотиков	<b>suitcase, //</b> чемодан	<b>Zambian, //</b> замбиец

### Background Knowledge

Zambia is a country in East Africa.

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

### Seizure of Drugs by Customs Authorities

*Characters: Border Force Officers and passenger from Zambia*

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

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

**Zambian:** Yes, I do.

**Border Force Officer 2:** Do you have any counterfeit goods, illegal drugs, offensive weapons?

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

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

**Zambian:** Can we resolve the issue among ourselves? I have never dealt with drugs before.

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

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

### Country Study

#### Indigenous Tribes of Australia

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

<b>aborigine</b> , абориген	<i>n</i> <b>funeral</b> , <i>n</i> похороны	<b>spear</b> , <i>n</i> копье
<b>boomerang</b> , бумеранг	<i>n</i> <b>gum-tree</b> , <i>n</i> 1 эвкалипт 2 камеденосное дерево	<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>native</b> , <i>n</i> туземец	<b>tribe</b> , <i>n</i> племя
<b>desert</b> , <i>n</i> пустыня	<b>rock</b> , <i>n</i> 1 скала 2 утес	<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 a	hunting weapon used by the natives of Australia. This is a tool that rotates around an axis that is perpendicular to the flight of a boomerang. 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 medium-sized marsupial mammal.

**Task 12.** Learn the word list.

**aboriginal**, *a* аборигенный

**indigenous**, *a* коренной

**indigenous Australian** коренной 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. Every tribe speaks a common language, right?
3. The aborigines of the tribe live in small local groups, aren't they?
4. Are there any borders between the territories on which the tribes live?

5. Which animals are hunted by local residents?
6. What 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 white people influence the young generation of Aboriginal people?
11. What problems do the local tribes currently face?

### **The indigenous people of Central Australia**

Aboriginal tribes living in Central Australia occupy an area of approximately 700 square miles. The terrain is a steppe and desert with little rainfall and a lot of sun, 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. Aborigines of the tribe live in small local groups with well-known borders of the 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. People in these groups call themselves the names of animals or plants, forming totemic groups of kangaroos, emus, 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, that is, the problems of punishment for violation of tribal customs, sacred rites, ceremonies, funerals.

Tribes used to be numerous and diverse, but nowadays they are rare due to the influence of white people. Thus, the influence of the old people of the tribe on youth is reduced. Communicating with white people, young natives forget their old traditions and customs, but at the same time, they do not always take the best from the culture of white people. This process leads to new diseases and a reduction in the number of aborigines. The Australian government is facing the challenge of preservation national minorities and their cultures in today's multicultural world. It is important to find the best ways to solve them.

**Task 14.** *Solve the problem. Use brainstorming technology. Discuss the problem in a group.*

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

**Project and Research Work**  
**Unique World of Australia**

**Task 15.** *Write about the most interesting facts about Australia. Choose facts that confirm the uniqueness of the world of Australia. Report in class. Prepare two or three questions for your classmates for study. 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 to different countries is carried out mainly 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. Travel agencies and their employees, that is, travel agents, tour operators and 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 should be as successful as possible, impressions of a different culture should 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 tourists belonging to other cultures of foreign countries are going to come to your country. How would you promote your culture? Present a 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 the 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, pineapples or bananas?

**Jane:** Pineapples.

**Flight attendant:** Any drinks?

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

**Jane:** Please bring me tea and hot chocolate too.

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

**Michael:** Thank you.

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

**Flight attendant:** Of course, there are many English, Italian, American, 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 approaching 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.** *Make sentences with the words below.*

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 about 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 Egyptian culture.*

## Customs and Traditions of Egypt

The modern culture of Egypt is a fusion of diverse customs and ethnic traditions. There are still traditions of ancient Egypt, the Arab culture of local tribes, and even elements of British culture. Ethnically, Egypt is part of the wider Arab world, the League of Arab States. The headquarters of the League of Arab States is located 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 both in the society and in the family as a part of the society. Religious customs are essential for people of both religions with their 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 alcohol in Egypt, and women should follow stricter rules of behaviour in society. For women, it is better to choose a modest mode of behaviour accepted in Egyptian society, and women's clothing should be normal and closed.

The Egyptian family, as in most eastern cultures, is integrated. Family values and relationships are highly respected, hospitality as part of the Arab culture is welcome, but at the same time, foreigners should be careful in their words and actions so as not to offend the hosts and not cause aggression towards themselves. All types of invitations in Egypt must 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 an informative essay on ancient Egyptian architecture.*

## **Progress Check to Units 6–10**

1. Imagine a dialogue between a customs officer and a passenger carrying goods, the amount of which exceeds the threshold for permission to import goods into the UK. Perform a role-playing game on the topic.

2. Conduct research and write a paper on ways to develop cultural competence in a multiethnic country. Present the results of your work in class and discuss them. Consider 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 views** обмен мнениями

The exchange of opinions lasted till 5pm. 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 awakens 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 work.

**proposed agenda** предлагаемая повестка дня

The group leader presents the proposed agenda. The proposed agenda should be openly put to a vote.

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

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

**quite the reverse** совсем наоборот

Eastern culture, quite the reverse, is collectivist. This culture, quite the reverse, is ritual.

**take into account** принять во внимание

We take into account communication style. We must take into account intercultural transformation.

**temporal aspect** временной аспект

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

**understand (understood, understood, understanding), understands, *у* понять**

To understand the culture of another country, you need to study it. It is easy to understand the culture of another society if you have a desire to do so.

**western, *а* 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, indigenous, multinational, national, non-western, previous, scientific, temporal, unlike, western. *Adverbs:* anew, certainly.

**Task 3.** *Form 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, of course, problems to be overcome between the western and eastern world. The Western concept of the scientific world versus non-Western concept of Asian

life. Nowadays more and more people cross their national borders and begin their work in other countries, sometimes with a completely different culture. Problems of cross-cultural communication arise both in everyday life and in the workplace. There is a tendency for companies and enterprises to become multinational. Problems arise because there are different ways of making decisions. Though the roots of cognition are universal, the values, behaviour, beliefs and feelings vary in the societies.

When solving a problem, we must take into account the person making the decisions, the method and type of discussion, the time aspect and the way to achieve the solution. In America, an individual can make 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 carried out in accordance with the proposed agenda and is based on a collective exchange of views of all members of the group. In Japan, quite the reverse, preliminary consultations are held on the agenda. If the decision is previously taken, it is further presented at the formal meeting. If no decision was made earlier, the agenda is not presented at the meeting at all. If the time period for a decision is too short, it can be extended in the eastern country. In the western world, a final decision is announced and voted, while in the eastern country, participants must express a consolidated will. Thus, the question of who will be responsible for making decisions in the discussion process and for the final decision must be investigated in different cultures.

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

Decision maker(s)	Process and type of discussion	Time aspect	Way of coming to a decision

**Task 6.** *How do you feel about your relatives and classmates in making decisions in accordance with your cultural past? Are they different or the same? Compare them.*

**PRACTICE**  
**Communication in Tourism**  
**Hotel Booking**

**Task 7.** *Study the words.*

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

**Task 8.** *Listen to the dialogue, read it and decide why Michael chose the Westin Grand Berlin hotel and a 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 to February 5.

— What room?

— Two single rooms, please.

— What class?

— Are junior suites available?

— Yes, they are. The price is one euro per night. But we can offer a spa suite for 2 euros per night with a 50% discount. Safe booking. Qualified staff. In addition to spa services, there is an elegant indoor swimming pool, fitness center, beautiful garden. Restaurant. Various food. Cozy rooms with a flat-screen TV and comfortable beds.

- What about the Internet?
- Free Wi-Fi.
- I'll book two single rooms with spa facilities from January 26 to February 5 at your hotel. How to get to the hotel from Berlin Tegel Airport?
- You can take a taxi or go by public transport.
- Thank you.

**Task 9.** *Make sentences with the words below.*

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.** *Perform a role-playing game on the topic.*

**Task 11.** *You need to book a hotel. Imagine a conversation between the hotel administrator 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>a</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> далит	<b>Sudra</b> , <i>n</i> шудра
<b>Brahman</b> , <i>n</i> брахман	<b>Kshatriya</b> , <i>n</i> кшатрия	<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: 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. There is a strict social stratification that determines the standard of living, education and employment in India. Brahmans are investigators and priests; Kshatriyas are leaders of warriors; Vaishya are artisans, farmers or merchants; Sudras are servants, and Dalits belong to the lower classes. Dalits are deprived of a 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 language e) language features. Submit 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 appeared before interracial communication. It appeared in the early development of the theory of communication.

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

Challenges must be solved. Challenges are universal.

**clarification, n** 1 разъяснение 2 уточнение

There should be a clarification of the style of communication.

There should be a clarification of perceptions and values.

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

We need to deepen our knowledge of another culture. We must deepen our knowledge of another language.

**enough, adv.** достаточно

This knowledge is enough to solve the problem. The amount of knowledge should be sufficient 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

The theory of intercultural communication is part of the theory of communication. The theory of cross-cultural communication is also part of the 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 must respect the values of another culture. We must respect the feelings of others.

**share (shared, shared, sharing), shares**, *v* 1  
РАЗДЕЛЯТЬ 2  
ДЕЛИТЬ 3 УЧАСТВОВАТЬ

Intercultural communication takes place during shared work. It can also take place 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 verb 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, transfer, 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 solving problems in the process of intercultural communication.*

## Stages of Intercultural Relationships

The theory of intercultural communication explores the interaction of representatives of different cultures in terms of social interaction and race. This is part of interracial communication, although the practice of intercultural communication appeared even before the study of interracial communication. In the process of intercultural communication, both cultural differences and similarities arise.

Cultural differences exist from the very beginning. The task is not to deepen these differences, but to find similarities in the style of communication, perception and values at the first stage of the relationship. The second problem is overcoming nervousness in the process of intercultural communication, because there is not enough

knowledge about another culture. And we ask ourselves about the purposes of communication, why it is justified if the purposes of this communication belong to another group of society or there is such a need for joint work. Then intercultural relationships are based on explanation, clarification of another culture. Crossing international borders should also be explained to local communities. At the next stage, in the process of intercultural relations, people share and respect differences.

**Task 5.** Give examples of your personal intercultural communication. If there were any problems, describe how to overcome them.

## PRACTICE

### Communication in Tourism

#### Hotel Check-in

**Task 6.** Study the words.

<b>dial (dialed, dialed, dialing), dials, v</b> набрать номер	<b>family room</b> 1 семейный номер 2 гостинная	<b>international cuisine</b> международная кухня	<b>triple room</b> трехместный номер
<b>double room</b> двухместный номер	<b>front desk</b> стойка регистрации	<b>parking, n</b> парковка	<b>twin room</b> двухместный номер с двумя кроватями
<b>facilities, n</b> оборудование	<b>identification number (ID)</b> идентификационный номер	<b>Pets are allowed.</b> Размещение домашних животных допускается.	<b>vacant, a</b> 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**

### Hotel Check-in

- Good morning.
- Good morning, sir.
- I booked two single rooms, a spa suite, from February 5 to February 26. My name is Michael Brown.
- Your ID, please.
- Here you are.
- Thank you, sir. Will you pay in cash or by credit card?
- I have Visa.
- O.K. Breakfast is served in the restaurant from 9 to 10 in the morning. The restaurant offers international cuisine. It is on the first floor. An indoor pool and spa facilities are located on the second floor.
- What are the opening hours of the spa and pool?
- From 10am to 8 pm.
- Are there any other facilities?
- We have a lot. Parking, free Wi-Fi, family rooms. 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.** Perform a role-playing game on the topic.

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

- Good morning. My name is Jane Smith. Are there any rooms available at your hotel?
- We have double rooms.
- Are they expensive?
- ...

### Country Study

#### Ethnic Relations and Languages of China

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

**Beijing,** *n* 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; **Uighurs** уйгуры.

**Task 11.** *Read information about ethnic relations and languages of China. How do you think this relationship will develop?*

### **Ethnic Relations and Languages of China**

China's population is the largest in the world with more than 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 in its territory. Among them are the Chuang, Uyghurs, Tibetans, Manchus, Mongols, Koreans. They all have their own 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 has been population growth in minority groups. The Chinese government believes that rising birth rates among minorities threaten the country's stability.

The official language is Mandarin Chinese. This language is based on the Beijing dialect. Oral dialects also exist 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 thousand pictograms and hieroglyphs representing the concepts. The Chinese distinguish words not by sounds, but by falling or rising tone. The language is tonal.

**Task 12.** *Tell 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 the Hotel

#### THEORY

#### Theory of Communication

#### Intercultural Communication in Tourism

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

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

Cultural norms must be accepted by all members of society. They are expected to accept lifestyles, customs and traditions.

**pattern of behaviour** модель поведения

Cultural differences determine patterns of behaviour. Patterns of behaviour must be accepted.

**Task 2.** *Analyse the use of the verbs from the text **Intercultural Communication in Tourism**. Write all the forms of regular verbs and the verb 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 an act of social life, motivated by culture. This is a mutual social act. In tourism, the communication process is inseparable from each specific culture. Visiting different countries and meeting various cultures, tourists are involved into intercultural communication. Intercultural communication stimulates the understanding and appreciation of world cultures, as well as the culture of one's own country. In the process of intercultural communication, cultural differences must be considered. Models of behaviour, collective actions, stereotypes, values and their implementation in practice should be accepted by tourists visiting a foreign country. This happens at the level of tourists from different cultures, tourists and the local

population of the country visited, between travel companies in the countries of the world, their employees and other companies that also provide entertainment services needed by individual tourists or or group tourists, companies in the hotel, transport and insurance business.

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

## **PRACTICE**

### **Communication in Tourism**

#### **Checking out of 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*

#### **Checking out of Hotel**

— Good morning. Today my friend and I are going to check out of the hotel. Here are the keys.

— Good morning. Wait a second, please; I'll print your receipt. How will you pay?

— By card.

— Your receipt, please.

— Here's my Visa card.

— How did you like your stay here?

— We liked the location of the hotel in the city centre and close to transport.

— How did you like the service, staff?

— The staff is wonderful. All our requests have been met.

— And the quality of food in the restaurant?

— Excellent. Next time we would only like to try more English cuisine.

— Thank you very much. Hope to see you next time. Pleasant journey.

— Thank you.

**Task 6.** Make sentences with the words below.

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.** Perform a role-playing game on the topic.

### Country Study

#### Japanese Nation

**Task 8.** Learn the words before you read the information about the Japanese.

<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> Айнэ	<b>full-time work</b> 1 полный рабочий день 2 полная занятость	<b>part-time work</b> неполный рабочий день
<b>attach (attached, attached, attaching), attaches</b> , <i>v</i> 1 прикреплять 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>Japanese</b> , <i>a</i> японский	<b>weaken (weakened, weakened, weakening), weakens</b> , <i>n</i> ослаблять

**Task 9.** Read the Japanese population information and find the changes taking place in modern Japanese everyday life.

## Japanese Nation

The Japanese nation was for a long time separated from the rest of the world, and Japanese culture remained within the borders of the country until the nineteenth century. Then it became more open to the world, but its specific features are still clearly visible in the daily life of the Japanese. The Japanese make up the majority of people living on islands and islets, but there are some minorities, such as Ainu or Ryukyuan, who were conquered by the ethnic Japanese.

The Japanese use hieroglyphic writing. Japanese, a Tokyo dialect, is an official language. In addition, there are dialects of minorities, i.e., Ryukyu, Ainu, Orok and other languages.

The population of Japan is 126 million people, but it is quickly shrinking and aging. The life span of the Japanese is one of the highest in the world. The Japanese have always been attached to specific companies all their lives, and if they named themselves, they would name the company of their lives.

Currently, this relationship has weakened. Moreover, not all people in Japan can find a stable full-time job. Some of them have to choose to work part-time, either to study or work abroad. Some of them need a good knowledge of English and go to study in the USA or Europe, so they have to change their lifestyle and rules of behavior 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 us about the classic traditions of Japan, such as folk crafts, kabuki theatre, traditional Japanese dishes, geisha, Japanese music, singing and dancing.*

## UNIT 14

### Hiring a Vehicle

#### THEORY

##### Theory of Communication

##### Theory of Cultural Performance

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

**advancement**, *n* продвижение

The article is an advancement of the new theory.

Information technology accelerates 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 events. Cultural performance includes plays.

**manifestation**, *n* проявление

The theory of cultural performance is a manifestation of the cultural process, games and poetics. It is also a manifestation of the power of culture.

**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. Participants conduct a cultural performance.

**participation**, *n* участие

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

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

**Task 3.** *Read the text **Theory of Cultural Performance** and tell why this theory is useful both for major and small ethnic groups.*

## Theory of Cultural Performance

Theory of cultural performance explores the realisation of culture in everyday life, which is considered to be the guiding, hegemonic and determining the hierarchy of society. Theory explores the relationship between the community and the representation of culture in the community. It combines both scientific and practical knowledge and experience. The theory of cultural performance is a model of communicative practice, where cultural activity is integrated into the daily life of the community, is included in the cultural structure. Everyday events, both ritual and ethnographic, include customs and traditions, as well as creative and expressive ways of their occurrence in a particular culture: weddings, funerals, carnivals, music performances. The power of culture reflects a dynamic process that defines the participants in the process, the values of participants, social methods of participation, the significance of events. Dominant cultural representations in society are more explicit than subordinates, although cultural representations are the most suitable opportunity for the manifestation and development of all cultures in society.

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

### PRACTICE

#### Communication in Tourism

##### Hiring a Car

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

**driving license (British English)/driver's license (American English)** 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. Price includes unlimited mileage.
- Good.
- How would you pay?
- I shall make a payment by card.
- Great. Can I see your driving license, please?
- Here it is. UK driving license.
- Fine. Your driving license is valid. We shall 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

### Korean Language Features

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

**agglutination**, *n* агглютинация

**focalization**, *n* фокализация

**heaven**, *n* небо

**hollow voice** глухой голос

**stiffness**, *n* жесткость

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

### Korean Language Features

Korean is the official language of both South and North Korea, as well as in some eastern countries, including China, Russia, Japan, Kazakhstan and Uzbekistan. A total of more than sixty million people

speak Korean. The pronunciation of Korean vowels is characterized by focalization and the use of a hollow voice. The peculiarity of the pronunciation of consonants is stiffness. From the point of view of morphology, Korean is an agglutinative language, that is, words are combined from morphemes that remain unchanged after agglutination.

The language grammar system includes nouns, three types of verbs, pronouns, numbers and modifiers, functional words. Syntactically, the structure of sentences is formed as a subject, object, and then a predicate. The language lacks the gender, with a few exceptions. The vocabulary of South Korea and North Korea is different in use. There are several dialects, but the differences between them are levelled. There is a system of honorific, that is, a special appeal to people in accordance with their social status. Some Korean words are similar to the corresponding Japanese words. Korean was also heavily influenced by the Chinese, especially in writing. Previously, Koreans used a combination of the Chinese characters Hangul and Hanja in written texts. Words were written vertically in columns. Currently, Koreans use horizontal writing from left to right, from top to bottom and write in Hangul. Writing is syllabic. Koreans combine letters into syllable blocks and use spaces between words. There are no such spaces in Chinese. Some consonants graphically represent speech organs, and the graphical representation of vowels is based on vertical lines denoting *human*, 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. Imagine a dialogue between the administrator and a hotel guest. Perform a role-playing game on the topic.
2. Conduct research and write a paper about oriental culture. Choose any Asian country or countries. Present the results of your work in class and discuss them. Consider 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**

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профессиональной коммуникации**

**English for Tourists  
in Professional Communication**

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