

**МИНОБРНАУКИ РОССИИ**  
**Ярославский государственный университет им. П.Г. Демидова**

Институт иностранных языков  
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ  
Директор Института иностранных языков  
Н.Н.Касаткина



«\_Н\_» \_\_ мая \_\_ 2022\_ г.

**Рабочая программа дисциплины**  
**«Иностранный язык делового и профессионального общения в туризме»**

Направление подготовки  
43.04.02 Туризм

Направленность (профиль)  
«Управление развитием туризма»

Форма обучения  
очная

Программа одобрена  
на заседании кафедры  
от «13» апреля 2022 года, протокол № 8

Программа одобрена НМК  
Института иностранных языков  
протокол № 8 от « 20 » апреля 2022года

Ярославль

### 1. Цели освоения дисциплины

Целью освоения дисциплины «Иностранный язык делового и профессионального общения в туризме» является формирование компетенции, позволяющей осуществлять коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, а также выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях.

### 2. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык делового и профессионального общения в туризме» относится к обязательной части образовательной программы.

Курс иностранного языка в магистратуре продолжает вузовский курс иностранного языка, базируясь на знаниях, умениях и навыках, приобретенных обучающимися в курсе бакалавриата.

Курс иностранного языка в магистратуре направлен на повышение исходного уровня владения иностранным языком, на формирование и развитие умений общения в профессиональной и научной сферах для академического и профессионального взаимодействия.

Изучение данной дисциплины необходимо для успешного освоения гуманитарных дисциплин ООП, а также в целом влияет на развитие когнитивных способностей и умений студента.

### 3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ООП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

Формируемая компетенция (код и формулировка)	Индикатор достижения компетенции (код и формулировка)	Перечень планируемых результатов обучения
<b>Универсальные компетенции</b>		
<b>УК-4</b> Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	<b>ИД-УК-4.1</b> Осуществляет письменную и устную коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, представляя результаты своей деятельности на различных научных мероприятиях, включая международные.	<b>Знает</b> грамматические конструкции, структуру и особенности различных типов текстов профессиональной и академической направленности; <b>Умеет</b> составлять и представлять в виде доклада и презентации научную информацию, используемую в профессиональной деятельности, в том числе для участия в международных научных мероприятиях; <b>Владеет</b> навыками выступления с сообщением и

		презентацией по профилю своей научной специальности
	<b>ИД-УК-4.2</b> Демонстрирует умения выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях.	<b>Знает</b> терминологию на иностранном языке в изучаемой области; <b>Умеет</b> применять основные виды переводческой трансформации в устном и письменном переводе, реферировать профессионально-ориентированные аутентичные тексты и составлять аннотации к ним; <b>Владеет</b> навыками аналитико-синтаксической переработки профессионально-значимой информации и перевода академического текста с иностранного языка на русский

#### 4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 6 зачетных единиц, 216 акад. часов.

№ п/п	Темы (разделы) дисциплины, их содержание	Семестр	Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах)						Формы текущего контроля успеваемости  <b>Форма промежуточной аттестации (по семестрам)</b>  <b>Формы ЭО и ДОТ (при наличии)</b>
			лекции	практические	лабораторные	консультации	аттестационные испытания	самостоятельная работа	
1.	Careers in tourism	1		4				12	Выполнение заданий (раздел 1)
2.	Destinations	1		4				12	Выполнение заданий

									(раздел 2)
3.	Hotel facilities	1		6		1		12	Выполнение заданий (раздел 3)
4.	Tour operators	1		6		1		12	Выполнение заданий (раздел 4)
5.	Types of tourism	1		6		1		12	Выполнение заданий (раздел 5)
6.	Commuting	1		4		1		12	Выполнение заданий (раздел 6)
							0,3	1,7	<b>Зачет</b>
	<b>Итого за семестр 108 часов</b>			<b>30</b>		<b>4</b>	<b>0,3</b>	<b>73,7</b>	
	<i>в том числе с ЭО и ДОТ</i>							2	
7.	Hotel reservations	2		6		1		7	Выполнение заданий (раздел 7)
8.	Seeing the sights	2		6		1		7	Выполнение заданий (раздел 8)
9.	Manners and etiquette	2		2				7	Выполнение заданий (раздел 9)
10.	Visa issues	2		4				7	Выполнение заданий (раздел 10)
11.	Traditions	2		4		1		7	Выполнение заданий (раздел 11)
12.	Special interest tours	2		4		1		7	Выполнение заданий (раздел 12)
						2	0,5	33,5	<b>Экзамен</b>
	<b>Итого за семестр 108 часов</b>			<b>26</b>		<b>4</b>	<b>0,5</b>	<b>75,5</b>	
	<i>в том числе с ЭО и ДОТ</i>							2	
	<b>Всего</b>			<b>56</b>		<b>10</b>	<b>0,8</b>	<b>149,2</b>	
	<i>в том числе с ЭО и ДОТ</i>							4	

#### Содержание разделов дисциплины:

1. Careers in tourism. Choosing a career. Interviewing for a job. Extreme interviews. The tourist trade. The advantages and disadvantages of being a freelance travel writer. The Present Indefinite Tense. The Past Indefinite Tense. Irregular Verbs. The Future Indefinite Tense. Personal pronouns.
2. Destinations. The most popular holiday destinations. Holiday destinations in the future Space travel. The Present Continuous Tense. The Past Continuous Tense. The Future Continuous Tense. Possessive pronouns. Conjoint forms of possessive pronouns.
3. Hotel facilities. The world's most unusual hotels. The most common hotel complaints. Ways of expressing complaints and requests. Degrees of comparison of adjectives and adverbs. Absolute forms of possessive pronouns.
4. Tour operators. The advantages and disadvantages of using a guidebook. Lonely planet guidebooks. Travel comparison websites. The Present Perfect Tense. The Past Perfect Tense. The Future Perfect Tense.
5. Types of tourism. Travelling on a shoestring. Eco-tourism. Voluntourism. The Present Perfect Continuous Tense. The Past Perfect Continuous Tense. The Future Perfect Continuous Tense.

6. Commuting. Public transport in your city. Super commuters. The truth about air-travel. Types of questions: general, special, alternative, disjunctive questions. Questions to the subject.
7. Hotel reservations. Booking a hotel. Novel ways of attracting guests to hotels. The Subjunctive Mood. Real and unreal conditionals.
8. Seeing the sights. The world's weirdest museums. Unusual days out. Dangers and problems connected with exploring a strange city. The Passive Voice. The use of tenses in the Passive Voice. Ways of translating the Passive Voice into Russian.
9. Manners and etiquette. Mobile phone etiquette. The rules of etiquette in different countries. Modal Verbs. The Infinitive. Types of infinitive.
10. Visa issues. Visa charges. Predicative constructions with the infinitive. The Objective-with-the-Infinitive Construction. The Subjective-with-the-Infinitive Construction. The For-to-Infinitive Construction.
11. Traditions. Cultural differences. Culture Shock. The Gerund. Verb Patterns with the infinitive and the gerund.
12. Special interest tours. The Participle. Forms of the Present Participle. The Objective Participial Construction. The Subjective Participial Construction. The Absolute Participial Construction.

## **5. Образовательные технологии, в том числе технологии электронного обучения и дистанционные образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине**

В процессе обучения используются следующие образовательные технологии:

**Вводная лекция-беседа** – дает первое целостное представление о дисциплине и ориентирует студента в системе изучения данной дисциплины. Студенты знакомятся с назначением и задачами курса, его ролью и местом в системе учебных дисциплин, дается краткий обзор курса, анализ рекомендуемой учебно-методической литературы. На лекции также объясняются организационные особенности работы в рамках курса.

**Практическое занятие** – занятие, посвященное освоению конкретных умений и навыков и закреплению полученных при объяснении знаний.

**Консультации** – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

В процессе обучения используются следующие технологии электронного обучения и дистанционные образовательные технологии:

**Электронный учебный курс в LMS Электронный университет Moodle ЯрГУ**, в котором:

- представлены задания для самостоятельной работы обучающихся по темам дисциплины;
- осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов;
- представлены тексты лекций по отдельным темам дисциплины;
- представлен список учебной литературы, рекомендуемой для освоения дисциплины;
- имеется список вопросов для проведения промежуточной аттестации.

## **6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине**

В процессе осуществления образовательного процесса по дисциплине используются:

для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине:

- программы Microsoft Office;
- Adobe Acrobat Reader.

## **7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине (при необходимости)**

В процессе осуществления образовательного процесса по дисциплине используются:

1. Автоматизированная библиотечно-информационная система «БУКИ-NEXT» [http://www.lib.uniyar.ac.ru/opac/bk\\_cat\\_find.php](http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php) - может быть включена во все РПД
2. Электронно-библиотечная система «Юрайт» <https://www.biblio-online.ru/>
3. Электронно-библиотечная система «Лань» <http://e.lanbook.com/>
4. Электронно-библиотечная система «Консультант Студента» <https://www.studentlibrary.ru/>

## **8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет» (при необходимости), рекомендуемых для освоения дисциплины**

### **а) основная литература**

1. Трибунская, С. А. Английский язык для изучающих туризм: учебное пособие для вузов / С. А. Трибунская. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2020. — 218 с. — (Высшее образование). — ISBN 978-5-534-11310-5. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/455199> (дата обращения: 16.08.2021).
2. Вдовичев, А. В. Английский язык для магистрантов и аспирантов. English for Graduate and Postgraduate students : учебно-методическое пособие / А. В. Вдовичев, Н. Г. Оловникова. — 2-е изд., стер. — Москва : ФЛИНТА, 2015 — 171 с. — ISBN 978-5-9765-2247-3. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/70327> (дата обращения: 06.05.2021). — Режим доступа: для авториз. пользователей.

### **б) дополнительная литература**

1. Мошняга, Е. В. Английский язык для изучающих туризм (A2-B1+) : учебное пособие для вузов / Е. В. Мошняга. — 6-е изд., испр. и доп. — Москва : Издательство Юрайт, 2021. — 267 с. — (Высшее образование). — ISBN 978-5-534-10436-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/474846> (дата обращения: 16.08.2021).
2. Учимся говорить, писать и думать по-английски [Электронный ресурс]: практикум для магистрантов/ сост. Т.В. Шульдешова, Д.И. Пермякова; Яросл. гос. ун-т им. П.Г. Демидова — Ярославль, ЯрГУ, 2018 — 53с. — <http://www.lib.uniyar.ac.ru/edocs/iuni/20182102.pdf>

## **9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине**

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине включает в свой состав специальные помещения:

- учебные аудитории для проведения практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций;
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа к электронной информационно-образовательной среде ЯрГУ.

Автор(ы):

Доцент кафедры иностранных языков  
гуманитарных факультетов, к. ф. н.  
*(должность, ученая степень)*

Щербатых Е.Ю.

*(Фамилия И.О.)*

**Приложение №1 к рабочей программе дисциплины  
«Иностранный язык делового и профессионального общения в туризме»**

**Фонд оценочных средств  
для проведения текущей и промежуточной аттестации студентов  
по дисциплине**

**1. Типовые контрольные задания или иные материалы,  
необходимые для оценки знаний, умений, навыков и (или) опыта деятельности,  
характеризующих этапы формирования компетенций**

**1.1 Контрольные задания и иные материалы, используемые в процессе текущей  
аттестации**

**РАЗДЕЛ 1.**

**The Reading / Listening**

**Lonely Planet travel guide in fraud scandal**

The Lonely Planet travel guide company has been rocked by claims of poor research and low pay. Author Thomas Kohnstamm, writer of nearly a dozen Lonely Planet guides, has ‘revealed all’ in a book of his own about life as a freelance travel writer. In “Do Travel Writers Go To Hell?” he tells a ‘warts and all’ account of his three years in South America. He confesses that he made up large parts of the Lonely Planet book on Brazil and didn’t even visit Colombia. "They didn't pay me enough to go Colombia," he said. He revealed: "I wrote the book in San Francisco. I got the information from a chick I was dating - an intern in the Colombian consulate." He claims he spent more time chasing women and accepting gifts from restaurant owners than checking on train timetables and menus. He also said he had to sell drugs to make ends meet while on the road.

Lonely Planet's publisher is unhappy at Kohnstamm’s claims that many guidebook writers do not check their facts because they have to finish their book before they "run up credit card debts". This seems to contradict the company website, which says: “All Lonely Planet guidebooks are the result of on-the-ground research and draw from the collective knowledge of a global travel community....If it's in the guidebook our authors have been there.” Other Lonely Planet writers support Kohnstamm. Britain’s Telegraph newspaper reported an e-mail from Jeanne Oliver, writer of the guides to France, Germany and Croatia, who said: "You are begging authors to cut corners ... or to help finance the book out of their own pocket." Lonely Planet said it had reviewed Kohnstamm's guidebooks but did not find any inaccuracies in them.

**WARM-UPS**

1. TRAVEL: Walk around the class and talk to other students about travel. Change partners often. After you finish, sit with your original partner(s) and share what you found out.
2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.  
Have a chat about the topics you liked. Change topics and partners frequently.
3. INACCURACIES: What problems might there be if these books were full of inaccuracies? Talk about this with your partner(s). Make a story for one of the books with your partner(s)



about something that went terribly wrong because of the book's mistakes. Change partners and share your stories.

Book	Inaccuracies	Problems
a travel guide to Brazil		
a cookery book		
a 'how-to' book on computers		
a car maintenance book		
a book on how to win friends		
a first-aid manual		

4. GUIDES: Which of these countries would you like to travel around to research for a guidebook? Talk about this with your partner(s). Rank the countries from 10 (would love to research) to 1 (zero interest). Change partners and share your ideas.

the USA	Antarctica
Bhutan	Kuwait
Zimbabwe	Fiji
Peru	Finland

5. GUIDE BOOK: Spend one minute writing down all of the different words you associate with guidebooks. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK DEBATE: Students A strongly believe that guidebook writers should be paid a lot of money; Students B strongly believe guidebook writers don't need lots of money because they have a great life traveling. Change partners again and talk about your roles and conversations.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'travel' and 'guide'.

travel	guide
--------	-------

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

claims	facts
own	run
account	result
pay	support
intern	corners
ends	reviewed

### **TRAVEL DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

a) What did you think when you read the headline?

- b) What springs to mind when you hear the word 'guidebook'?
- c) Do you always use a guidebook when you travel?
- d) What do you think of the Lonely Planet's writer Thomas Kohnstamm for making up parts of travel guides?
- e) Do you think Lonely Planet should sue him for dishonesty?
- f) Have Thomas Kohnstamm's actions changed your mind about how reliable guidebooks might be?
- g) Can you understand why Thomas Kohnstamm did what he did?
- h) Would you like to research a country for a travel guide?
- i) Would you like to read Thomas Kohnstamm's book?
- j) Do you ever struggle to make ends meet?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Do you believe everything written in a travel guide?
- c) Do you think publishers need to pay their writers more to get accurate facts?
- d) Do you ever run up a credit card debt?
- e) Do you think Lonely Planet needs to change its policy and check that its authors actually visit the countries they write about?
- f) What are the best travel guides available in your country?
- g) When was the last time you cut corners?
- h) What country would you like to write a travel book about?
- i) What questions would you like to ask Thomas Kohnstamm?
- j) Did you like this discussion?

### **WRITING:**

Write about travel for 10 minutes. Correct your partner's paper.

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out about the Lonely Planet company. Share what you discover with your partner(s) in the next lesson.
3. ON THE GROUND: Make a poster about the rules that guidebook writers must follow while doing their on-the-ground research. Show your work to your classmates in the next lesson. Did you all have similar things?
4. INACCURACY: Write a magazine article about a holiday that went horribly wrong because of wrong information in a travel guide. Include imaginary interviews with the tourist whose holiday was ruined and the travel writer who lied in the book.  
Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. LETTER: Write a letter to the Lonely Planet travel guide company. Give them three pieces of advice on what they should do to ensure their books contain accurate information. Ask them three questions about their travel writers. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.
6. DIARY / JOURNAL: Imagine you are a travel writer in a country of your choice. Write your diary / journal entry for one day on the road. Read your entry to your classmates in the next lesson.

## РАЗДЕЛ 2.

### The Reading / Listening

A price comparison website for flights, hotels and car hire has made some bold predictions for what travel will be like in a decade from now. Perhaps the most exciting destination for 2024 holidaymakers is a trip to the Moon or a stay in space. The site, Skyscanner.com, released a report called 'The Future of Travel 2024'. It outlines a series of previously unimaginable vacation choices for travellers who want thrills, and for and those who just want to travel more quickly. The report is the joint work of travel experts and international technology experts.

Holidays in space are the most spectacular of the predictions. The report says: "Space travel will be the next hot ticket, and commercial companies are lining up to make it more affordable." Virgin Galactic is already accepting bookings for flights to space. A round trip costs \$250,000. There will also be a big increase in the number of underwater hotel rooms. These will become common holiday choices. Other things to look forward to include timesaving supersonic airplanes and the start of "danger-zone" tourism. There will also be high-tech shopping and dining.

### MATCHING

#### PARAGRAPH ONE:

- |                                  |                        |
|----------------------------------|------------------------|
| 1. A price                       | a. travel more quickly |
| 2. made some bold                | b. in space            |
| 3. what travel will be like in a | c. thrills             |
| 4. a stay                        | d. comparison website  |
| 5. previously                    | e. experts             |
| 6. travellers who want           | f. predictions         |
| 7. those who just want to        | g. unimaginable        |
| 8. technology                    | h. decade from now     |

#### PARAGRAPH TWO:

- |   |                         |
|---|-------------------------|
| 1. Space travel will be the next              | a. tourism              |
| 2. make it more                               | b. hot ticket           |
| 3. A round                                    | c. forward to           |
| 4. a big increase in the number of underwater | d. and dining           |
| 5. other things to look                       | e. affordable           |
| 6. supersonic                                 | f. trip costs \$250,000 |
| 7. the start of "danger-zone"                 | g. airplanes            |
| 8. high-tech shopping                         | h. hotel rooms          |

### TRAVEL SURVEY

Write five GOOD questions about travel in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

## **WRITING**

Write about travel for 10 minutes. Comment on your partner's paper.

### **РАЗДЕЛ 3.**

#### **The Reading / Listening**

An international travel site conducted a survey on hotel complaints around the world and found some unusual things. The travel website Skyscanner.net surveyed 400 international hotel staff in 39 different countries. It asked them about the strangest things guests had asked for or complained about. The site said that most of the unusual complaints were about food. Other weird requests were related to the room. Not every hotel room or the services on offer are to everybody's taste, but the complaints in the Skyscanner survey were so strange it makes you wonder how the hotel staff responded. It would be impossible for any hotel in the world to make some of the complaining guests happy.

The food-related complaints were very weird. One guest asked for 16 cucumbers a day, while another requested only the right legs of a chicken. The staff had no idea why just the right leg, or whether the left leg of a chicken didn't taste as nice as the right leg. One guest asked for something not normally found on the room service menu – crocodile soup. Other complaints were crazy enough to make staff wonder about the mental age of the guests. A man at a luxury hotel in London complained that his room did not have a sea view. The nearest beach to London is about 75 km away. Other guests wanted the toilet filled with mineral water, a bath full of honey and a discount because his girlfriend snored.

#### **WARM-UPS**

1. HOTELS: Students walk around the class and talk to other students about hotels. Change partners often and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Have a chat about the topics you liked. Change topics and partners frequently.

3. COMPLAINTS: What are your big(gest) complaints? Complete this table and share what you wrote with your partner(s). Change partners often.

About...	What?	Why?
hotels		
English		
your country		
the Internet		
your city		
people		

4. HOTEL STAFF: Students A strongly believe working in a hotel would be very interesting; Students B strongly believe it would be very boring. Change partners again and talk about your conversations.

5. HOTEL ROOM: Rank these with your partner. Put the most important things at the top. Change partners often and share your rankings.

- a room with a view
- big
- free wi-fi
- a good shower
- quiet
- a safe
- a mini-bar
- free gifts

6. TRAVEL: Spend one minute writing down all of the different words you associate with the word "travel". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **COMPREHENSION QUESTIONS**

1. How many hotel staff did the website talk to?
2. What were most of the unusual complaints about?
3. What other thing did the weird requests relate to?
4. What did the article say about every hotel room?
5. What did the article say was impossible?
6. How many cucumbers did one guest request?
7. Which part of a chicken did another guest ask for?
8. What did someone order that wasn't on the room service menu?
9. What did a man in London want to see from his room?
10. Why did a guest ask for a discount?

### **MULTIPLE CHOICE - QUIZ**

- |  |  |
|--|--|
| 1. How many hotel staff did the website talk to?<br>a) 200<br>b) 300<br>c) 400<br>d) 500   | 6. How many cucumbers did one guest request?<br>a) 60<br>b) 16<br>c) 66<br>d) 660  |
| 2. What were most of the unusual complaints about?<br>a) food<br>b) the shower<br>c) checkout times<br>d) the view   | 7. Which part of a chicken did another guest ask for?<br>a) the right leg<br>b) the breast<br>c) the left wing<br>d) the neck  |
| 3. What other thing did the weird requests relate to?<br>a) the room<br>b) the bed<br>c) the staff<br>d) noise   | 8. What did someone order that wasn't on the room service menu?<br>a) ostrich burger<br>b) banana omelette<br>c) crocodile soup<br>d) chocolate curry                            |
| 4. What did the article say about what every hotel room?<br>a) they all looked the same<br>b) not all are to everyone's taste<br>c) they are all too small<br>d) guests cannot choose the room | 9. What did a man in London want to see from his room?<br>a) sunshine<br>b) a soccer game<br>c) the Queen<br>d) the sea  |
| 5. What did the article say was impossible?<br>a) having six in a room<br>b) giving discounts<br>c) allowing goats to stay in rooms<br>d) keeping all guests happy                             | 10. Why did a guest ask for a discount?<br>a) his girlfriend snored<br>b) it was his 10,000th night at the hotel<br>c) a sheet on his bed was creased<br>d) the walls were white |

Критерии оценивания:

- «удовлетворительно» ставится при условии решения студентом 80% теста;
- «хорошо» - 90%.
- «отлично» - 100%.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'hotel' and 'room'.

hotel	room
-------	------

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers.

Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

around	16
39	idea
most	normally
every	soup
makes	luxury
happy	75

### **HOTELS DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'complain'?
- What things do you complain about?
- Is it better to complain or just forget about it and move on?
- What complaints have you had about hotels?
- Why do people complain about hotels?
- Are you good at dealing with people who complain?
- What do you think of websites where you can complain about hotels?
- What complaints about life do you have right now?
- What should a hotel do if a guest complains?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article? Why/not?
- Why might someone want 16 cucumbers a day in a hotel?
- Is it possible for the right leg of a chicken to be tastier than the left leg?
- Have you complained about food in a hotel or restaurant?
- How can somebody staying in London complain about having no sea view?
- What do people complain to you about?
- What should staff say to someone who wants a honey bath?
- Has anyone ever complained about you?
- Why might someone want a toilet full of mineral water?
- What questions would you like to ask a hotel manager?

### **WRITING**

Write about hotels for 10 minutes. Comment on your partner's paper.

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about hotels. Share what you discover with your partner(s) in the next lesson.
3. HOTELS: Make a poster about hotels. Show your work to your classmates in the next lesson. Did you all have similar things?
4. COMPLAINTS: Write a magazine article about hotel complaints. Include imaginary interviews with unhappy guests and hotel managers. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.
6. LETTER: Write a letter to an expert on hotels. Ask him/her three questions about hotels. Give him/her three of your ideas on how to make hotel stays better. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

#### **PA3ДEJI 4.**

##### **The Reading / Listening**

One of the world's top travel companies is ending its tours to many of the planet's top animal attractions. STA Travel, which provides holidays, flights and accommodation for 2.5 million students a year, has decided it will no longer organize tours to places where animals are not free. This means it will not arrange elephant rides or trips to the Tiger Temple in Thailand, as well as tours to SeaWorld in Florida and California. The company said it would only go to places it knew were good to animals. Many STA customers complained about the tours to some places, so it started to review its animal tours. A company spokeswoman said: "We take this seriously and listen carefully to feedback from animal welfare experts."

SeaWorld was disappointed with STA's decision. It wanted STA to see the high standards of animal care at both SeaWorlds. It also said activities by animal rights groups may have made STA make this decision. A SeaWorld spokesperson said: "There is no higher priority for SeaWorld than the safety of our employees and guests and the welfare of our animals." STA said it would look at more places that have animals. It said: "We are very much at the beginning of this journey. It is really important we do it over time, understand what the issues are and work with organisations that really understand those issues." The animal rights group PETA says animals such as dolphins all suffer at theme parks.

##### **WARM-UPS**

1. ANIMALS: Students walk around the class and talk to other students about animals. Change partners often and share your findings.
2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

travel company / animals / attractions / tours / elephant rides / customers / experts / disappointed / high standards / decision / journey / animal rights / theme parks

Have a chat about the topics you liked. Change topics and partners frequently.

3. NOT WILD: What do you think of these situations where animals are not wild? Complete this table with your partner(s). Change partners often and share what you wrote.

	Good / Bad?	Why?	How would you change this?
Zoos			
SeaWorld			
Aquariums			
Homes (as pets)			
Police dogs / horses			

Racing (horses / dogs)			
------------------------	--	--	--

4. FREE: Students A strongly believe animals should be free; Students B strongly believe pets, zoos and work animals are OK. Change partners again and talk about your conversations.

5. ATTRACTIONS: Rank these with your partner. Put the best at the top. Change partners often and share your rankings.

- SeaWorld
- Disneyland
- Pyramids
- Louvre
- Mt. Everest
- Safari Park
- Great Wall of China
- Taj Mahal

6. TOUR: Spend one minute writing down all of the different words you associate with the word "tour". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'animal' and 'attraction'.

animal	attraction
--------	------------

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers.

Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

top	high
2.5	higher
rides	look
go	beginning
started	time
feedback	theme

### **ANIMALS DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the term 'animal rights'?
- c) What kind of tours do you like going on?
- d) What do you think of the STA's decision?
- e) Do you think it's wrong that animals are kept in theme parks?
- f) Do you think dolphins like being kept at SeaWorld?
- g) What do you think of companies that operate elephant tours?
- h) What do you think people complained to the STA about?
- i) What do you think when you see animals in theme parks?
- j) Should all zoos and animal theme parks be banned?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article? Why/not?



- b) What do you think SeaWorld's "high standards" are?
- c) Is it OK to keep animals at attractions even if standards are high?
- d) What more do you think STA could do?
- e) Is it unfair to keep animals as pets?
- f) What are the issues about animal rights?
- g) Do you think animals will still be in cages or parks in 50 years?
- h) What decisions would you make about animals in theme parks?
- i) How important is animal rights?
- j) What questions would you like to ask the SeaWorld boss?

## **WRITING**

Write about animals for 10 minutes. Comment on your partner's paper.

## **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out more about STA Travel's decision. Share what you discover with your partner(s) in the next lesson.
3. ANIMAL RIGHTS: Make a poster about animal rights. Show your work to your classmates in the next lesson. Did you all have similar things?
4. THEME PARKS: Write a magazine article about animals in theme parks. Include imaginary interviews with people who are for and against it.  
Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.
6. LETTER: Write a letter to an expert on animals. Ask him/her three questions about animals in theme parks. Give him/her three of your ideas. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

## **PA3ДEЛ 5.**

### **The Reading / Listening**

Ecotourism is a booming business that many tour operators cite as being helpful to nature. Every year, millions of people descend on protected and pristine natural areas to observe rare species. However, a new report casts doubt on the value of this form of tourism. In fact, it suggests that ecotourism is more damaging than helpful to nature. Details are in a report published in the journal 'Trends in Ecology and Evolution'. Researchers believe tourists are disrupting animals in their natural habitat. They pointed to a recent event where sea turtles in Costa Rica had problems laying their eggs because of the hordes of tourists who had congregated to watch the turtles' nesting habits.

The report says that ecotourism is making animals bolder and that this could endanger the animals. A regular human presence might make animals tamer and less cautious about other animals around them, and this could put them at risk of being attacked by their natural threats. "Then they will suffer higher mortality when they encounter real predators," the report says. It added: "When animals interact in 'benign' ways with humans, they may let down their guard." The report said it was essential, "to develop a more comprehensive understanding of how different species in different situations respond to human visitation and under what precise conditions human exposure might put them at risk."

### **WARM-UPS**

1. ECOTOURISM: Students walk around the class and talk to other students about ecotourism. Change partners often and share your findings.
2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?  
Have a chat about the topics you liked. Change topics and partners frequently.
3. TOURISM: Complete this table with your partners and share what you wrote. Change partners often.

	What is it?	How much I would like it	Why?
Ecotourism			
Space tourism			
Medical tourism			
Educational tourism			
Sports tourism			
Sustainable tourism			

4. NO-GO AREAS: Students A strongly believe large parts of the earth's natural areas should become no-go areas for humans; Students B strongly believe otherwise. Change partners again and talk about your conversations.
5. ANIMALS: Rank these with your partner. Put the best animals to see in the wild at the top. Change partners often and share your rankings.
  - koala
  - panda
  - whale
  - leopard
  - elephant
  - python
  - Galapagos turtle
  - polar bear
6. NATURE: Spend one minute writing down all of the different words you associate with the word "nature". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **COMPREHENSION QUESTIONS**

1. What adjective did the article use to say ecotourism was doing well?
2. How many people visit pristine natural areas every year?
3. What is 'Trends in Ecology and Evolution'?
4. In which country did the article say turtles were laying eggs?
5. What did people gather to watch?
6. What did the article say ecotourism is doing to animals' confidence?
7. What kind of presence makes the animals tamer?
8. What might the animals encounter that could put them at risk?
9. What did the article say animals let down when they are near humans?
10. What does the last sentence say human exposure does to animals?

### **MULTIPLE CHOICE - QUIZ**

1. What adjective did the article use to say ecotourism was doing well?
  - a) booming
  - b) good
  - c) amazing
  - d) blemished
2. How many people visit pristine natural areas every year?
  - a) billions
6. What did the article say ecotourism is doing to animals confidence-wise?
  - a) making them shier
  - b) making them bolder
  - c) nothing
  - d) making them fearful
7. What kind of presence makes the animals tamer?
  - a) predatory

- b) hundreds of millions  
c) millions  
d) tens of millions
3. What is 'Trends in Ecology and Evolution'?
- a) an Internet site  
b) a journal  
c) a university department  
d) a TV show
4. In which country did the article say turtles were laying eggs?
- a) Canada  
b) Cameroon  
c) Curacao  
d) Costa Rica
5. What did people gather to watch?
- a) turtles laying eggs  
b) a sunset  
c) leopards hunting  
d) a TV show
- b) human  
c) psychic  
d) supernatural
8. What might the animals encounter that could put them at risk?
- a) quicksand  
b) hunters  
c) guns  
d) predators
9. What did the article say animals let down when they are near humans?
- a) their bottom lip  
b) their friends  
c) their guard  
d) themselves
10. What does the last sentence say human exposure does to animals?
- a) makes them overcautious  
b) puts them at risk  
c) nothing  
d) makes them happy

Критерии оценивания:

- «удовлетворительно» ставится при условии решения студентом 80% теста;
- «хорошо» - 90%.
- «отлично» - 100%.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'natural' and 'habitat'.

natural	habitat
---------	---------

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers.

Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

cite	bolder
rare	regular
journal	risk
believe	suffer
event	guard
habits	under

### **ECOTOURISM DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What did you think when you read the headline?
- 2) What springs to mind when you hear the word 'ecotourism'?
- 3) What are the problems of ecotourism?
- 4) What do you think about what you read?
- 5) Should we leave animals alone in their natural habitat?
- 6) Where would you like to go as an ecotourist, and why?
- 7) What rules should ecotourism tour operators have to follow?
- 8) Should people be fined if they interrupt animals in the wild?
- 9) What animals would you most like to see in the wild?
- 10) Should parts of the world be off limits to humans?

STUDENT B's QUESTIONS (Do not show these to student A)

- 11) Did you like reading this article? Why/not?
- 12) What do you think of ecotourism?
- 13) What are the benefits of ecotourism?
- 14) What problems are there if animals become tamer?
- 15) Why do people feel they must visit animals in the wild?
- 16) How can we best help animals in the wild?
- 17) What will ecotourism look like in the future?
- 18) How can we respect animals more?
- 19) What will be the state of animals' natural habitat in the future?
- 20) What questions would you like to ask the researchers?

### **WRITING**

Write about animals for 10 minutes. Comment on your partner's paper.

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out more about ecotourism. Share what you discover with your partner(s) in the next lesson.
3. ECOTOURISM: Make a poster about ecotourism. Show your work to your classmates in the next lesson. Did you all have similar things?
4. HUMAN EXPOSURE: Write a magazine article about the effects of human exposure on wild animals. Include imaginary interviews with people who are for and against it. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.
6. LETTER: Write a letter to an expert on wildlife. Ask him/her three questions about ecotourism. Give him/her three ideas on how to make sure animals do not suffer. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

### **РАЗДЕЛ 6.**

#### **The Reading / Listening**

Nine rail companies in Tokyo began offering a women-only carriage on their rush hour trains on May 9. This is in reaction to a sharp increase in incidences of molestation. The groping of women by male passengers on Tokyo's trains has increased three-fold in the past decade and is a particular problem during peak travel times. Sixty per cent of women in their twenties and

thirties confessed to having been groped on a train, with a record 2,201 cases reported last year. Although police apprehended 217 molesters, the number of reported cases is just the tip of the iceberg. Many women suffer in silence, either feeling too ashamed or thinking that it is a waste of time to report it to the police.

The single-sex cars – just one per train – are part of a citywide effort to tackle indecent assault. Other weapons in the Tokyo Government’s arsenal include 100 specially trained police officers, who will ride the trains seeking out perverts who touch or covertly take photographs of women. These initiatives are welcomed by an overwhelming majority of female commuters. Tomoko Ando, 28, said: “At last I can go to work without worrying about who’s around me. The ladies car makes my commute a much more pleasant way to start my day.” Most male passengers agree with the new system, although a few have voiced concerns about the overcrowding it causes in other cars and of discrimination.

### **WARM-UPS**

1. CHAT: In pairs / groups, decide which of these topics you are interested in, which do not look interesting and which look really boring:

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

2. COMMUTING: Spend one minute writing down all of the different words you associate with commuting. Share your words with your partner / group and talk about them.

3. MY COMMUTE: In pairs / groups, describe your journey from your house to your office / school in as much detail as you can. You must try and account for and talk about every 30-second segment of your commute - your routines, the same faces you see, the same kiosks or shops you visit, what you eat or drink, what you always do on the train / bus / in the car...

4. PERVERTS: Match the kinds of perverts on the left with the definitions on the right. After you have finished, talk about the vocabulary:

stalker	Someone who suddenly reveals his / her naked body to another person in public.
peeping Tom	Someone who likes taking their clothes off and showing his/her body in public places.
flasher	Someone who obsessively tracks and follows another person.
molester	Someone who forcibly touches the body of another person, often in crowded places.
bottom pincher	Someone who, hidden from view, secretly looks at others undressing.
kerb crawler (UK) curb crawler (US)	Someone who telephones another person anonymously to make unwanted, sexually suggestive comments.
exhibitionist	Someone who forcibly and often violently touches the body of another person , often in crowded places.
dirty caller	Usually a man who drives slowly in red-light areas looking for prostitutes, but will also harangue other women.
gropier	Someone who engages in anti-social and sexually deviant practices.
pervert	Someone who tweaks a private body part of another person and thinks it’s a joke.

5. SINGLE-SEX: Around the world there are many examples of sexual segregation. Look at the following list of men-only or women-only places and decide whether you think each is a good idea:

Movie theatre.

Bar.

Train carriage.

Golf club.  
Shopping mall.  
Swimming pool.  
Public toilet.  
Beach.

### **POST READING IDEAS**

1. GAP FILL: In pairs / groups, check your answers to this exercise.
2. QUESTIONS: Ask the discussion questions you thought of above to your partner / group / class. Pool the questions for everyone to share.
3. VOCABULARY: As a class, go over the vocabulary students circled above.
4. STUDENT COMMUTING SURVEY: In pairs/groups write down questions about commuting. Ask other classmates your questions and report back to your original partner/ group to compare your findings.
5. 'RUSH' / 'HOUR': Make questions based on your findings from pre-reading activity #1. Ask your partner / group your questions.
6. DISCUSSION:

- What did you think of this article?
- Did anything in this article surprise you?
- Were you angered by anything you read in the article?
- What do you think about female-only train carriages?
- Should there also be male-only train carriages?
- Is molestation on trains a problem in your country?
- Are there any examples of segregated services or places in your country?
- Is segregating train carriages an effective solution to molestation?
- What happens to molesters in your country?
- What should happen to molesters in your view?
- If you were being groped on a train, would you "suffer in silence"?
- Do you think the men who complained about reverse discrimination have a point?
- Would (do) you use single-sex train carriages?
- What annoyances are there on the trains or buses in your country?
- Are there any annoyances on public transport you particularly dislike?
- How would you feel if a close male relative or friend of yours was apprehended for being a molester?
- How often do you see weirdoes on the train or bus?
- What do you do when a weirdo sits next to you and wants to talk to you?
- Did you like this discussion?

Teacher / Student additional questions.

7. COMMUTING OFFENCES: You are head of the newly created "Keep Commuting Carefree Council" It is your job to eradicate all forms of anti-social behaviour on all modes of public transport. In pairs / groups, determine the seriousness of the "commuting crimes" in the table and decide on a suitable punishment.

CRIME	SERIOUSNESS (10 = Seriously serious, 1 = I can live with that)	PUNISHMENT
Groping		
Taking up two seats		
Taking one's (live) chickens on the train		
Smoking		
Talking loudly on a mobile phone		

Eating smelly food		
Reading or looking at pornographic material		
Sitting in the special needs seats		
Falling asleep and dribbling on another passenger's shoulder		
Listening to a loud Walkman		
Your ideas?		

Change partners. With new partners, compare how serious you deemed the “crimes” and the punishments. Agree on the five top offences in order of most serious. Have a class vote to see which offences are the worst.

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find information on rules of behaviour on trains. Share your findings with your class in the next lesson.
3. TRAIN STORY: Write a story about a weirdo you have encountered on public transport. Share your story with your classmates in your next lesson.
4. LETTER: Write a letter to the boss of the Japanese train lines telling him / her what you think of the new ladies only train carriages. Show your letters to the class next lesson.

### **ПАЗДЕЛ 7.**

#### **The Reading / Listening**

For centuries hotels have been thinking of different and novel ways to attract guests. A free this or a complimentary that can be the difference between someone thinking their hotel stay was mediocre or superlative. A new survey reveals that the twenty-first century guest needs free Wi-Fi Internet access to make his or her stay complete. According to Hotels.com, hotel guests much preferred to be connected in their rooms than have the little luxuries such as Italian espresso coffee makers, video game consoles or a gym to work out in. Of 415 people who responded to the website's survey, more than 38% said free Wi-Fi was a must when deciding where to book a room. Just under a third of respondents said they wanted it to be a standard amenity at hotels. Many people are tired of paying the often exorbitant charges to get online.

Taylor L. Cole, director of public relations and social media for Hotels.com, said the results of the survey were as he expected: "Given the explosion of mobile use in the past few years, it is no surprise that travellers are requiring free and fast Wi-Fi," he said. He added that: "Many guests never travel without their tablets, smartphones and laptops. It's as intuitive as packing a toothbrush. Guests use these items in their rooms to plan activities for the next day." Internet these days is seen as an automatic freebie in many parts of the world. Charging for it is like asking guests to pay for water. Countries with a strong focus on attracting business clientele and higher end travellers are leading the way in providing free Wi-Fi. The United Arab Emirates is one destination where it is unlikely that Wi-Fi will be added to your hotel bill. Other countries are quickly following suit.

#### **WARM-UPS**

1. FREE WI-FI: Walk around the class and talk to other students about free Wi-Fi. Change partners often. Sit with your first partner(s) and share your findings.
2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.  
Have a chat about the topics you liked. Change topics and partners frequently.

3. HOTELS: How could you make them better? Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

Improve...	Current problems	Improvements
Wi-Fi		
room service		
the rooms		
check-in		
bathrooms		
booking		

4. HUMAN RIGHT: Students A strongly believe free Internet access is a human right; Students B strongly believe otherwise. Change partners again and talk about your conversations.

5. FREEBIES: What are the best freebies? Rank these and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

Wi-Fi	phone calls
desserts	T-shirts
songs	advice
English lessons	transport

6. GUEST: Spend one minute writing down all of the different words you associate with the word 'guest'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'follow' and 'suit'.

follow	suit
--------	------

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

novel	expected
reveals	surprise
access	tablets
gym	automatic
third	focus
tired	suit

### **FREE WI-FI DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'Wi-Fi'?
- Do you need Wi-Fi? Why?
- Should Wi-Fi always be free in hotels?



- e) What other things should be free in hotels?
- f) Do you think the whole world will be connected with free Wi-Fi one day?
- g) What are the benefits of Wi-Fi?
- h) Does free Wi-Fi make a hotel stay much better?
- i) How high up your hotel wish list is free Wi-Fi?
- j) Do you think charges for Wi-Fi at hotels are exorbitant?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Have you ever been frustrated at not getting Wi-Fi access?
- c) Do you always travel with a laptop or other Internet enabled device?
- d) What does "Wi-Fi" mean?
- e) Are there any dangers of using Wi-Fi?
- f) Is paying for Wi-Fi at a hotel the same as paying for water?
- g) Do you think hotels would get more guests if they provided free Wi-Fi?
- h) If hotels charge \$10 a day for Wi-Fi, that's like paying \$3,650 a year. What do you think of that?
- i) How has Wi-Fi changed the world?
- j) What questions would you like to ask a hotel owner about free Wi-Fi?

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out more about Wi-Fi. Share what you discover with your partner(s) in the next lesson.
3. FREE WI-FI: Make a poster about free Wi-Fi. Show your work to your classmates in the next lesson. Did you all have similar things?
4. HOTEL WI-FI: Write a magazine article about free Wi-Fi in hotels. Include imaginary interviews with people who say it must be free and hoteliers who want to make a profit. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. LETTER: Write a letter to a hotel owner. Ask him/her three questions about free Wi-Fi in his/her hotel. Give him/her three ideas on how to make a guest's stay better. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

### **PA3DEJI 8.**

#### **The Reading / Listening**

The United Arab Emirates (UAE) has advised its citizens to avoid certain "dangerous areas" in central London. The UAE's Ministry of Foreign Affairs has released a map highlighting areas they deem to be crime hotspots. Most of the areas are around London's prestigious shopping area in the West End, the upmarket street Piccadilly, and the entertainment district Soho. A statement on the ministry's website urged citizens to avoid areas, "where pickpocketing, fraud and theft are frequent and where it is not advisable to live". The warning follows several attacks on Emiratis in London earlier this year. One incident saw three sisters attacked in their hotel room by a hammer-wielding burglar.

London's Metropolitan Police insisted that no part of London was considered a "no-go" area. A spokesman said: "There is absolutely nowhere in London which should be avoided." Police believe Emiratis are targeted by criminal gangs because they wear expensive clothes and have bags and accessories worth thousands of dollars. London's police said the city's crime rate was a lot lower than many world cities and that the UAE should educate its citizens on how to not

attract the attention of criminals. A statement said: "The UAE should put together its own preventive measures to educate UAE nationals visiting, studying or doing business not only in London, but the rest of Europe and all over the world."

### **WARM-UPS**

1. LONDON: Students walk around the class and talk to other students about London. Change partners often and share your findings.
2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?  
Have a chat about the topics you liked. Change topics and partners frequently.
3. TOURISTS: What problems do tourists have and how can they be overcome? Complete this table with your partner(s). Change partners often and share what you wrote.

	Problems	How to overcome them
Pickpockets		
Tourist prices		
Getting lost		
Language problems		
Food		
Racism		

4. DANGEROUS: Students A strongly believe all cities are dangerous; Students B strongly believe otherwise. Change partners again and talk about your conversations.
5. CAPITAL CITY: Rank these with your partner. Put the best things about your city at the top. Change partners often and share your rankings.
  - shopping
  - parks
  - restaurants
  - museums
  - nightlife
  - sightseeing
  - local people
  - festivals
6. MAP: Spend one minute writing down all of the different words you associate with the word "map". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **COMPREHENSION QUESTIONS**

1. Which part of London did the UAE suggest its citizens avoid?
2. What did the UAE provide for its citizens?
3. What kind of shopping area did the UAE suggest avoiding?
4. What was frequent besides fraud and theft?
5. What was used in an attack in London on three Emirati sisters?
6. Where did London's police say was a "no-go area" in the city?
7. Who are Emiratis targeted by?
8. What did London police say was lower than many other cities?
9. What did the police say Emiratis should not attract?
10. What did the police say the UAE should put together?

### **MULTIPLE CHOICE - QUIZ**

1. Which part of London did the UAE suggest its citizens avoid?
  - a) the suburbs
  - b) the East End
  - c) Central London
  - d) all of it
2. What did the UAE provide for its citizens?
3. What kind of shopping area did the UAE suggest avoiding?
4. What was frequent besides fraud and theft?
5. What was used in an attack in London on three Emirati sisters?
6. Where did London's police say was a "no-go area" in the city?
  - a) the West End
  - b) nowhere
  - c) Piccadilly
  - d) Soho
7. Who are Emiratis targeted by?

- a) a map  
b) the use of its [embassy](#)  
c) disguises  
d) self-defence training
3. What kind of shopping area did the UAE suggest avoiding?  
a) a duty-free area  
b) a prestigious one  
c) a bargain area  
d) an outdoor market
4. What was frequent besides fraud and theft?  
a) burglary  
b) vandalism  
c) mugging  
d) pickpocketing
5. What was used in an attack in London on three Emirati sisters?  
a) a gun  
b) a knife  
c) a hammer  
d) a baseball bat
- a) the police  
b) Londoners  
c) shopkeepers  
d) criminal gangs
8. What did London police say was lower than many other cities?  
a) the age of pickpockets  
b) crime rates  
c) the number of thefts  
d) the temperature
9. What did the police say Emiratis should not attract?  
a) admirers  
b) attention  
c) investment  
d) magnetism
10. What did the police say the UAE should put together?  
a) preventative measures  
b) a task force  
c) an anti-crime uniform  
d) its own citizen-protection squad

Критерии оценивания:

- «удовлетворительно» ставится при условии решения студентом 80% теста;
- «хорошо» - 90%.
- «отлично» - 100%.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'dangerous' and 'area'.

dangerous	area

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers.

Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

certain	part
deem	gangs
street	bags
frequent	rate
several	together
room	rest

## **LONDON DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'London'?
- c) Do you think London is a dangerous place?
- d) How safe or dangerous is your capital city?
- e) What do you think of the UAE's map highlighting "dangerous" areas in London?
- f) Should tourists avoid the shopping and entertainment areas of London?
- g) What parts of your country should tourists not visit (and why)?
- h) Is pickpocketing a problem in all cities full of tourists?
- i) What can you do to protect yourself against pickpockets?
- j) Is it better to take vacations in your own country?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article? Why/not?
- b) Do you think there are no "no-go" areas in a city like London?
- c) Should tourists "dress down" on the streets?
- d) What's the best way to keep your money and belongings safe?
- e) Should the UAE advise its citizens on how to stay safe as a tourist?
- f) Which world cities would you never visit (and why)?
- g) Have you ever had trouble while visiting another country?
- h) What would you do if you were pickpocketed abroad?
- i) What can London's police do to help tourists more?
- j) What would you like to ask the UAE's foreign affairs minister?

## **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out more about crime in London. Share what you discover with your partner(s) in the next lesson.
3. LONDON: Make a poster about what makes London a great world city. Show your work to your classmates in the next lesson. Did you all have similar things?
4. NO-GO: Write a magazine article about the no-go areas in your town or city. Include imaginary interviews with people think they are no-go and people who don't. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.
6. LETTER: Write a letter to an expert on London. Ask him/her three questions about England's capital. Give him/her three of your opinions on it. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

## **РАЗДЕЛ 9.**

### **The Reading / Listening**

#### **Beijing citizens learn Olympics manners**

The Chinese government has already started to clean up its capital city, ahead of the 2008 Olympic Games. Beijing officials started a new campaign recently to make citizens behave better. Over fifty people have been fined in the past week for spitting in the streets. China's state

media reported on Monday that this is part of Beijing's attempts to step up its efforts to "civilise" its citizens before the Olympics start. Government workers also handed out more than 10,000 bags to tourists to encourage them to keep the city tidy and free from litter. Special teams patrolled the city's tourist sites during China's week-long Labour Day holiday. This is a time when hundreds of millions of Chinese are on the streets, and spitting and littering are at their height.

For a long time now, China has been worried about its image as the world spotlight will be on Beijing. A Chinese news agency Xinhua quoted a travel guide as saying: "The Olympics are coming, and we don't want to get disgraced." The China National Tourism Administration has printed thousands of leaflets educating citizens and tourists on correct "street etiquette". Also on the list of do's and don'ts is jumping queues; people are reminded they have to stand in line and wait patiently. The eleventh day of every month is now "voluntarily wait in line" day in Beijing. Authorities hope this will stamp out pushing and shoving. Clearing one's throat loudly is another no-no. The city hopes its citizens will win the gold medal for perfect manners.

### **WARM-UPS**

1. OLYMPICS: Walk around the class and talk to other students about the Olympics. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. MY MANNERS: Write down a list of the points in which you are very well behaved. Make another list of areas where your manners need improving. Share these with your partner(s).

4. RUDE PEOPLE: Brainstorm a list of nationalities. With your partner(s), decide how well-behaved these people are. Change partners and share your ideas.

5. TOURISTS: With your partner(s), make a list of the things tourists do in your country which you think are bad mannered. Change partners and share your ideas.

6. MANNERS: Spend one minute writing down all of the different words you associate with manners. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

7. BAD BEHAVIOUR: In pairs / groups, rank which of these actions are the worst manners in the street - worst at the top.

spitting

queue jumping

eating as you walk

listening to a loud Walkman

dropping litter

staring at people

walking slowly

drinking alcohol

8. QUICK DEBATE: Have this quick debate with your partner(s). Students A think good street manners are important; students B think good street manners are not important. Change partners and topics every two minutes.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'perfect' and 'manner'.

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?
4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.
5. STUDENT "MANNERS" SURVEY: In pairs / groups, write down questions about manners and behaviour.  
Ask other classmates your questions and note down their answers.  
Go back to your original partner / group and compare your findings.  
Make mini-presentations to other groups on your findings.
6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

already	spotlight
fifty	disgraced
media	leaflets
handed	patiently
teams	stamp
height	win

## **DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. Do you think what Beijing is doing is a good idea?
3. What are the manners like of people on the streets of your country?
4. What bad manners do you really hate?
5. Are you generally well-mannered or bad-mannered?
6. What things do you do that are bad mannered?
7. What do you think of people spitting in the street?
8. Do you think it's right that people who spit in public get a fine?
9. Is there a litter problem in your country?
10. What examples of bad manners do you see in tourists to your country?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article?
2. Do you think China's "street etiquette" campaign will work?
3. Do you think China would be disgraced in front of the world if people were seen spitting in the street?
4. Do you ever jump queues?
5. What do you think of having a special day of the month in which to practice good manners?
6. Are people's manners getting better or worse in your country?
7. Has new technology brought new ways of behaving badly?
8. Do you think there should be a gold medal for good behaviour?
9. What single example of bad manners would you like to see disappear forever?
10. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

1. What was the most interesting thing you heard?
2. Was there a question you didn't like?
3. Was there something you totally disagreed with?
4. What did you like talking about?
5. Which was the most difficult question?

## **HOMEWORK**

1. **VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. **INTERNET:** Search the Internet and find more information about the "street etiquette" campaign in Beijing. Talk about what you discover with your partner(s) in the next lesson.
3. **MANNERS POSTER:** Make a poster about the manners a perfect English student should have in class. Show your poster to your class in the next lesson. Vote on the best one(s).
4. **MAGAZINE ARTICLE:** Write a magazine article about street manners. In particular, write about your town. Read what you wrote to your classmates in the next lesson. Which article was best and why?
5. **LETTER:** Write a letter to the mayor of Beijing. Ask him/her three questions about the "street etiquette" campaign. Give him/her three pieces of advice about what they should do next to clean up Beijing and people's manners. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

## **PA3ДEЛ 10.**

### **The Reading / Listening**

Plans by the United States to charge travellers a \$14 fee for an electronic visa to enter the country have angered European countries. American authorities have decided to start charging for the Electronic System for Travel Authorisation (ESTA), which had been free. Under current rules, American citizens can enter European Union (EU) countries without charge, although some nations may review this. An EU official, Cecilia Malmstrom, said the new requirement is "inconsistent with the commitment of the US to facilitate transatlantic mobility" and will harm America's tourism industry. Many people feel a \$14 charge is peanuts compared with the thousands spent on a vacation.

The ESTA system requires tourists and business people to complete an online application form. There are a series of detailed questions about the potential visitor's private life and personal history. These include whether the applicant has a communicable disease, a physical or mental disorder or abuses drugs. People also have to answer questions about whether they have criminal records, or have been involved in spying, terrorism or genocide. The charge becomes effective from September 8th. Travel agencies suggest travelers apply for a free ESTA now because it lasts 2 years. Martin Lewis from the MoneySavingExpert.com website advised: "Anyone [thinking of] going to the USA should urgently go and fill in their ESTA right away."

### **WARM-UPS**

1. **VISAS:** Walk around the class and talk to other students about visas. Change partners often. Sit with your first partner(s) and share your findings.
2. **CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.  
Have a chat about the topics you liked. Change topics and partners frequently.
3. **TOURISM:** How can a country encourage it? Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

	Ideas to increase tourism
Visa charges	
Airport arrivals	
Information	
Entry charges to sites	
Language	
Security	

4. VISA CHARGES: Students A strongly believe they should be scrapped; Students B strongly believe they are important. Change partners again and talk about your conversations.
5. HOLIDAY: What's important to take? Rank these and share your rankings with your partner. Put the most important at the top. Change partners and share your rankings again.

A book	Compass
iPhone/BlackBerry...	Family photos
First aid kit	Favourite food
Compass	Game

6. PEANUTS: Spend one minute writing down all of the different words you associate with the word 'peanuts'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **AFTER READING / LISTENING**

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'electronic' and 'visa'.

electronic	visa

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

angered	business
start	history
current	drugs
review	spying
mobility	lasts
peanuts	fill

### **VISAS DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'visa'?
- Why do you think countries charge for visas?
- What do you think of the USA's decision to charge Europeans for visas?
- Do you think all visas should be free?
- Have you had any trouble getting a visa?
- Do you think America charging Europeans for a visa will affect tourism?
- Do you think visas should become a thing of the past?
- What are the good and bad things about visas?

STUDENT B's QUESTIONS (Do not show these to student A)



- a) Did you like reading this article?
- b) Do you think there are too many questions on visa application forms?
- c) If you had a criminal record, would you write it on a visa application form?
- d) Would you lie to get a visa?
- e) How many people write down they are spies, terrorists, mass murderers on visa application forms?
- f) Isn't \$14 really a very small price to pay to enter a country?
- g) Would you urgently get a free visa to save \$14?
- h) What's the most you'd pay for a visa?
- i) What questions would you like to ask the US authorities who decided to charge the \$14 to Europeans?

### **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find out more about American visas. Share what you discover with your partner(s) in the next lesson.
3. VISAS: Make a poster about visas. Show your work to your classmates in the next lesson. Did you all have similar things?
4. VISAS: Write a magazine article about visas. Include imaginary interviews with people who are for and against them.  
Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
5. LETTER: Write a letter to the U.S. visa authorities. Ask them three questions about visas. Give them three of your opinions on visas. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

### **ПАЗДЕЛ 11.**

#### **The Reading / Listening**

Kenya's government has agreed on a new marriage law. Many female politicians are very angry. The Marriage Bill lets men have as many wives as they want. Men can soon marry other women without telling their wife. There was a big argument between male and female politicians. Many female lawmakers walked out of the debate. The law was going to make it illegal to have more than one wife, but lawmakers changed their mind. One male politician said the law was fair to women because divorced women now get 30 per cent of the family house and other things belonging to the couple.

One politician said the law keeps alive Kenya's traditions. He said: "When you marry an African woman, she must know the second one is on the way, and a third wife. This is Africa." A newspaper said this showed Kenya wasn't a modern country. It wrote: "This is a [backwards] move that is simply taking us back into the Dark Ages, at a time when we should be strengthening family values." A female politician said the law was unfair because the second wife would take all the money. She said: "We know that men are afraid of women's tongues more than anything else."

#### **MATCHING**

##### **PARAGRAPH ONE:**

- |                                 |                        |
|---------------------------------|------------------------|
| 1. as many wives                | a. than one wife       |
| 2. There was a big              | b. of the family house |
| 3. female lawmakers walked      | c. as they want        |
| 4. make it illegal to have more | d. to the couple       |

5. lawmakers changed
6. One male politician said the law was
7. divorced women now get 30 per cent
8. things belonging

- e. out of the debate
- f. argument
- g. fair to women
- h. their mind

**PARAGRAPH TWO:**

1. she must know the second
2. A newspaper said this showed Kenya
3. This is a backwards
4. taking us back into
5. strengthening family
6. the law was
7. take all
8. men are afraid

- a. the Dark Ages
- b. move
- c. the money
- d. one is on the way
- e. unfair
- f. wasn't a modern country
- g. of women's tongues
- h. values

**WRITE QUESTIONS & ASK YOUR PARTNER(S)**

Student A: Do not show these to your speaking partner(s).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

Student B: Do not show these to your speaking partner(s).

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

**WRITING**

Write about animals for 10 minutes. Comment on your partner's paper.

**РАЗДЕЛ 12.**

**The Reading / Listening**

The age of space tourism came a step closer yesterday with the announcement of plans to build the world's first spaceport. The company Space Adventures Ltd. announced in a press release its plans to develop a commercial spaceport in the United Arab Emirates. This will be the first of many locations. Other possible sites for spaceports include Singapore and various secret locations in North America. The initial point of departure for a holiday in the heavens looks like being the city of Ras-Al-Khaimah, an hour by car from Dubai. The Sheikh there has put his full financial and political backing behind the ambitious project.

The press report states that the "total estimated cost of the global spaceport development project is at least US\$265 million". Space Adventures Ltd. and a team of UAE financiers will provide the funds. The UAE's civil aviation authorities have already given their green light for spaceflights to operate in their airspace. Crown Prince Sheikh Saud Bin Saqr Al Qasimi of Ras

Al-Khaimah expressed pride in his city hosting “the site where suborbital commercial space travel will begin and flourish”. He added: “We are most excited about spearheading this multi-billion dollar industry.”

### **WARM-UPS**

1. **ON THE DOORSTEP:** In pairs / groups, talk about what life would be like to have the world’s first spaceport on your doorstep. Would you welcome it? Write down five things you would or would not welcome. Share these things with your partner(s). Change partners often.

2. **CHAT:** In pairs / groups, decide which of these topics or words are most interesting and which are most boring.

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. **AT THE SPACEPORT:** You are at the spaceport, waiting for your ten-day holiday in space. Talk to the passenger next to you about your trip. What do you want to do? Do you have to buy many souvenirs? What do you want to take photos of? Ask each other the normal holiday-in-space questions.

4. **SPACE HEADLINES:** Talk about these “headlines” of the future. Do you think any of them could come true? Tell each other the stories behind the headlines.

The U.K. moves into space

World’s first MarsPort announced

First space war starts

Tourists lost in space

Space overcrowding a problem

UAE capital relocates to the moon

The last human leaves Earth

Budget-space-rocket disaster

5. **TWO-MINUTE DEBATES:** Face your partner and have these fun debates. Students A strongly believe in the first argument; Students B, the second. Change partners often.

The UAE is a poor choice for the spaceport. Vs. The UAE is a great choice.

- Space travel is still too dangerous. Vs. Crossing the road is dangerous.
- Money should be spent on medicines. Vs. Space travel will benefit medicine.
- Space travel means more pollution. Vs. We can put our waste in space bins.
- People were not meant to go into space. Vs. Humans are great travelers.
- One day we’ll all have to live in space. Vs. The earth will always support us.
- Space travel will be a major industry. Vs. It will be a small market only.
- All humans should go into space once. Vs. No humans should ever leave Earth.

6. **TOURISM:** Spend one minute writing down all of the different words you associate with the word “tourism”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

### **AFTER READING / LISTENING**

1. **WORD SEARCH:** Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘green’ and ‘light’.

Share your findings with your partners.

Make questions using the words you found.

Ask your partner / group your questions.

2. **ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

Share your questions with other classmates / groups.

Ask your partner / group your questions.

3. **GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. **VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. **STUDENT “SPACEPORT” SURVEY:** In pairs / groups, write down questions about spaceports and space tourism.

Ask other classmates your questions and note down their answers.

Go back to your original partner / group and compare your findings.

Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

age	estimated
plans	team
various	green light
heavens	pride
car	flourish
behind	excited

## **DISCUSSION**

STUDENT A's QUESTIONS (Do not show these to student B)

1. Did the headline make you want to read the article?
2. Do you think spaceports will be a large part of people's lives in the future?
3. What environmental problems do you think will come with spaceports?
4. Would you like to go up in space?
5. Do you think the average person will be able to afford space travel?
6. What do you think of the choice of the UAE as the location for the first spaceport?
7. How different do you think a spaceport will be from an airport?
8. What kind of training do you think people will need to go into space?
9. Do you think space tourism will be a big industry?
10. Would you like to live near a spaceport?

STUDENT B's QUESTIONS (Do not show these to student A)

1. Did you like reading this article?
2. What do you think about what you read?
3. What do you think people can do on a trip into space?
4. What do you think would be the best and worst things about space travel?
5. What kind of present would you want from somebody who went up into the heavens?
6. Would you like to work as a flight attendant on space flights?
7. Do you think space travel would change you?
8. When do you think there will be resorts on the moon?
9. Do you think science fiction always comes true?
10. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

1. What was the most interesting thing you heard?
2. Was there a question you didn't like?
3. Was there something you totally disagreed with?
4. What did you like talking about?
5. Which was the most difficult question?

## **HOMEWORK**

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. INTERNET: Search the Internet and find information about the Ras-Al-Khaimah Spaceport. Share your findings with your class in the next lesson. Did you all find out similar things?
3. MY DOORSTEP: Make a poster showing the pros and cons of a spaceport being built on your doorstep. Show your poster to your partner(s) in your next class. Did you all include similar pros and cons?
4. NEWS REPORT: You are at RAKIS (Ras-Al-Khaimah Intergalactic Spaceport) for the very first space flight. Write a news report of what you witnessed. Which VIPs were there? What

events were there? Read what you wrote to your classmates in the next lesson. Did everyone write about similar things?

#### Критерии оценивания

Приводимые оценочные средства направлены на формирование элементов компетенции «способность к коммуникации в устной и письменной формах на иностранном языке» и оценивают степень сформированности элементов знать, уметь, владеть при решении коммуникативной задачи.

#### **Критерии оценивания тестов, заданий по грамматике, самостоятельных и контрольных работ:**

% правильно выполненных заданий	оценка
100% - 91%	5
90% - 70%	4
69% - 52%	3
51% и менее	2

#### **Критерий оценивания устного опроса, беседы по теме, работы по развитию навыков устной речи:**

	Оценка
Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.	4
Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.	3
Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.	2

#### **Критерий оценивания письменного перевода.**

	Оценка
Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил ь и нормы родного языка не нарушены.	5

Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.	4
Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стиль и нормы родного языка нарушены.	2

## 2. Список вопросов и (или) заданий для проведения промежуточной аттестации

### Список заданий к зачету

(проверка сформированности УК-4, индикатор ИД-УК-4.2, ИД-УК-4.1)

К зачету (1 семестр) допускаются студенты:

- 1) посетившие более 80% занятий и выполнившие все практические задания в течение первого семестра;
- 2) выполнившие 70 % и более работ текущего контроля;

Текст для реферирования объемом 1500-1800 печ. знаков оценивается в письменном виде.

#### Правила выставления оценки на зачете

– «Зачтено» – соблюдена структура реферата, вводный абзац содержит большинство данных, может быть не указано до двух пунктов (название статьи, автор, источник, жанр статьи); может иметься 1-2 искажения информации; в тексте может быть незначительно искажен ход мыслей; реферат передает большую часть существенного смысла текста, который сжат до необходимого объема; наряду с несколькими орфографическими/пунктуационными ошибками имеется до двух лексико-грамматических ошибок или стилистических ошибок.

– «Не зачтено» - структура требуемого текста не соблюдена, вводный абзац не содержит трех из следующих пунктов (название статьи, автор, источник, жанр статьи); имеется 3-5 серьезных искажения информации; в тексте имеются серьезные нарушения логики изложения, недочеты в построении высказываний; передается меньше половины существенной информации исходного текста, объем реферата не соответствует предъявляемым требованиям; наряду с несколькими орфографическими/пунктуационными ошибками имеется больше трех лексико-грамматических ошибок или стилистических ошибок.

### Пример текста для реферирования

#### **Starting Your Own Business**

Many people dream about starting their own businesses, based on their own ideas and dreams. They try to break free from workplace rules, politics, and all the internal chaos that can limit their growth.

It's no wonder that the same people desire to have full control over their time and goals. Starting your own business can sound overwhelming and complicated at first, but if you break it

into steps, you'll just need to take the first big leap of courage, and follow with smaller steps that lead you along your journey.

And whether it's an ecommerce store or a brick-and-mortar business, knowing what's happening in the small business world can help you better manage your risks and opportunities.

Whether you already have your own business, or are planning to start a new one this year, these statistics will help you make sense of what's new and what you should expect. These statistics will help you understand what influences small business, how they work, and how they impact the economy and many more details.

Here's a look at the top 10 small business statistics and what to expect in 2021.

### 1. How Many Small Businesses Are There in the U.S?

There are 30.7 million small businesses in the U.S. which account for 99.9 percent of all U.S. businesses.

The Small Business Administration defines a small business as a firm which has fewer than 500 employees. This means that many highly valued startups in the U.S fit within this definition of small businesses.

The definition of a small business varies across the world. For comparison, in the European Union any business that has fewer than 50 employees is considered a small business. In Australia, companies with fewer than 15 employees are considered small businesses.

Small business stats show that most businesses in America have fewer than 500 employees. Those businesses with fewer than 100 employees account for 98.2 percent, and those with fewer than 20 employees account for 89 percent of all businesses in the country.

### 2. How Many Jobs Are Created by Small Businesses?

With so many small businesses in the U.S., it's no surprise that small businesses generate the majority of jobs in the United States. According to the Small Business Administration, small companies create 1.5 million jobs annually and account for 64 percent of new jobs created in the U.S.

Past year statistics show us that small businesses have always been an integral part of the U.S.'s economy and growth. They offer job opportunities, financial growth, and an array of unique products and services. So whether or not they become larger corporations, they contribute to economic growth.

### 3. What Is the Biggest Challenge for Small Businesses?

In the first few years of starting a new business, small companies have to face a number of challenges that can restrict their potential. One of the top challenges that small businesses face is the poor quality of labor. In fact, 52 percent of the respondents stated that the most important problem for small businesses was labor quality. Small business owners say that it's hard to find qualified individuals to hire. For businesses that have more than 50 employees, percent of owners believe it's harder to find qualified hires.

Other than this, small business owners are also faced by financial challenges. As smaller corporations don't have the advantage of being backed by a lot of funds, they usually struggle to figure out how they can manage their finances.

### **Список заданий к экзамену**

(проверка сформированности УК-4, индикатор ИД-УК-4.2, ИД-УК-4.1)

Требования к экзамену

К экзамену допускаются студенты,

- 1) посетившие более 70% занятий;
- 2) выполнившие все работы текущего контроля.

Экзамен включает в себя:

1. Монологическое высказывание по одной из изученных тем с последующим обсуждением темы по вопросам.
2. Рассказ о себе и своей научной работе (2000 печ. знаков).

#### **Темы для монологического высказывания:**

1. Speak about careers in tourism. Would you like to be a freelance travel writer?
2. Speak about the most popular holiday destinations. What predictions can you make for holiday destinations in the future?
3. Speak about hotel facilities. Have you ever stayed in an unusual hotel? What are the most common hotel complaints?
4. Speak about tour operators. What are the advantages and disadvantages of using a guidebook in a new country?
5. Speak about different types of tourism. What is your attitude to ecotourism? Would you like to go on a voluntour?
6. Speak about public transport your city. What is supercommuting? Why do people become supercommuters?
7. Speak about hotel reservations. What do 21<sup>st</sup> century hotels need to attract guests?
8. Speak about sightseeing. Have you ever been to an unusual museum? What dangers and problems can tourists face in an unknown city?
9. Speak about manners and etiquette in different countries. Do you think good manners are as important today as they used to be in the past?
10. Speak about visa issues. Do you think there are too many questions on visa application forms? Why? Why not? Should travelers be charged for getting an electronic visa?
11. Speak about traditions and cultural differences. Have you ever experienced culture shock?
12. Speak about special interest tours. Have you ever been on an unusual tour? What do you think of the future of space tourism? Would you like to be a space tourist?

#### **Правила выставления оценки на экзамене**

Монологическое высказывание по теме с последующим обсуждением по вопросам (с опорой на план и ключевые слова)

«5» - содержание высказывания полностью соответствует теме, объем высказывания (не менее 25 предложений); отвечающий дает развернутые ответы на заданные вопросы, мотивируя свою точку зрения, соблюдает нормы диалогического общения; свободно владеет лексическим материалом, предусмотренным программой, использует разнообразные синтаксические конструкции; допускаются 1-3 незначительные ошибки, самостоятельно исправленные;



«4» - содержание высказывания соответствует теме, соблюдается логика изложения; отвечающий дает полные ответы на заданные вопросы, соблюдает нормы диалогического общения; допускает неточности в использовании лексических единиц, синтаксическое построение речи недостаточно разнообразно; допускаются 4-6 грамматических и лексических ошибок, не искажающих смысла сообщения.

«3» – содержание высказывания в целом соответствует теме, но тема раскрыта не полностью; отвечающий не полностью понимает содержание заданных вопросов, не на все вопросы даются адекватные и распространенные ответы; не владеет в достаточной степени лексическим материалом по теме, использует примитивные синтаксические конструкции; имеется 7-9 лексических и грамматических ошибок.

«2» - монологическое высказывание не раскрывает содержание темы, нарушена логика изложения; отвечающий неправильно понимает обращенные к нему вопросы и не может дать адекватные ответы; не владеет лексикой по теме, использует примитивные и неверные синтаксические конструкции; имеется более 10 грубых лексических и грамматических ошибок.

Рассказ о себе и своей научной работе (без опоры на письменный текст)

«5» - изложены все основные этапы формирования и исполнения научной работы, включая тему, участие научного руководителя, методику работы, место проведения, проблемы и их решение; достаточный объем - не менее 25 предложений; количество фонетических и грамматических ошибок – 1-2.

«4» - изложены все основные этапы формирования и исполнения научной работы, включая тему, участие научного руководителя, методику работы, место проведения, проблемы и их решение; достаточный объем - не менее 20 предложений; количество фонетических и грамматических ошибок – не более трех.

«3» - изложены не все основные этапы формирования и исполнения научной работы, недостаточно освещено участие научного руководителя, нет четкого представления о методике работы; достаточный объем - не менее 15 предложений; количество допустимых фонетических и грамматических ошибок – не более пяти.

«2» - отсутствует логика в изложении основных этапов формирования и исполнения научной работы, не освещено участие научного руководителя, не дается представление о методике работы, проблемах и их решении; количество фонетических и грамматических ошибок – более 5.

## **Приложение №2 к рабочей программе дисциплины «Иностранный язык делового и профессионального общения в туризме»**

### **Методические указания для студентов по освоению дисциплины**

В процессе изучения иностранного языка в вузе, студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, ожидая успеха лишь при регулярных занятиях;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов Интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас по специальности, заниматься составлением специализированного словника;
- читать художественную и специализированную литературу на иностранном языке, изыскивать возможности к общению с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в Интернет-форумах);
- развивать в себе стремление к спонтанному, пусть и не безошибочному говорению, добиваясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных, проектных и пр. заданий.

### **Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине**

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 8 данной рабочей программы.