

ПЕРМСКИЙ
ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

А. В. Лучникова

АКАДЕМИЧЕСКАЯ
И ПРОФЕССИОНАЛЬНАЯ
КОММУНИКАЦИЯ
НА ИНОСТРАННОМ ЯЗЫКЕ
(АНГЛИЙСКИЙ)

Materials for Mastering Tourism
as Profession



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное
образовательное учреждение высшего образования
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

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(АНГЛИЙСКИЙ)**

Materials for Mastering Tourism as Profession

*Допущено методическим советом
Пермского государственного национального
исследовательского университета в качестве
учебного пособия для студентов, обучающихся
по направлению подготовки магистров
«Туризм»*



Пермь 2021

УДК 81.111(075.8)

ББК 81.2+81.1

Л875

Лучникова А. В.

Л79 Академическая и профессиональная коммуникация на иностранном языке (английский) Materials for Mastering Tourism as Profession [Электронный ресурс] : учебное пособие / А. В. Лучникова ; Пермский государственный национальный исследовательский университет. – Электронные данные. – Пермь, 2021. – 7,54 Мб ; 144 с. – Режим доступа: <http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/luchnikova-materials-for-mastering-tourism-as-profession.pdf>. – Заглавие с экрана.

ISBN 978-5-7944-3736-2

Целью пособия является совершенствование и развитие полученных в высшей школе знаний, навыков и умений по английскому языку в различных видах речевой деятельности, формирование собственного терминологического глоссария, развития навыков чтения текстов по специальности, а также формирование навыков устных выступлений, участия в круглых столах и научно-практических конференциях. Теория закрепляется в разнообразных лексико-грамматических заданиях и упражнениями на перевод с английского на русский и наоборот. Материалом для упражнений служат аутентичные научно-популярные тексты. Пособие содержит приложение, в котором приведен перечень основных терминов, необходимых для усвоения текстовой информации и выполнения заданий.

Данное пособие позволит магистрантам расширить лексико-грамматический запас, приобретённый за время учебы, сформировать навыки чтения аутентичной литературы с целью использования информации для написания магистерской диссертации и в целом повысить свой уровень владения английским языком.

УДК 81.111(075.8)

ББК 81.2+81.1

*Издается по решению ученого совета
факультета современных иностранных языков и литератур
Пермского государственного национального исследовательского университета*

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ISBN 978-5-7944-3736-2

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	Grammar	Vocabulary	Speaking/Writing
1. Job Hunting			
Module 1 Applying for a Job	Present Simple, Imperative Mood	jobs	Application Form Reference/Covering Letter/CV/Resume
Module 2 Professions are so Different	Modals and their Equivalents	professions abilities	Job Interview
2. Your Science			
Module 1 Outstanding Scientists and Explorers	The Passive Voice Articles with the Geographical Names	science research work	Outstanding Scientists Destinations
Module 2 My Future Profession	1 st Conditional	geography as a science	Profession of a geographer
3. Tourism Geography			
Module 1 What is Tourism Geography	Revisions of Tenses	tourism	The Role of Tourism Geography
Module 2 Travel Agency	Useful grammar for debating	career and success	How to Be a Successful Travel Agent. Debates
Module 3. History of Travel and Tourism	Past Simple	hotels travel idioms	Writing summaries A holiday Extended speaking.
Appendix			
1). Phrases for debating			Organization of a debate
2) Writing Summaries			Making summaries/reviews
3) Presentations			Making a Presentation
4) Glossary		Countries and Cities	Speaking about geography
		Climate	
		Geographical Terms	

PART I
UNIT I. JOB HUNTING
Module 1. Applying for a Job

Module 1 Applying for a Job
Grammar: Present Simple, Imperative Mood
Vocabulary: jobs
Writing: Application Form. Reference/Covering Letter/CV/Resume

Task 1. In pairs choose one statement and discuss it. Give your opinions.

«Business is like riding a bicycle. Either you keep moving or you fall down. » (John David Wright)

«Pessimism never won any battle» (Dwight D. Eisenhower)

«Opportunities are often things you haven't noticed the first time around. » (Catherine Deneuve)

«In business you don't get what you deserve, you get what you negotiate. » (Dr. Chester)

Task 2. Read and learn the new words/phrases and their equivalents by heart.

To apply for	/ə'plai/	Contact, request	подать (заявку)
application	-/æpli'keɪʃn/	statement	заявление
applicant	-/'æplikənt/	seeker	Кандидат, заявитель
career	/kə'riə/	job	карьера
colleague	/'kɒli:g/	people you work with	коллега
salary	/'sæləri/	money paid for the work	зарплата
opportunity	/ɒpə'tju:niti/	possibility	возможность
ability	/ə'biliti/	skills	способности
achievement	/ə'tʃi:vment/	success	достижение
to achieve	/ə'tʃi:v/	to attain	достигать
profession	/prə'feʃən/	specialty	профессия
company	/'kʌmpəni/	organization	компания
to manage	/'mænidz/	to cope	справляться, управлять
management	/'mænidzment/		управление
qualification	/'kwɒlifɪ'keɪʃn/	position	квалификация

to employ	/im'ploi/	to engage	нанимать на работу
to sack (coll.)	/sæk/	to fire	увольнять
employee	/'imploi'i:/	worker	работник
employer	/'imploiə/	a person who em- ploys people	работодатель

Task 3. Complete the sentences with the words from the previous task.

1. People who are _____ in different organizations are called employees.
2. When a student graduates from the University, he/she gets a diploma with _____.
3. Our government has increased doctors' _____.
4. People who work together in one _____ are called _____.
5. Applying for a job one should show all his _____.

Task 4. Match the words to their synonyms.

1. Employer	A. Organization
2. Achievement	B. Job
3. Colleague	C. Specialist
4. Career	D. People one works with
5. Professional	E. A person who engages people
6. Ability	F. Money paid for a job
7. To employ	G. A worker
8. Salary	H. To engage
9. Employee	I. Skills
10. Company	J. Success

Task 5. Replace the underlined words/phrases with their equivalents.

1. Many people treat their jobs seriously especially when they are paid good money.
2. Your skills and success are very important when applying for a job.
3. The owners of organizations engage different workers.
4. It's important to be friendly with people you work with.
5. Career gives everyone possibility to earn money.

Task 6. Match the English sentences to their Russian equivalents.

1. People need to earn money for their living.
2. Your achievements may help you in applying for a job.
3. High-grade specialists can promote a company.
4. When you are looking for a job, you should identify your achievements and skills.
5. You mustn't be late for the interview with an employer.

- a. Высоквалифицированные специалисты способствуют продвижению компании.
- b. Людям необходимо зарабатывать на жизнь.
- c. Вы не должны опаздывать на собеседование со своим работодателем.
- d. Ваши достижения могут помочь Вам при устройстве на работу.
- e. В поисках работы Вам следует определить свои достижения и умения.

Task 7. Read and learn the new words/phrases by heart

Curriculum vitae(CV)	/kə'rikju'ləm 'vi:tai/	жизнеописание
Resume	/'rezju'mei/	резюме
Tool	/tu:l/	инструмент, средство
Brochure	/'brɒʃə/	брошюра
Essential	/i'senʃəl/	необходимый
Objective	/ob'dzektiv/	цель
Experience	/iks'piəriəns/	опыт
Credentials	/kri'denʃəlz/	верительные грамоты
To highlight	/'haɪlaɪt/	осветить
Reference letter	/'referens 'lete/	Рекомендательное письмо

Task 8. Read the text and answer the questions.

1. What are the parts of the CV/resume?
2. What should each part of the CV/resume contain?

CV

A company you want to apply to has asked you to send in a CV and you're thinking, "Wait... What?" Don't worry! **Curriculum Vitae (CV)** means "**course of life**" in Latin, and that is just what it is. A CV is a concise document which summarizes your

past, existing professional skills, proficiency and experiences. The purpose of this document is to demonstrate that you have the necessary skills (and some complementary ones) to do the job for which you are applying. Literally, you are selling your talents, skills, proficiencies etc. (1)

A CV consists of **heading, skills, objective, education, professional experience, activities or interests.** In CV **Heading**, you can write your general information: name, surname, local address, e-mail address, phone number. The **Skills Summary** section of your CV includes your main skills. You should only include keywords in this section. The CV Objective states, “What is my next step in my career?” this should be a short statement that informs the employer what kind of position you are looking for. List all your qualifications in **the Education section.** Include all of your education including certifications from non-academic institutions especially that are related to this job vacancy. If you have more work experience than qualifications, put your work experience before your qualifications. The section **Professional Experience** includes any work experience that you have in the field you are applying for. Even if the post is unpaid, voluntary, summer job, internship, co-op experience or extracurricular activity. Each job detail should include the following basic information: title of position, length you held the post, responsibilities, name of organization. Any activities that you do in your free time can be related to your job.

How to Write a CV (Curriculum Vitae)

1. Know what information a CV generally contains. Most CVs include your personal information, your education and qualifications, your work experience, your interests and achievements, your skills, and references. Also experienced people tailor your resume to the job you are applying for.

2. Consider the job you are applying for. Research the company. A good CV is tailored to the specific job and company you are applying for. What does the company do? What is their mission statement? What do you think they are looking for in an employee? What skills does the specific job you are applying for require? These are all things to keep in mind when writing your CV.

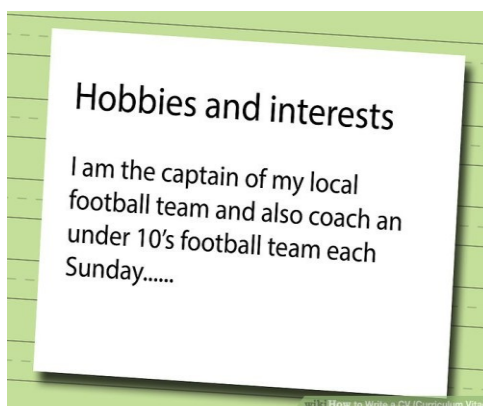
3. Check the company’s website for extra information about the CV. See if there is any specific information they want you to list in your CV. There might be specific directions listed on the application page. Always double-check this.

4. Make a list of jobs you have held. These can be both jobs you hold currently and jobs you hold in the past. Include the dates that you began and ended your term at each particular job

5. Brainstorm your hobbies and interests. Unique interests or hobbies will make you stand out. Be aware of the conclusions that can be drawn from your hobbies.

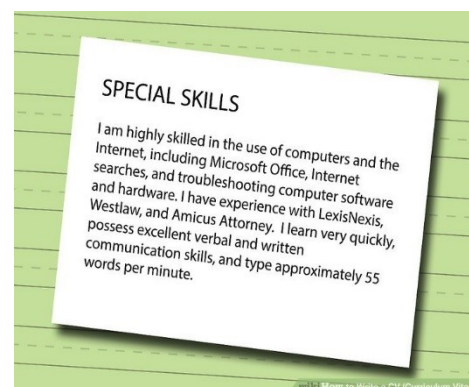
Try to list hobbies that portray you as a team-oriented individual rather than as a solitary, passive person. Companies want someone who works well with others and can take charge if need be.

- *Hobbies and interests that paint a positive image:* Being the captain of your soccer (or football) team, organizing a charity event for an orphanage, secretary of your school’s student-run government.
- *Hobbies that imply a passive, solitary personality:* watching TV, doing puzzles, reading. If you are going to put any of these things, give a reason why. For instance, if you are applying for a job at a publishing house, put something like: I enjoy reading the great American writers such as Twain and Hemingway because I think their writing gives a unique perspective into American culture at the time they were writing.



Task 9. Make a list of your relevant skills.

These skills often include computing skills (are you a wiz at WordPress? Excel? In Design? etc.), languages you speak, or specific things the company is looking for, such as targeted skills. (1) *Example of targeted skills:* If you are applying to be a writer for a newspaper, list that you are fluent in AP style. If you are applying for a coding job, mention that you have worked with JavaScript.



Task 10. In groups, guess what possible questions the applicants may have while writing the CV. Then, try to answer them and the ones given below.

Possible Questions

Question

- *What if you don't have any working experience?*
- You can highlight the seminars, courses, projects you have participated in. What volunteer work have you done? That is useful to emphasize. Also, you might write about your motivation to apply for the job, as part of your cover letter.

Question

- *Do I need to include my date of birth in a CV?*
- No, you do not need to include your date of birth in a CV. It used to be compulsory but, due to modern laws, it is no longer mandatory.

Question

- *What information is important to include in a CV?*
- You will want to include your name, contact information, educational background, related work experience, and level of competence.

Question

- *Is a cover letter important?*
- Yes. It is always required by prospective employers, and is the first thing they'll see, so you want to make a good first impression.

Question

- *Can I write a work experience that is not related to the job I am applying for?*
- Yes, but it should tie into your work ethic or character if it doesn't have to do with the job you are applying for.

Question



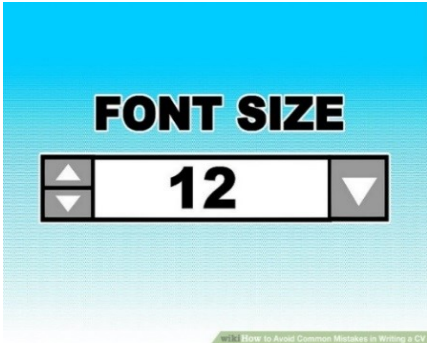

- *What is a job objective?*
- The position you'd like to have is your job objective.

Question

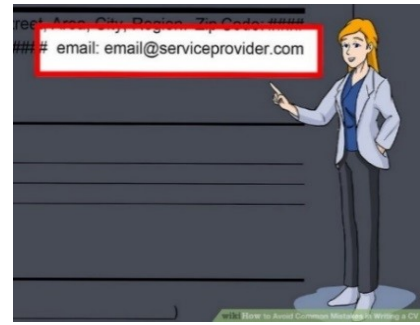
- *Should I include everything I've done in my work experience?*
- If you have had a lot of different jobs, only list the ones relevant to the one you're applying for. If you mean the details you list under each work experience,

you should only provide a brief summary and a few key accomplishments, not every single thing you did in that job.

Task 11. Match the beginning of the sentences under the table to the endings in recommendations in the table and make the rules: How to Avoid Common Mistakes in Writing a CV

	<p>1. _____, followed by your contact details.</p>
<p>2. _____ unless you are told to do so by the employer.</p>	
	<p>3. _____</p>
<p>4. _____ with a spell-check tool, but remember to proofread it yourself. Make sure that there are no spelling errors or poor vocabulary usage.</p>	

5. _____ so that the employer can contact you for an interview. Avoid using funny email addresses. Employers are only attracted to email addresses that sound professional.



Professional Experience

2008-Present: (Position Held _____), (Description _____)

Product Management

- Coordinated a _____
- Led a _____

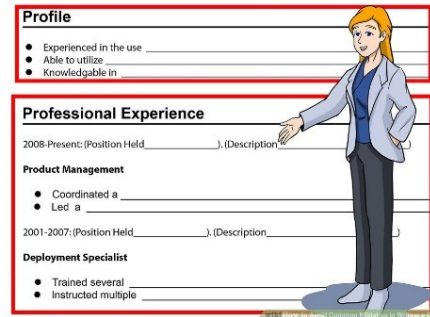
Deployment Specialist

- Trained several _____
- Instructed multiple _____



6. _____ to describe your work experience. Try using a variety of different words to show your wide range of writing skills.

7. _____ with the help of proper headings in order to make it clear and easy to read. Make a consistent layout of your CV. Set the margins evenly on both sides of the page and give proper spaces between each heading. Use verbs in a consistent manner. For example, if you are describing your past job, all verbs should be in the past tense.



8. _____ You should always write your CV in third person because employers also emphasize that it is the best way to write it.

9. _____ Your CV should always accompany one. A cover letter is a sales document that gives an overview of the position being applied for, and how your skills and qualifications match the requirements of the position.



- a) Write a cover letter.
- b) Write a proper heading for your CV.
- c) Always include an email address in your CV
- d) Avoid using the “I-attitude.” Divide your CV into sections
- e) Check for spelling mistakes
- f) Make sure your font size is 11 or 12.
- g) Avoid using the same words again and again
- h) Never include your photograph on your CV
- g) You should include your name in bold.

Task 12. Read what a cover letter is. Explain in your words the idea of it

- Keep it to one page in length. The reader does not have time to go through pages of text before deciding whether to look at your resume or application.
- Get the reader’s attention straight away. It should be in a clear and easily readable font, well laid out, and if you are mailing your letter use good quality stationery.
- Customize each cover letter with a proper address, do not use *To Whom It May Concern*. Cover letters are most effective when addressed to an individual.
- Personalize the greeting by getting the name of the reader. Call the company and get the full name and correct spelling of the recipient. Addressing the letter to someone by their name grabs their interest.
- State your objective in the first paragraph to keep the reader's interest. Why are you writing this letter? What is the benefit of reading this letter for the recipient? Build an immediate connection to the reader.
- The second paragraph is the right place to highlight your specific skills and abilities and how they meet the requirements of the job opportunity. Summarize why you are the right person for the job. Relating your strengths to the needs of the company and the job immediately indicates that you have spent time thinking about the position.
 - Keep it short and to the point so that you don't lose the reader's interest.
 - Your closing should also be concise. Make a strong closing statement and motivate the reader to take action. Let the reader know what you want – an interview, an opportunity to call. Explain when, where and how you can be contacted.

Model: A specific, personalized cover letter ... (highlights your suitability for the job will grab the reader's attention and ensure your resume gets serious consideration for the job opportunity.)

COVERING LETTER

10 Sane Street
Surrey UK
5 October 2004

Ms. Gale Games
21 Blackmail Road
Cambridge

Dear Ms. Games,

I would like to apply for the position of a Senior Sales Manager advertised in The Economist on 4 October 2004.

My work experience has familiarized me with many of the challenges of the sales domain. I am sure that this, together with my education and my understanding of the needs and expectations of the IT market, would be extremely relevant to the position.

Moreover, my fluent French and proficient Spanish would be very helpful in developing the business in these countries.

As you will notice on my enclosed resume, the position you are offering involves the issues I have been in charge of for these years.

I would be pleased to come for an interview at any time convenient to you.

I look forward to your reply.

Yours sincerely,
Eric Davidson.

Task 13. Write your own CV according to the rules you know now and the example given below (2)

Task 14. Study the example of a Reference letter and find some differences with the Covering letter.

John Smith

IT Project Manager

Personal Info

Address
134 Rightward Way
Portland, ME, 04019

Phone
774-987-4009

E-mail
j.smith@uptowork.com

LinkedIn
linkedin.com/johnutw

Skills

Business Process Improvement

Vendor Management

Project Scheduling

Sales Analysis

Strategic Planning

Communication Skills

Software

Microsoft Project
Excellent

MS Windows Server
Very Good

Linux/Unix
Very Good

Microsoft Excel
Good

Languages

French
Intermediate

German
Basic

IT Professional with over **10 years** of experience specializing in **IT department management** for international logistics companies. I can implement effective **IT strategies** at local and global levels. My greatest strength is business awareness, which enables me to permanently streamline infrastructure and applications. Striving to leverage my IT management skills at SanCorp Inc.

Experience

- 2006-12 - present **Senior Project Manager**
Seton Hospital, ME
- Oversaw all major hospital IT projects for 10+ years, focus on cost reduction.
 - Responsible for creating, improving, and developing IT project strategies.
 - Implemented the highly successful Lean Training and Six Sigma projects.
 - Cut costs by 32% in less than six months.
 - Reduced the costs of IT maintenance in 2015 by successfully rebuilding the server infrastructure resulting in over \$50'000 of annual savings.
- 2004-09 - 2006-12 **Junior Project Manager**
Seton Hospital, ME
- Streamlined IT logistics and administration operation cutting costs by 25%.
 - Diagnosed problems with hardware and operating systems.
 - Successfully migrated two servers to new data architecture.
 - Maintained the user database of over 30000 patients.
 - Managed project for lean training for all IT Support Officers.
- 2002-08 - 2004-09 **IT Support Officer**
Seton Hospital, ME
- Provided support for project managers and hospital staff for 2 years.
 - Prepared over 100 infrastructure performance analyses and reports.
 - Implemented a new tracking dashboard, cutting manual data input by 80%.
 - Successfully resolved over 200 issues in regards to IT infrastructure.

Education

- 1999-09 - 2001-05 **Master of Computer Science, University of Maryland**
- Graduated Summa Cum Laude.
 - Member of Student Association of Project Management
 - Managed a student project to develop a weekly IT News podcast.
- 1996-09 - 1999-06 **Bachelor of Computer Science, University of Maryland**
- Graduated Summa Cum Laude.
 - Member of Student Association of Computer Science.
 - Managed a student project to organize a conference for 50+ professionals.

Certifications

- 2010-05 PMP - Project Management Institute
- 2007-11 CAPM - Project Management Institute

Interests

- Avid cross country skier and cyclist.
- Member of the Parent Teacher Association.

Reference Letter

A reference is one where somebody gives a good recommendation of another person who he knew professionally. This can help the second person to secure a better employment opportunity than what he is engaged in currently.

- When a candidate applies for a job, they may need a reference to support their application.
- If an interviewee is given a job offer, they may need to supply a reference letter before the contract can be signed.
- A student applying for an academic course requires a reference letter to support their application.
- Companies may use reference letters as testimonies to their ability to carry out a job well.

Task 14. Look through the Reference Letter and choose the points mentioned in it.

1. Address of the one who writes the letter.
2. Education
3. Date
4. Recommendation
5. Subject
6. Signature and position
7. A person's previous duties
8. Computer Literacy
9. His/her personal characteristics
10. Saying goodbye
11. Information about the family

Hart Publications, Inc.
1400 Fifth Avenue,
New York, NY 10012
(212) 555-6239
April 10, 1998

Subject: Reference Letter for Mr. James Miller

To Whom It May Concern:

James worked under my supervision as an editorial assistant from September 10, 1997, until April 5, 1998. His responsibilities included conducting research and interviews, fact checking, and writing brief front-of-the-book pieces, in addition to some clerical duties. During the course of his employment, James proved himself an able employee, a hard worker, and a talented writer.

I was quite impressed by James' ability to complete all work assigned to him on time, if not before it was due. His research was always thorough and comprehensive, and his fact checking always accurate. We sometimes allow our editorial assistants to do some writing, but James' talents prompted us to assign him more pieces than the norm. His writing is clear, concise, and evocative.

Overall, James is a very conscientious and able employee. I certainly believe he has what it takes to make a wonderful editor someday, and I am sad to see him leave. I strongly recommend James for any mid-level editorial position in publishing.

Sincerely,
Edward P. Larkin Executive Editor

Task 15. Read the Reference Letter carefully and point out the phrases expressing the following ideas.

Subject	
A person's previous duties	
His/her personal characteristics	
Recommendation	
Signature and position	

Task 16.

RESUME

The resume is made up of: an accurate summary of credentials, education, achievements, job experience and goals. It show flow naturally and be easily read.

A resume should contain accurate information. For this reason, it's a good idea to keep the resume updated after each major task or qualification's received.

All resumes typically contain sections that highlight education and work experience. Often a summary of qualifications section is used to provide the reader with an overview of the competences. Also many people find it helpful to begin a resume with

an objective so that the reader has a reference point by which to understand the strengths and experience.

Typical resume sections are contact information, summary of qualifications, education, skills, and work experience. Optional sections are objectives, technical skills, awards, publications and so on.

Writing Your Resume

1. First, take notes on your work experience—both paid and unpaid, full time and part time. Write down your responsibilities, job title and company information. Include everything!

2. Take notes on your education. Include degree or certificates, major or course emphasis, school names, and courses relevant to career objectives.

3. Take notes on other accomplishments. Include membership in organizations, military service, and any other special accomplishments.

4. From the notes, choose which skills that are similar to the job you are applying for—these are the most important points for your resume.

5. Begin resume by writing your full name, address, telephone number, fax, and email at the top of the resume.

6. Write an objective. The objective is a short sentence describing what type of work you hope to obtain.

7. Begin work experience with your most recent job. Include the company specifics and your responsibilities—focus on the skills you have identified as transferable.

8. Continue to list all of your work experience job by job progressing backward in time. Summarize your education, including important facts (degree type, specific courses studied) that are applicable to the job you are applying for.

9. Include other relevant information such as languages spoken, computer programming knowledge, etc. under the heading 'Additional Skills.' Be ready to speak about your skills in the interview.

10. Finish with the phrase: *References: Available upon request.*

11. Your entire resume should ideally not be any longer than one page. If you have had a number of years of experience specific to the job you are applying for, two pages are also acceptable.

12. Spacing: Separate each category (i.e. *Work Experience, Objective, Education, etc.*) with an empty line to improve readability.

13. Make sure to read your resume carefully to check grammar, spelling, etc.

14. Prepare thoroughly with your resume for the job interview. It's best to get as much job interviewing practice as possible.

Peter Jenkins
25456 NW 72nd Avenue
Portland, Oregon 97026
503-687-9812
pjenkins@happymail.com

Objective

Become an Executive Producer in an established recording studio.

Work Experience

2004 – 2008

- Lead singer in a band, which toured North America.
- Responsibilities included arranging music and recording live performances.
- After two years, managed entire group and bookings.

2008 – 2010

- Producer at Sound Mixers Aligned studios in San Diego, California.
- Collaborated with a wide range of musicians to help produce demo recordings for major recording labels.
- Developed sound profiles recording setups for small to large ensembles.
- Became accomplished on a wide range of audio software packages.

2010 – Present

- Director of artist relations at Spooky People Studios.
- Responsible for establishing a solid working relationship with our artists while meeting the needs of Spooky People Studios.

Education

2000 – 2004

Bachelor of Science University of Memphis, Memphis, Tennessee

Additional Skills

Fluent in Spanish and French

Expert in Office Suite and Google Documents

References

Available upon request

Task 17. Put “do” and “don’t” for a job seeker where necessary

1. _____ learn ahead about the company and its product.
2. _____ keep stressing you are badly in need for a job.
3. _____ discuss past experience, which has no application to the job situation.
4. _____ mention any experience you have relevant to the job.
5. _____ be untidy in appearance.
6. _____ be confident.
7. _____ approach the employer with respect.
8. _____ be optimistic.
9. _____ be “I am the best and I know everything”.
10. _____ mumble.
11. _____ Maintain your self-control. Overcome nervousness.
12. _____ express your ideas on salary, hours early in the interview.
13. _____ answer the questions honestly.
14. _____ have a good resume.
15. _____ write incorrect information in your resume to make it look better.
16. _____ be well groomed and appropriately dressed. (3)

Task 18. Answer the questions

1. What should you dress to have a successful interview?
2. Should you wear large jewelry for the interview?
3. What is the key of a good handshake?
4. If your employer asked you to tell some words about yourself, would you tell your life story?
5. What questions are considered inappropriate?
6. If your telephone goes out during the interview, what should you do?
7. What important things should we remember? (3)

Questions for the interview:

1. What are your three main strengths? (a teacher)
2. Can you work under pressure? (a psychologist)
3. How do you overcome nervousness? (a psychologist)
4. What do you consider to be your greatest weakness? (a teacher)
5. You will have a two-month probation period, and we’ll not pay the money during this period. Does that suit you? (a teacher)
6. Why did you live your previous job? (a psychologist)

7. Where did you work earlier? (a teacher)
8. What can you say about you previous director? (a psychologist)
9. What would you do if I spell some coffee on your documents? (a psychologist)
10. What languages do you know? (a teacher)
11. What do you consider the best way to attract clients? (a psychologist)
12. What education do you have? (teacher)
13. Do you work well under pressure? (a psychologist)
14. Do you have any questions? Think if it is good to ask any questions to the interviewer and if Yes, why and what exactly? (3)

Questions to the interviewer:

1. How many employees work for the organization?
2. Please tell me a little bit about the people with whom I'll be working most closely.
3. Will I work independently or in a team?
4. Where will I be working?
5. How advanced is the hardware and software I will be expected to use?
6. How did this job become available?
7. Before you're able to reach a hiring decision, how many more interviews should I expect to go through and with whom?
8. Does this job usually lead to other positions at the company?
9. Will the company be entering any new markets in the next couple of years?

Phrases to be memorized.

At my last job, I worked as a ...

I am a ... by training.

What makes me unique is my experience of ... years in ...

I'm a perfectionist. I pay attention to the details and like to be sure that everything is just right.

I'm efficient and highly organized. This enables me to be as productive as possible on the job.

I'm a creative thinker. I like to explore alternative solutions to problems.

I enjoy solving problems and troubleshooting issues in a timely manner.

I am interested in an entry-level position.

I am looking for a position, in which I can use my experience.

I would like any position, for which I qualify.

I am more interested in a full-time position.

I work well under pressure.

I am an excellent communicator.

I am a troubleshooter.

My time management skills are excellent. I'm organized and efficient.

I tend to spend too much time making sure the customer is satisfied.

When working on a project, I don't want just to meet deadlines. I prefer to complete the task well ahead of schedule.

I am impressed by the quality of your products.

You should hire me because I'm not only qualified for this job due to my experiences, but also because of the positive attitudes that I have towards the tasks given to me.

I am very motivated to do this job – it's my dream. If you hire me, I will do my best to exceed your highest expectations.

You should hire me because I have the ability to develop my skills.

I meet deadlines, I deliver on what I promised, and as a result, I always make my managers to be proud of me.

I'm a hard worker with the experience to get things done efficiently.

I moved here for the employment opportunities.

My goal right now is to find a position at a company where I can grow and take on new challenges over time.

In five years, I'd like to be an industry expert in my field, able to train and mentor students and entry-level specialists alike.

My salary expectation is between \$*** and \$***, which is the average salary for a candidate with my level of experience in this city.

Task 19. Work in pairs. What kind of work do you expect to do after you graduate from University? Explain your responsibilities and daily duties to your partner in English.

Task 20. Read the text and write a single word synonym for each of these words/phrases below.

The career ladder

Getting a job

When Paul left school he **applied for** (=wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (=a very junior person in a company). He didn't earn very much but they gave him a lot of **training** (=organized help and advice with learning the job), and sent him on training courses.

Note: **Training** is an uncountable noun, so you cannot say 'a training'. You can only talk about **training** (in general) or a **training course** (if you want to refer to just one). Here you can use the verbs **do** or **go on**: I **did/went on** several training courses last year.

Moving up

Paul worked hard at the company and his **prospects** (=future possibilities in the job) looked good. After his first year he got a good **pay rise** (=more money), and after two years he was **promoted** (=given a higher position with more money and responsibility). After six years he was **in charge of** (=responsible for/the boss of) the accounts department with five other **employees** (=workers in the company) **under him** (=under his responsibility/authority).

Leaving the company

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (=a new exciting situation). He was keen to work abroad, so he **resigned** from his company (=officially told the company he was leaving his job; you can also say 'he **quit** the company') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company, which **involved** (=included) a lot of foreign travel. He was very excited about the new job and at first, he really enjoyed the traveling, but...



Hard times

After about six months Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (=told to leave the company/**dismissed/given the sack**) a year later.

After that, Paul found things much more difficult. He was **unemployed** (=out of work/without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time** job

(=working only some of the day or some of the week) on a fruit and vegetable stall in a market.

Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years he **took over** (=took control of) the stall. Two years later, he opened a second stall, and after ten years, he had fifteen stalls. Last year Paul **retired** (=stopped working completely) at the age of 55, a very rich man.

Task 21. Find synonyms in the text.

1. given the sack =
2. out of work =
3. left the company =
4. was given a better position in the company =
5. future possibilities in a job =
6. stopped working for ever =
7. workers in a company =
8. write an official request for=.....
9. took control of=.....

Task 22. Complete these sentences with a suitable word or phrase.

10. I don't want a full-time job. I'd prefer to work.....
11. She'd like to go on another training.....
12. I'm bored in my job. I need a fresh.....
13. He works on a stall in the.....
14. At the end of this year we should get a good pay.....
15. She'd got more than a hundred workers under.....
16. I didn't know he was a new manager. When did he take.....?
17. It's a boring job and the pay is awful. Why doesn't he.....?

Task 23. Before reading the text try to predict the content and explain the title of it.

FINDING the IDEAL JOB.

(Review of *What Colour is Your Parachute?*).

After Barbara Kleppinger

You are out of work.

You hate your job.

You aren't satisfied with your career.

You are looking for your first job. Where do you start?

You'll probably send your résumé to a lot of companies. You might answer newspaper want ads. Or you might go to employment agencies. But experts say you won't have much luck. People find jobs only five to fifteen percent of the time when they use these methods. So, what can we *change*? Bolles is an expert in the field of job hunting. He has helped thousands of people find jobs and careers. This book is different from other job hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your ideal job: a job that fits who you are, a job that is satisfying to *you*. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

Bolles says that you must think about three things:

1. **Your skills.** What do you like to do? What do you do well? Do you like talking? Helping people? Teaching? Reading and writing? Using computers? Working with your hands? Bolles asks you to think about all your skills, not only "work skills". For example, a mother of four children is probably good at managing people (children). She may be a good manager.
2. **Job setting.** Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kind of people do you like to work with?
3. **Job rewards.** How much money do you need? How much money do you want? What else do you want from a job? What would make you feel good about a job?

After Bolles helps you decide on your real job, he gives you specific, useful advice on how to find the job. His exercises teach you how to find companies and how to introduce yourself. The chapter on job interviews is full of useful information and suggestions. For example, most people go to interviews asking themselves the question "How do I get the company to hire me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I really want to work for the company?"

There two small problems with the book. First, Bolles writes too much! He explains his ideas over and over again. Second, there is no space to write the answers to the exercises. But these are small problems. *What Colour is Your Parachute?* is the best job hunting manual available today.

What Colour is Your Parachute? was written in 1970. However, the information is updated every year. So, if you are looking for a job, or if you have a job but want a new one, remember: Don't just send out copies of your résumé. Don't just answer want

ads. And don't wait for friends to get you a job. Instead, buy this book and do the job-hunt the right way.

Ex. 24. Decide if the sentences are true or false.

1. *What Colour Is Your Parachute?* is similar to other job-hunting manuals.
2. Bolles's goal is to help people find work as quickly as possible.
3. According to *What Colour Is Your Parachute?* job hunters should think about their skills, the work setting, and the job rewards they want.
4. *What Colour Is Your Parachute?* includes specific advice on finding jobs.
5. According to the reviewer, one problem of the book is that it's too short.

Task 25. Translate using the words from the text and below:

- a) У меня завтра собеседование, мне нужны рекомендации.
- b) Мне нужно заполнить анкету?
- c) Меня уволили, но перемена пойдет мне на пользу
- d) Я хочу работать в конкурентоспособной многообещающей компании
- e) Мы планируем расширить деятельность, и нам нужна творческая команда
- f) Я отвечаю за завтрашние переговоры, и нужен строгий костюм с юбкой без крупных украшений.
- g) Я подчиняюсь менеджеру, но я должен сосредоточиться и на своих делах.
- h) Какие у меня будут обязанности, и могу ли я узнать будущую зарплату?
- i) Каковы ваши три главных достоинства? – Надежность Лояльность Энергия
- j) Вы можете работать напряженно (под давлением)
- k) Вы нормально переносите нагрузки?
- l) Я лидер по натуре и имею беглый английский.
- m) У вас отличные рекомендации с предыдущей работы.
- n) Вы удовлетворены своей карьерой?
- o) Какие недостатки характера по-вашему вы имеете?
- p) Какая должность, как вам кажется, вам подходит?

Task 26 Make up a dialogue “Job Interview” with your partner, who is an interviewer. Then change your roles.

1. **He** – Describe a problem you faced on the job, and tell me how you solved it.

You – Sure, at my last job we had a problem where the situation was.....

2. **He** – What's the worst mistake you ever made on the job, and what did you learn from it?

You – Well, I have been successful at every job I've had, but I have had the normal ups and downs. I'd say that I do try to monitor the quality of my work so I can constantly be improving myself.....

3. **He** – What did you like best and least about your previous job?

You- One thing I liked about my last job was it allowed me to develop my.....

Active Vocabulary:

application – заявление, заявка, обращение, просьба	promising – перспективный, многообещающий
assess – оценивать	skirt suit – костюм с юбкой
bonus – премия	red tape – канцелярская (бумажная) работа
character flaws – недостатки характера	to stick to one's own order of business – сосредоточиться на своих делах
entrepreneur – предприниматель, владелец предприятия	reference – ссылка, рекомендация, отзыв
Hire – нанимать на работу	staff/personnel – штат сотрудников
fee – гонорар творческих работников	fringe benefits – различного рода льготы на работе
inappropriate questions – неуместные вопросы	position – должность
lamb handshake – слабое рукопожатие	bone crushing handshake – слишком сильное рукопожатие
Make an appointment – назначить встречу	Keep/ break an appointment Прийти/не прийти на встречу
obligation – обязательство, обязанность	skillful – умелый, искусный, опытный
officer – должностное лицо	to discharge , to be dismissed/given the sack– уволить, выгнать с работы
pant suit – брючный костюм	large jewelry – большие украшения
salary – зарплата служащих	wages – зарплата рабочих
senior – старший (по должности)	junior – младший (по должности)
superior, supervisor – начальник	subordinate – подчинённый

to be fluent in English – бегло говорить на английском языке	to oversleep – просыпать
to make eye contact and smile – смотреть в глаза и улыбаться	concise summary of career abilities and goals – краткий рассказ о карьерных достижениях и целях
You have excellent references from your previous job. – У Вас прекрасные отзывы с предыдущей работы.	What do you consider a fair salary? – Какую зарплату Вы считаете достойной Вас?

Module 2. Professions are So Different

Module 2 Professions are so Different
Grammar: Modals and their Equivalents
Vocabulary: professions, abilities
Speaking: Job Interview

Task 1. Study the information below and complete the sentences with the appropriate forms

To profess /prə'fes/
 -ion – profession /prə'feʃən /
 -ional – professional /prə'feʃinəl /
 -ism – professionalism /prə'feʃinəlɪzəm/

- A. He is a _____ driver.
 B. Historically the number of _____ was limited.
 C. They _____ geography.
 D. Russian sportsmen are _____.
 E. The execution of some duty at a high level is called ___.

Task 2. Study the information below and choose the appropriate word. Sometimes more than one option is possible.

Profession – профессия.

Work – работа как процесс, неисчисляемое существительное используется с определенным артиклем the или без артикля.

Career – карьера.

Occupation – род деятельности, занятие, работа (в официальных документах, контрактах, договорах).

Job – работа, которую Вы выполняете, чтобы заработать средства для существования.

1. She has a _____ as a restaurant manager.
2. - Where is Dana?
- She is at _____.
3. She is a geographer by _____.
4. She is making her _____ in geography.
5. A question in an application form: What is your current _____ and salary?

Task 3. Study the phrases with the word job. Complete the sentences with the appropriate phrase from the box.

a full-time job – работа на полную ставку

a part-time job – работа на почасовую ставку

jobless – безработный

apply for a job – подавать заявление о приеме на работу

get a job – получать работу

job opportunities – возможности трудоустройства

A full-time job, a part-time job, jobless, apply for a job, job opportunities

1. Moscow provides a lot of _____.
2. If a person persistently _____, he'll get a job.
3. People without work are called _____.
4. Nowadays some students have _____, as according to our constitution teenagers are forbidden to work more than 5 hours.
5. If you work 8 hours a day at some company, it means you have _____.

Task 4. Translate the words/phrases into English.

безработный

карьера

возможности трудоустройства

работать

работа

работа на почасовую ставку

профессия

занятие на полную ставку

получить работу

подавать заявление на работу

Task 5. Complete the sentences with the words from the previous tasks.

1. In order to get a _____ one should graduate from a University.
2. In Russia a number of _____ people is constantly increasing.
3. A person is considered to be unemployed if he or she doesn't have a _____.
4. Geographers _____ in many private and public sectors.
5. Your specialization in geography provides a lot of _____ in different fields.
6. If a person spends 6-8 hours a day at an office 5 days a week, then he or she has a _____.
7. If a person spends less than 6-7 hours at an office or doesn't work 5 days a week, then he or she has a _____.
8. People who look for jobs _____.
9. People complete many application forms such as CV, resume, when they _____.
10. At an interview a person may be asked about his/her previous _____.
11. Ambitious people usually make a good _____.

Why do people work?

So, in our society, is MONEY the NUMBER ONE reason for working! A lot of people might agree with this statement, but is money the main reason why so many people spend so much of their time working?

Surely, does work give us other things as well as money? Go back to your farm for a second . . . and think of all the things you would have to do for yourself. What would happen if, for example, you weren't able to repair your hand-plough if it broke down?

Now, some other farmers probably discovered that they were particularly good at repairing broken down ploughs, and when everyone found this out, they all would ask this farmer to repair theirs. Soon a thriving business had been set up-ploughs repaired in exchange for corn, or milk or rugs or any other thing the repairer needed. Pretty soon, other people began specializing in all sorts of things, and they didn't have to worry about doing everything for themselves, as they were able to trade their special skills for the things they wanted.

So, the main reason why "work" exists today is since we cannot possibly do everything for ourselves, we get other people to do things for us, and pay them for their work. In order to do that, we must also do things for other people so that we can earn money.



Think of everything you do—all of it costs money. Electricity isn't free, nor is water, food, housing, clothing, etc. So, we appear to be back at the point again where money is still the

MAIN REASON for working, but now probably not in the original way you were thinking.

In fact, although money might appear to be the main reason for working, it isn't always the main "thing" people get from their job.

In fact, many people stay in low paid jobs because they get a lot of personal satisfaction from other aspects of those jobs.

Task 6. Choose the reasons why you are going to work.

I'm going to work because it.....

1. lets me use my special abilities, skills and knowledge
2. makes me feel that I'm doing something useful
3. keeps me busy and helps fill in time
4. lets me be creative
5. involves doing a variety of tasks
6. allows me to meet a lot of people
7. lets me experience new things and learn more
8. lets me see something for my efforts
9. allows me to be responsible
10. gives me power/influence over others
11. provides opportunities to make friends
12. lets me help people
13. provides money
14. allows me to be with others
15. provides physical activity for me
16. allows me to contribute to the community
17. lets me control my own time
18. allows me to satisfy my other needs
19. offers me chances for improvement and/or promotion
20. allows me to be known and liked by many people

GRAMMAR. MODAL VERBS and THEIR EQUIVALENTS

(BASIC MEANINGS)

Modal verbs are used to express the speaker's attitude to the action of the main verb, they are auxiliary verbs – they are part of the predicate. Most of them are followed by the infinitive without the particle *to*; modal verbs do not have the third person Singular ending – *s*. Modal verbs do not form tenses like ordinary verbs. Questions are made by putting the modal verb in front of the subject. Negatives are made by putting

not immediately after the modal (often shortened to *-n't* in spoken and informal written English), e.g.

<i>Can I...?</i>	<i>I cannot (can't)</i>
<i>Could I...?</i>	<i>I could not (couldn't)</i>
<i>May I...?</i>	<i>I may not</i>
<i>Might I...?</i>	<i>I might not</i>
<i>Shall I...?</i>	<i>I shall not (shan't)</i>
<i>Should I...?</i>	<i>I should not (shouldn't)</i>
<i>Must I...?</i>	<i>I must not (mustn't)</i>
<i>Need I ...?</i>	<i>I need not (needn't)</i>
<i>Ought I ...?</i>	<i>I ought not (oughtn't)</i>

MAY

I. The modal verb **may / might** is used to speak about *permission* or *prohibition* (in the 1st, 2nd and even 3^d person). It is very formal and always implies authority, e.g.

May I use your phone? – Yes, you **may**.

Might I speak to Mr. Jones, please?

You **may not** leave the examination room before the bell.

Tell him he **may** take my car. (= I give him permission to take it.)

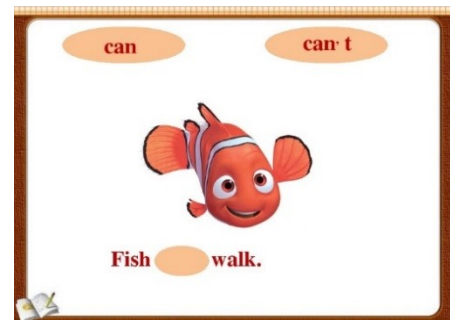
II. To speak about permission or prohibition in the Past or Future the equivalent “**be allowed to** do sth” is used, e.g.

Were you allowed to use Mr. Jones' phone? – Yes, I *was*.

We won't be allowed to leave the room before the bell.

Task 7. Express permission or prohibition in the proper tense form.

1. ... I leave the office as soon as I have finished?
2. She was told they ... have an extra day off every week.
3. You ... use my office while I'm away.
4. He (not) ... get up until his temperature goes down.
5. We ... go on this trip if we have finished the work by the end of next week.
6. He (not) ... drive since his accident.



7. When he was a child he ... do exactly as he liked.
8. He asked if he ... read the letter.
9. I had a visa, so I ... cross the frontier.
10. You (not) ... bring your mobile phone into the examination room.

CAN

I. The modal verb **can / could** is used for *requests / permission (asking permission to do sth) / prohibition / offers* in informal situations, e.g.

Can/Could I borrow your pen? – Yes (Of course), you **can**. Here you are.

I'm afraid, you **can't** wait here. (mild prohibition)

He said I **could** use his car.

Can / Could I offer you some coffee?

What **can** I do for you?

II. It is also used to express *ability / inability* to do smth in the Present or Past, e.g.

He can read Arabic but I can't.

He could swim when he was five.

III. The equivalent of can in other tense and verb forms is "be (un)able to do smth."

I think he'll **be able to** run the marathon tomorrow.

I hate her **being unable to** understand such simple things.

NOTE: In the Past **could** and **was/were able to** are not the same. When we speak about a person's abilities in general, both can be used; but when we describe one particular situation, a single action, in the meaning of *managed*, only the latter is used, e.g.

I knew that he **could (was able to)** play chess. (ability)

I hear he **was able to** win that match. (= managed)

In the negative, though, the form **could not** can be used in both cases, e.g.

He **couldn't** dance at all. (inability)

I **couldn't** open the door with my key. (= didn't manage)

Task 8. Use can (could) in the following sentences and state their meaning.

1. ... I borrow your pen?
2. What ... I do for you?
3. The boss says we ... leave at 5 o'clock today.
4. We (not) ... bring our dog into the restaurant.
5. How ... I help you?
6. You (not) ... eat sandwiches in the library.
7. You ... take two books home.
8. ... you lend me £5? – No, I (not)
9. If a letter comes for me ... you please forward it to this address?
10. ... I speak to Mr. Pitt, please? – I'm afraid he's out at the moment. ... you ring back later?

Task 9. Ask each other questions about what you can do and give true answers.

Model: swim → Can you swim? – Yes, I can. (No, I can't)

1. play chess
2. dance
3. play a musical instrument
4. dive
5. ski
6. roller-skate
7. knit
8. play hockey
9. speak French
10. make a pizza
11. sew a button onto your shirt
12. drive a car

Task 10. Express ability with *can(could)*, *be able to* in the Present, Past or Future.

1. ... you stand on your head? – I ... when I was at school but I (not) ... now.
2. When I've passed my driving test I ... hire a car from our local garage.
3. At the end of the month the Post Office will send him an enormous telephone bill which he (not) ... pay.
4. I (not) ... remember the address. – (not) ... you even remember the street?
5. When the fog lifts we ... see where we are.
6. You've put too much in your rucksack; you'll never ... carry all that.
7. When I was a child I (not) ... understand adults, and now that I am an adult I (not) ... understand children.
8. When you have taken your degree you ... put letters after your name?
9. Don't try to look at all the pictures in the gallery. Otherwise when you get home you (not) ... remember any of them.
10. When I first went to Spain I ... read Spanish but I (not) ... speak it.
11. ... you type? – Yes, I ... type but I (not) ... do shorthand.
12. I'm locked in. I (not) ... get out! – (not) ... you squeeze between the bars? – No, I (not) ...; I'm too fat.

Task 11. Fill in the gaps expressing ability in the correct form.

1. You ... run much faster when you were younger.
2. On entering the house I ... smell something burning in the kitchen.
3. If you work quickly, you ... finish on time.
4. Ann (not) ... read yet though she's almost six.
5. When we lived on the coast, we ... swim in the sea every day.
6. Gordon survived because he ... find his way out of the jungle.
7. Last week he ... arrange a meeting with the Prime Minister.
8. I'm not usually very good at tennis, but yesterday I ... beat my brother.
9. Tom (not) ... finish his work for three days. Something has gone wrong.
10. He (not) ... fix the tap so he called a plumber.
11. He read the message but he (not) ... understand it.
12. Our baby ... walk in a few weeks.
13. Although the pilot was badly hurt he ... explain what had happened.

Task 12. Translate into English.

1. Можно я сяду за ваш столик? – Да, пожалуйста.
2. Я не умел кататься на велосипеде в детстве.
3. Если вы будете упорно работать, вы сможете получить прибавку к зарплате.
4. Могу я помочь вам? – Да, отнесите эти книги на третий

этаж в комнату 312. 5. Хотя он потерял на войне ногу, он смог не только научиться ходить, но даже танцевать. 6. Боюсь, я не смогу вам помочь. 7. Он не смог объяснить нам, почему он отказался от этой работы. 8. Если вы окончите эти курсы, вы сможете получить повышение. 9. Я не знал, что она не умеет водить машину. 10. Когда вы сможете приступить к работе?

MUST

I. The modal verb **must** expresses *duty, obligation, necessity* to do smth. This meaning is obvious in the 1st or 2nd person in statements and in questions, e.g.

I **must** study hard. (= I realize how important it is.)

Must I do it today? (asking for instructions) –

Yes, you **must** do it now. (giving instructions)



NOTE: Mind that to express *absence of duty, obligation or necessity* we use another modal verb – **need not**. (The form **need** is usually found in questions.) The negative form **must not (mustn't)** expresses *prohibition* (in the 2nd person statements and in the 3^d person notices), e.g.

Must I (Need I) do it today? – No, you **needn't**. You can do it tomorrow.

Я должен сделать это сегодня? – Нет, (*не надо / необязательно*) ты можешь сделать это завтра.

You **mustn't** speak to your seniors like that.

Passengers **must not** smoke on the train.

II. In the 2nd person statements it is also used to express *strong recommendation*, when we strongly advise smb to do smth, e.g.

You (really) **must** see this film! I'm sure it'll be awarded at least one Oscar.

III. The verbs **must** and **need** are only used in the Present. For the Past and the Future you should use their equivalents (which are used in the Present as well)

To have to do smth (= *duty, obligation, necessity caused by circumstances*), which forms negatives and questions like an ordinary verb, e.g.

Need.

- Модальный глагол **need** имеет только одну форму. Он употребляется преимущественно в отрицательных предложениях и выражает ненужность совершения действия: You **need not** worry about it anymore. (Вам незачем больше волноваться).
- **Need** может употребляться и как смысловый глагол со значением «нуждаться в чем либо»:
- The vegetable garden **needs** watering. (Бахча нуждается в поливе).

1. Можно я сяду за ваш столик? – Да, пожалуйста. 2. Я не умел кататься на велосипеде в детстве. 3. Если вы будете упорно работать, вы сможете получить прибавку к зарплате. 4. Могу я помочь вам? – Да, отнесите эти книги на третий этаж в комнату 312. 5. Хотя он потерял на войне ногу, он смог не только научиться ходить, но даже танцевать. 6. Боюсь, я не смогу вам помочь. 7. Он не смог объяснить нам, почему он отказался от этой работы. 8. Если вы окончите эти курсы, вы сможете получить повышение. 9. Я не знал, что она не умеет водить машину. 10. Когда вы сможете приступить к работе?

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To have to do smth (= *duty, obligation, necessity caused by circumstances*), which forms negatives and questions like an ordinary verb, e.g.

Do I have to tell him the truth? – Yes, you **do**. (No, you **don't**.)*

We **have to** put some petrol in the car.

Did she **have to** look after her mother? – Yes, and she **had to** take care of her family.

I'm sure you'll **have to** do both jobs.

To be to do sth (= *duty, obligation, necessity due to arrangement, plan, instruction or order*), which is only used in the Present or Past Simple, e.g.

You **are to** go there immediately.

What **are we to** do next?

IV. When we report direct speech in the Past, we can often use either the same modal verbs or their equivalents, e.g.

“I **must** go to bed”, she said. → She **said** she **must** go to bed.

She said she **had to** go to bed.

He said “You **needn't** wait.” → He said that **I needn't** wait.

He said that I **didn't have to** wait.

NOTE:

* There's no difference between the negative forms **needn't** and **don't/doesn't have to**, e.g.

He **needn't** go to work today. = He **doesn't have to** go to work today.

** When we speak about the Past, the forms **had to** and **was/were to** have a different meaning. Compare:

I **had to** tell her the truth. = I actually told her the truth. The circumstances made me.

I **was to** tell her the truth. = I was supposed to tell her the truth. That was the arrangement. You do not know if I actually did.

Task 13. Imagine you strongly recommend your friend to do smth. (Emphasize the modal verb with your voice.) Explain why. Complete the situation logically.

Model: read this book → You **must** read this book! It's won the *Book of the Year* award.

1. go to Corfu
2. come to Professor Smith's lecture
3. try this dish
4. tell us about your trip
5. see the new version of ...
6. see his collection
7. take them

To be to

- Смысл модального глагола **to be to** состоит в том, что наличие этого глагола в предложении подразумевает предварительную взаимную договоренность о необходимости выполнения какого-либо действия.
- We **are to** decide it right now. – Мы обязаны решить это прямо сейчас.
- Модальный глагол **to be to** можно употреблять в двух временных плоскостях: в **настоящем** и в **прошедшем**.
- The film was to be dubbed later. – Фильм должны были дублировать позже.

MUST	HAVE TO
• We must brush our teeth twice a day.	• Ann has bad eyesight. She has to wear glasses.
	

for a drive in the country 8. take part in the show 9. consult your doctor 10. tell me the truth 11. apply for this job 12. have a rest

Task 14. Imagine you are a boss. Answer your employees' questions about their duties.

Model: – Must I (we) come to the office tomorrow?

- Yes, you must. (No, you needn't)

1. attend tomorrow's meeting 2. send this fax 3. keep these files 4. do the accounts 5. stay after work 6. order lunch 7. deal with this client 8. wear a tie 9. put through all the calls 10. go on a training course 11. translate this letter 12. call for a taxi

Task 15. Replace the words in italics by *need(not)* or *(not)have to*.

Model: I've been invited to a wedding; but I can't go. *Will it be necessary for me to send a present?* → ***Shall I have to*** send a present?

1. *It isn't necessary for him to go on working.* He has already reached retiring age. 2. *Was it necessary for you to wait a long time for your bus?* 3. *It isn't necessary for me to water my tomato plants every day.* 4. *It will be necessary for them to get up early when they go out to work every day.* 5. *It wasn't necessary for us to walk.* He took us in his car. 6. When I'm eighteen I'll be of age. Then *it won't be necessary for me to live at home if I don't want to.* 7. *Will it be necessary for us to report this to the police?* 8. *Is it necessary for people to go everywhere by boat in Venice?* 9. *It wasn't necessary for us to sleep under a mosquito net.*

Task 16. Fill in the gaps with *must* or *have to*. Explain your choice.

1. I'm afraid I can't come to your party. The boss has told me I go away on business. 2. The house looks awful! I really find time to clean it. 3. You really stop driving so fast or you'll have an accident. 4. This is going to be an expensive month because I pay the telephone bill. 5. I hear that in England you get a license if you have a TV. It's the law. 6. I..... go to bed now or I won't be able to get up for work.

Task 17. Translate the following sentences from Russian into English.

1. Вам незачем ходить в агентство самим, вы можете позвонить.
2. У нашего отеля теперь новая игровая площадка, и детям не придется ходить далеко.
3. Клиенту не нужно вдаваться в подробности, все и так ясно.
4. – Нужно мне взять домой этот перевод? – Нет, не надо. Вы можете закончить его завтра

на работе. 5. Нет необходимости помогать ему, он сам может о себе позаботиться, так как он опытный турист. 6. Мне надо было встретить клиентов в порту, поэтому я не пошел со всеми на собрание. 7. Вам придется отказаться от курения в этой части ресторана. 8. Незачем так волноваться! Вы можете вернуть билеты. 9. В тот раз ему пришлось дать объяснения – почему номера не были готовы к приёму гостей. 10. Вам придется обратиться с этим вопросом на ресепшен.

Task 18. Translate the following sentences from English into Russian.

1. The conference *is to be held* in Room 5. 2. He *is to be back* in an hour. 3. He *is to appear* in the new production of *Hamlet*. 4. What *am I to do*? 5. *Is this number to be included* in the program? 6. James *is to speak* on TV on Sunday. 7. The talks *are to take place* in March. 8. The program *is to be shown* one of these days. 9. They *are to meet* at the entrance to the theatre. 10. You *are not to mention* this fact to any of them. 11. He *was to take* me to the airport but he was kept at work longer than he had expected, so I had to take a taxi. 12. Who *is to show* us around?

Task 19. Translate the following sentences from Russian into English using *be to do smth.*

1. Мы договорились встретиться в театре. 2. Гид должен заехать за нами в четыре часа. 3. Она должна приехать из Франции завтра. 4. Майкл будет учиться в Кембридже. 5. Фильм будут снимать в Италии. 6. Кто должен играть главную роль? 7. Где вы должны встретиться? 8. Ни в коем случае не посещайте этот район ночью. 9. Что мне делать?! Скажите! 10. Трое из нас должны были принять участие в этой конференции. 11. Где ты должен был ждать нас? Правильно, у памятника, а не у метро. 12. Каждый из вас должен подготовить три вопроса, чтобы задать нашему гостю.

SHOULD

I. The modal verb ***should / shouldn't*** is used to express an *opinion about what is the best thing to do*.

I think the police ***should*** arrest hooligans.

Я считаю, что полиция *должна* арестовывать хулиганов.

II. When we speak to another person, our opinion becomes *advice*, e.g.

(I think) You ***should*** talk to your teacher about it.*

(Я думаю, ...) Тебе *следует* поговорить об этом с учителем.

You ***shouldn't*** wear this colour.**

Тебе *не следует* носить этот цвет.

Task 20. Express your opinion about the following people using *should (not)*

Model: police → The police *should* catch criminals.

They *shouldn't* stop people without a reason.

- | | | |
|----------------------|----------------|-------------------------|
| 1. employers | 4. parents | 7. doctors |
| 2. teachers | 5. journalists | 8. drivers |
| 3. local authorities | 6. teenagers | 9. rich people, etc.... |



Task 21. Give some advice for the following problems.

Model: I'm getting too fat. – I think you *should* do more exercise.

- I *don't think you should* eat chocolate.

- | | |
|--|---|
| 1. Whatever I cook tastes awful! | 5. My room-mate smokes and I hate it. |
| 2. I've lost my job. | 6. My parents are too domineering. |
| 3. My daughter is starving herself to lose weight. | 7. Our neighbours play too loud music at night. |
| 4. I am too short. | |

Task 22. Translate into Russian.

1. They *must* be at home. The light is on. 2. She *can't* be at University. She's only fourteen. 3. She *may* disagree with you on this problem. 4. He *should* be the owner of the factory, I suppose. 5. They *must* be on good terms with each other. They never argue. 6. They *must* be displeased with your decision. 7. It *can't* be our professor. Yesterday the professor had no beard. 8. I *might not* be able to help you. 9. *Can* he be her brother? They look different. 10. The man *must* be very rich driving this kind of car.

Task 23. Underline the correct word or phrase in each sentence.

- Look at those clouds. I think it *can't/might/must* rain.
- This is impossible! It *can't be/mustn't be/may not be* the answer.
- Well done! You *may be/must be/might be* very pleased!
- I've no idea where Jane is. She *could be/must be* anywhere!
- I suppose it's possible. I *might/can/must* come to your party.
- I'm not sure. I *must not/may not/should not* be able to get there on time.
- That *can't be/mustn't be/may not be* David. We aren't expecting him.
- Lisa isn't here yet. She *can be/must be/may not be* on her way.

9. There's someone at the door. It *can be/could be/must be* the postal worker.

10. Sorry, I *can't/may not/should not* come out tonight.

Modals of probability:

1: Talking about the present:

- She **must** be on the bus. (I'm fairly sure this is a good guess)
- She **might** come soon. (maybe)
- She **could** be lost. (maybe)
- She **may** be in the wrong room. (maybe)

2: Using modal verbs to talk about the past:

must / might / could / may / can't + have + past participle

- **must have** + past participle
- **might / might not have** + past participle
- **could / couldn't have** + past participle
- **may / may not have** + past participle
- **can't have** + past participle
- She **can't** be at home. (I'm fairly sure this isn't true)

Model:

You: Where was Julie last night?

David: She must have forgotten about our date.

1. **I must be in love!**
I'm in love!
2. **She could be having a shower.**
She's having a shower.
3. **That isn't your bag.**
That can't be your bag.
4. **You must have met my brother.**
You've met my brother.
5. **They haven't met the Queen.**
They can't have met the Queen.
6. **Shakespeare might have lived there.**
Shakespeare lived there.



1. **She must be exhausted .**



2. **She must be in love with a film star.**
3. **She could be a doctor or a nurse.**
4. **She can't have many friends.**
5. **He might have a gambling problem.**
6. **She can't be very old.**
7. **He must be unemployed.**
8. **They can't have much money.**

She **might have worked** late.
 She **could have taken** the wrong bus.
 She **may have felt** ill.
 She **can't have stayed** at home.

**Task 24. Translate, paying attention to the verbs of probability.
 put in 'must' or 'can't'**

1) Why is that man looking around like that? He
 be lost.

2) That woman
 be a doctor! She looks far too young.

3) John always fails the tests, even though he's clever. He study enough.

4) The food is really good at that restaurant. They have a great chef.

5) Who's that at the door? It be Susie – she'll still be at work now.

6) This be John's house. This house has a red door and it's number 24, just like he said.

7) Julie have much money or she would buy a new car. Her old one is falling apart.

8) He be at work now, can he? It's nearly midnight.

9) What a lot of lovely flowers you have! You really like gardening.

10) David drink a lot of coffee. He's finished two packets already this week.



Task 25. Guess the Place!

Choose a place below and give hints about where you are thinking of. After each hint, your partner will try to make a true statement with one of the guessing phrases below, e.g. “It **could be** Belgium”. Continue giving hints and listening to your partner’s guesses until they feel sure enough to say, “It **must be...**” (which means they think there is only one possibility, i.e. it **couldn’t be** anywhere else), then tell them if that final guess is correct or not. Before they say “It **must be...**” don’t say if



they have guessed the actual correct place or not, only say “That’s true” if the statement that they made is possible. Say “Actually,...” if there is something that makes that statement the wrong level of certainty or uncertainty. (см. Приложение Countries and Cities).

Useful language for describing places.

There are (a few/ many)...

There is a famous/ an ancient/ a huge/ a beautiful/ a World Heritage/ a ruined/ an important/ a unique/...

a beach/ seaside/ shore/ big wheel/ bridge/ canal/ river/ stream/ castle/
fort/ church/ cathedral/ temple/ shrine/ mosque/ synagogue/ city walls/
gallery/ museum/ tower

hill/ slope/ mountain/

historic house/ traditional buildings/ traditional architecture/ historic quarter/ island/
lake/ palace/ park/ garden/

parliament building/ town hall/ city hall/ skyscraper/ square/
stadium/ sports ground/

theatre/ opera house/ theme park/

It’s (a bit/ fairly/ very) polluted/ green/ quiet/ big/ famous/...

A good/ bad point is...

It’s (located)...

Useful phrases for guessing

It **must be**...—It’s almost certainly...

It’s probably...

It **might be/ It may be**...

It **could** (possibly) be...It probably isn’t...

It’s almost certainly not...—It **can’t be**...

Useful phrases for responding to guesses

Positive responses

Mmm, yes, that’s possible.

Yes. It **could possibly/ may/ might/ can’t be**./ It probably/ almost certainly is(n’t).

Yes, that’s right. It **must be**... and it is.

Negative responses

Well, it **could** be that place but I wouldn’t say “probably” because there are many different options/ because...

Well, it **could be** that place but I wouldn’t say “**must**” because there are some different options/ because...

No, it **can’t be**... because...

Actually, it **must be**... because

Places to describe and guess

The Alps (e.g. Mont Blanc)

Antarctica/ The South Pole

The Arctic/ The North Pole

Austria (e.g. Vienna)

The Caucasus (e.g. Chechnya and Georgia)

Central America

Central Asia (e.g. Kazakhstan)

The Czech Republic (e.g. Prague)

Eastern Europe

The Former Yugoslavia (e.g. Croatia or Macedonia)

The former USSR

Germany (e.g. Munich or Cologne)

Greece (e.g. Athens)

The Himalayas (e.g. Mount Everest or K2)

Ireland/ The Republic of Ireland

Italy (e.g. Milan, Rome, Naples, Venice, Florence, The Leaning Tower of Pisa, or Turin)

Mainland China (e.g. Beijing, Guangzhou or the Great Wall of China)

The Low Countries (e.g. Bruges or Brussels in Belgium, or The Netherlands)

The Maldives

The Mediterranean (e.g. Cyprus, Malta or The South of France)

The Middle East (e.g. Jerusalem, Saudi Arabia, the UAE, Turkey, or Jordan)

North Africa

North Korea

Paris (e.g. the Eiffel Tower)

Perth

Portugal

Scandinavia (e.g. Sweden)

The Seychelles



Task 26. Make the correct past modal form (use could have / would have / should have + past participle)

1) I

(buy) bread but I didn't know we needed it. (past possibility)

2) We

(invite) so many people to our party! I'm worried that we won't have enough room for everyone. (past negative advice / regret)

3) I

(start) saving money years ago! (past advice / regret)

4) The weather

(be) any worse! (past negative possibility)

5) I

(arrive) on time, even if I'd left earlier. There were dreadful traffic jams all the way. (past negative possibility)

6) They

(win) the football match, but John hurt his ankle. (past possibility)

7) Lucy

(leave) earlier. She missed her flight. (past advice / regret)

8) We

(finish) the game, even if we'd wanted to. It was raining very hard and we had to stop. (past negative possibility)

9) I

(eat) so much chocolate! I feel sick! (past negative advice / regret)

10) Luke

(pass) the exam if he'd studied a bit more. (past possibility)

11) She

(come) to the restaurant if she'd left work earlier. (past possibility)

12) You

(take) this job. I can see you're not enjoying it. (past negative advice / regret)

13) The race was really difficult. She

(win) because she's not fit enough. (past negative possibility)

Task 27. Translate into English using modal verbs.

1. Должно быть, они живут в одном отеле. 2. Возможно, они вернутся сегодня вечером. 3. Не может быть, что она шеф повар. 4. Невозможно, чтобы вы не имели никакого понятия о дайвинге. 5. Не может быть, чтобы она отвечала за такую важную работу. По-моему, погода не подходит для экскурсий. 6. Должно быть, это его машина. 7. Возможно, они уже в отпуске. 8. Должно быть, он еще не купил билеты. 9. Возможно, они не хотят остаться. 10. Должно быть, у него нет родственников в этом городе.

Task 28. Rewrite each sentence, using *can*, *can't*, *might* or *must*.

Model: Sarah is really good at swimming.

Sarah well. Sarah *can swim really* well.

1. It's possible that our team will win.

Our team win.

2. I'm sure this isn't the right road.

This the right road.

3. I'm sure you work very hard!

You very hard!

4. Caroline isn't allowed to come to our party.

Caroline to our party.

5. It's possible that I'll see you tomorrow, but I'm not sure.

I , but I'm not sure.

6. I'm afraid that your teacher is unable to come today.

I'm afraid that today.

7. I'm sure it's very hot here in summer.

It here in summer.

8. Excuse me, is it all right if I open the window?

Excuse me, the window?

9. I suppose you're Mrs. Perry. How do you do?

You Mrs. Perry. How do you do?

Task 29. Fill in a modal verb with the verb in brackets.

Model: I'm getting fat. I really (try) to lose weight, like the doctor said.

I really *have to try* to lose weight, like the doctor said.

1. I'm not sure where Gary is. He(be) at the library.
2. That (not/be) Bill's car. He doesn't have one.
3. Tom ... (be) in the bedroom but I'm not sure. Why don't you go and see?
4. Don't worry. You (not/dress) formally for the party.
5. If you want to borrow his car, you (ask) him personally.
6. This dog (belong) to Harry. It's got his address on its collar.
7. Only authorized personnel (enter) this area.
8. You (not/smoke) in public places.
9. John (not/be) in Spain. I saw him in the town centre this morning.
10. Fortunately he (convince) the police that he was innocent.
11. Tom drives really well now. He (pass) his driving test easily.
12. She (not/be) at University. She is ill.
13. They (announce) the winners on March 16th. It's scheduled.
14. She (start) work on Monday. The manager has told her to.
15. I missed the film last night because I (work) late.
16. Everyone in the world (have) food and shelter.
17. You (comply) with the regulations. We expect you to do so.
18. People (treat) animals in a better way but they don't always do so.

Task 30. Translate from Russian into English using modal verbs or their equivalents.

1. Он должен быть в отеле завтра. 2. Он может быть там завтра. 3. Возможно, он будет там завтра. 4. Не может быть, чтобы это была правда. 5. Неужели это правда? 6. Это, должно быть, правда. 7. Возможно, это правда. 8. Кто знает, может быть, они знакомы. 9. Мне очень жаль, но я должен идти. Я должен встретить гостей в аэропорту. 10. Его ресторан должны были снести (pull down), и ему пришлось переехать в другой район. 11. Погода хорошая, и мы могли бы прокатиться (go for a drive) за город. 12. Ему пришлось подвинуться поближе, чтобы услышать ее. 13. На следующий день гид взял нас на прогулку, а вечером мы должны были обедать на яхте. 14. В прошлом году я жил близко от отеля, и мне не надо было вставать так рано, как сейчас. 15. Мне нужно переписать всю работу, или я могу только исправить ошибки? 16. Он не должен быть (!) в это время дома, он, наверняка, еще на работе. 17. Группа туристов должна прибыть завтра

утром. 18. Вам не обязательно (не нужно) приходиться самому, вы можете при-
слать кого-нибудь. 19. Не могли бы Вы дать мне другой номер? 20. Посидите
здесь, пока он занят. Я думаю, вам не придется долго ждать.

TEST “*APPLYING FOR A JOB*”

Task 1. Complete the sentences with the appropriate modal verb.

1. You will speak Spanish in another few months.
 - a. can
 - b. have
 - c. be able to
2. My mom is ill, so I.....go to the chemist shop.
 - a. to can
 - b. to be able to
 - c. have to
 - d. could
3. I'm sorry, I... have phoned to tell you I was coming.
 - a. should to
 - b. had to
 - c. could
4. In my opinion, the government ... take care of old people.
 - a. need to
 - b. must
 - c. may
5. He.... get up early on Mondays.
 - a. am able
 - b. has to
 - c. must
 - d. may
6. Little children like books with large print. They read them more easily.
 - a. should
 - b. must
 - c. can
 - d. have to

7. My dentist says I eat so many sweets.
- needn't
 - mustn't
 - shouldn't
8. Yesterday Ivisit my professor to speak about my term work.
- am to
 - was to
 - should
 - have to
9. We worked hard the whole semester, so we.....write an essay.
- have to
 - didn't have to
 - have not to
 - shouldn't
10. We have failed the exam! Westudied better!
- must
 - should have
 - shouldn't have
 - could

Task 2. Translate from Russian into English using modal verbs or their equivalents.

- Я думаю, вам не стоит обращать на это внимания. Стоит ли беспокоиться о пустяках?
- Вам следует прочитать статью о нашей тур компании как можно скорее.
- В понедельник я еще не смогу дать вам окончательный ответ.
- Не могли бы вы помочь мне закончить отчет? Мне, может быть, придется уехать завтра вечером в Испанию
- Я должен сделать это сегодня? а) Нет, вы можете сделать это завтра, если хотите. б) Да, это нужно сделать сегодня.
- Когда мне можно прийти за остальным материалом? – Вам незачем приходить сюда самому. Мы вам пришлем его, когда он будет готов.
- Не могли бы вы зайти немного позже?
- Вам приходится очень рано вставать, не так ли?
- Тебе следует позвонить боссу немедленно. Вам следует встретиться и подробно обсудить этот вопрос.
- Вы обязательно должны рассказать нам о своей поездке!

Task 3. With the use of modals, tell us how to be successful during job interviewing. What should you do and what shouldn't? What can you do to attract the interviewer's attention? What did you have to do before the meeting with him? (5-10 sentences)

UNIT 2. YOUR SCIENCE

Module 1. Outstanding Scientists and Explorers

Module 1 Outstanding Scientists and Explorers

Grammar: The Passive Voice, Articles with the Geographical Names

Vocabulary: science, research work

Writing/Speaking: Outstanding Scientists. Destinations

Task 1. Guess who of the Pioneering Geographers is meant.

1. Which Ancient Greek scholar is commonly known as the "Father of Geography"?

- e) Ptolemy
- f) Eratosthenes
- g) Strabo

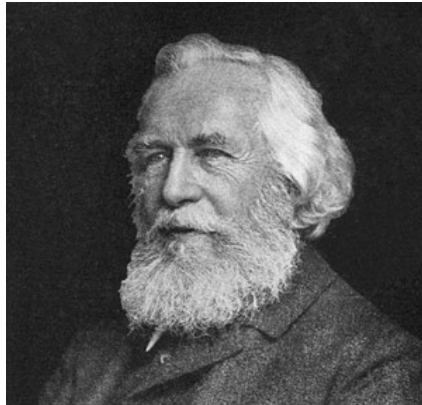


2. Which one of these German geographers is NOT considered a "father of modern geography"?



- e) Carl Ritter
- f) Alexander von Humboldt
- g) Johann Heinrich von Thünen

3. Which geographer laid the foundations for human geography with his two-volume Anthropogeographie in 1882 and 1891.



- e) Joseph Schumpeter
- f) Ernst Haeckel
- g) Friedrich Ratzel

4. Which American geologist and oceanographic cartographer helped create the first scientific map of the entire ocean floor?



- a) Marie Tharp
- b) Samuel Warren Carey
- c) Zonia Baber

5. Who is considered the "Father of GIS?"



- a) Jack Dangermond

- b) Roger Tomlinson
- c) Michael Goodchild

6. Who was the first to teach geography as a subject?



- a) Luigi Ferdinando Marsigli
- b) Immanuel Kant
- c) Stepan Krasheninnikov

Task 2. Study the information below and complete the sentences with the suitable forms.

science /'saiəns/

-ist – scientist

-ific – scientific

science fiction,

blind somebody with science – to confuse somebody with a display of technical knowledge.

- a) The Universities are looking for more funding for _____.
- b) Computer _____ is of high demand nowadays.
- c) He usually _____ the girls _____ in order to show off.
- d) The genre of the films “Star Wars” is considered to be _____.
- e) He was interested in _____.
- f) At the University it is very important to choose the right _____ supervisor.
- g) Any research is usually accompanied by some _____ discoveries.
- h) It is desirable that _____ can find the application in our everyday life.
- i) The methods and techniques that are used during the _____ research are called _____ instruments.

The Passive Voice

Пассивный залог – это ситуация, когда подлежащее в предложении, «кто» или «что», делает действие не само, а испытывает действие на себе. Кто выполняет действие нам не всегда важно, более важен результат.

Окно **было закрыто** (окно не закрывало само себя).

Дом **был построен** отцом и дядей (дом не сам себя строил).

Мои вещи **украли** (вещи не крали сами себя).

Таблица времен пассивного залога

	Simple	Continuous	Perfect
Present	space is explored	space is being explored	space has been explored
Past	space was explored	space was being explored	space had been explored
Future	space will be explored	_____	space will have been explored

Task 3. Read the text and underline the examples of the Passive Voice.

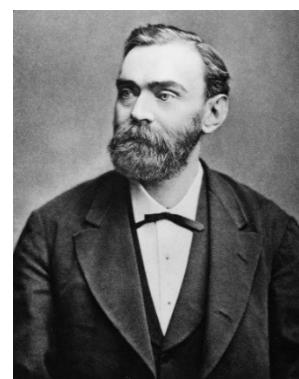
ALFRED NOBEL

Alfred Nobel was born in Stockholm on October 21, 1833. His father was an engineer and inventor who built bridges and buildings in Stockholm.

The family moved to Finland and then to Russia. Immanuel Nobel started a mechanical workshop in St. Petersburg, which provided equipment for the Russian army.

In St. Petersburg both sons of Immanuel Nobel were given a first class education by private teachers. The training included natural sciences, languages and literature. Alfred's father wanted his sons to join his enterprises as engineers, so Alfred was sent abroad for further training in chemical engineering.

Alfred Nobel became very interested in nitroglycerine and how it could be put to practical use in construction work. He also realized that the safety problems had to be solved and a method had to be developed for the controlled denotation of nitroglycerine. In 1852 he together with his father performed experiments to develop a new commercially and technically useful explosive.



In 1866 his new material dynamite was patented. This invention drastically reduced the cost of blasting rock. Over the years factories and laboratories were founded by A. Nobel in some 90 different places in more than 20 countries.

Although he lived in Paris much of his life he was constantly travelling. Nobel himself worked intensively in various laboratories in Stockholm (Sweden), Hamburg (Germany), Ardeer (Scotland), Paris (France) and San Remo (Italy). He focused on the synthetic rubber and leather, artificial silk etc. By the time of his death in 1896 355 patents had been received by Alfred Nobel.

Alfred Nobel's greatness lay in his ability to combine the penetrating mind of the scientist and inventor with the forward looking dynamism of the industrialist. Nobel was very interested in social and peace-related issues and held what were considered radical views in his era. He had a great interest in literature and wrote his own poetry and dramatic works. The Nobel Prizes became an extension and fulfilment of his life-time interest.

He died in San Remo, Italy, on December 10, 1896. When his will was opened it came as a surprise that his fortune was to be used for Prizes in Physics, Chemistry, Physiology or Medicine, Literature and Peace. The Nobel Foundation was set as an organization to take care of the financial asserts left by Nobel for this purpose and to co-ordinate the work of the Prize-Awarding Institution.

Task 4. Complete the sentences with the right ending.

1. Alfred Nobel's father was ...
 - a) an engineer.
 - b) an inventor.
 - c) both.
2. Alfred Nobel was very good at
 - a) chemistry.
 - b) languages.
 - c) physics.
3. Alfred Nobel's new material was patented as
 - a) nitroglycerine.
 - b) explosive material.
 - c) dynamite.
4. The great inventor paid special attention to
 - a) bridge building.
 - b) synthetic rubber.
 - c) getting patents.

5. After his death Alfred Nobel left his money to ...

- a) Oxford.
- b) his family.
- c) the Prize-Awarding Institution organization.

Task 5. Prepare to speak on the topic “Alfred Nobel” (12-14 sentences). The suggested words, phrases and dates should be used in your speech.

1833

St. Petersburg

Nitro-glycerin

1866

355

1896

Nobel Foundation

...was born...

Then...

I must say that...

...was interested...

After that...

It must be pointed out
that...

...paid great attention...

Finally...

... was particularly good at...

Taking into account...

Speaking about...

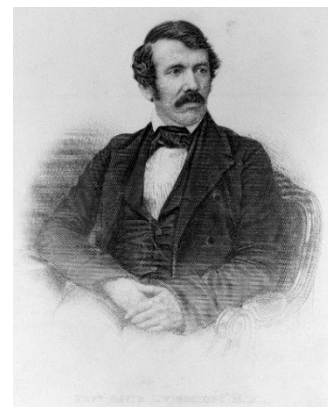
...was patented...

Fortunately...

Task 6. Read the text and find in the dictionary the correct pronunciation of the geographical names in italics.

DAVID LIVINGSTONE (1813 – 1873)

This Scottish explorer came from a very poor family. Even so, he managed to educate himself, go to university and become a doctor. But Livingstone wasn't just interested in medicine. He was also very religious and in 1840 he went to **South Africa** as a missionary. At that time, slavery was common in **Africa** and large areas of the interior had never been seen by Europeans. Livingstone wanted to change all that. He decided to explore as much of the continent as possible. Then, he thought, more Europeans would follow and perhaps slavery might end.



Between 1850 and 1873 he made a series of extraordinary journeys. In 1851 he crossed **the Kalahari desert**. Between 1852 and 1856 he walked from one side of **Africa** to the other. (On that journey, he became the first European to see one of the world's greatest waterfalls – **the Victoria Falls**) In 1858 he explored **the Zambezi River**. Then in 1866 Livingstone began yet another journey – this time to try and find the source of **the River Nile**. Three years later, he didn't return. Many people believed that he was dead. Many people, but not everyone. The editor of an American newspaper, the New York Herald, sent one of his reporters to look for Livingstone. The man's name was Henry Morton Stanley and he took almost two years to find the missing explorer. Finally, though, he entered the town of **Ujiji** (in modern day **Tanzania**) on 10 November 1871. There, he found Livingstone -thin, tired and ill... but alive.

Livingstone recovered and was even able to make one last journey around **Lake Tanganyika** in 1872. But then he caught a terrible fever and died in a village called **Old Chitambo**. Two of his servants – Chuma and Susi – carried Livingstone's body over 1,400 kilometers to the port of **Zanzibar**. From there it was taken back to **Britain** by ship and buried in **London's Westminster Abbey**.

Task 7. Decide whether the sentences are true or false.

- 1). David Livingstone was born in the United Kingdom of Great Britain and Northern Ireland. – True/False.
- 2). Livingstone was not against slavery. – True/False.
- 3). He walked through the Kalahari Desert and the Sahara desert. – True/False.
- 4). Exploration of the River Nile brought him to the disease. – True/False.
- 5). His last journey was around Lake Tanganyika in 1872. – True/False.
- 6). David Livingstone was greatly honored after his death. – True/False.

Task 8. Retell the text “David Livingston”.

Task 9. Read the text and look for geographical names there...

ROALD AMUNDSEN (1872-1928)



Amundsen was Norwegian. He was also one of the twentieth century's greatest explorers. His most famous journey began in August 1910. That's when he left Norway with eight companions in a ship called the Fram. Five months later Amundsen and his men reached Antarctica. Their goal was the South Pole. They weren't the only team hoping to make history, though. Another group of explorers led by an Englishman called Robert Falcon Scott were also in Antarctica and they planned to reach the South Pole, too.

After arriving, Amundsen quickly built a camp near the Bay of Whales. Then, using dogs and sledges, he and his men began their historic journey to the most southerly point in the world. It was a long, difficult journey and the weather was often bad, but they finally succeeded on 14 December 1911, stayed for three days, then returned to camp as quickly as possible. Unfortunately, though, Amundsen's triumph was mixed with sadness. Scott and his men (who reached the Pole a month after Amundsen) all died during a terrible snowstorm on their return journey.

Amundsen's name is usually connected with Antarctica, yet he also made several journeys to the Arctic. On one of them (in 1926), he even flew over the North Pole in an airship called the Norge. That made him the first man in history to reach both Poles.

Task 10. Complete the text.

His most famous journey began in _____. Amundsen and his men reached _____. Their _____ was the South Pole. They made their plan come true on _____.

Amundsen's name is usually _____ with _____, yet he explored _____ too. That's why he is the first man in history to _____ both Poles.

Task 11. Open brackets and put the sentences in the Passive Voice.

- The roads (cover) with the snow.
- Chocolate (make) from cocoa.
- The Pyramids (build) in Egypt.
- This coat (buy) four years ago.
- The stadium (open) next month.
- Your parents (invite) to a meeting.
- Where is your car? – It (mend) at the moment.
- The books already (pack)

- The castle can (see) from a long distance.
- The guests must (meet) at noon.






Task 12. Transform these sentences into the Passive voice.

1. Popov invented radio in Russia.
2. Every four years people elect a new president in the USA.
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner.
7. George didn't repair my clock.
8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football
10. You must clean your bedroom tonight.

Task 13. Name discoverers and creators.

- “Oliver Twist” was _____ by _____ (to write)
- “Hamlet” was _____ by _____ (to write)
- “The Shining” was _____ by _____ (to write)
- The “Extra –Terrestrial” was _____ by _____ (to direct)
- “Fur Elise” was _____ by _____ (to compose)
- The Thinker was _____ by _____ (to sculpture)
- The telephone was _____ by _____ (to invent)
- The airplanes were _____ by _____ (to invent)
- The law of gravity was _____ by _____ (to discover)
- “The starry night” was _____ by _____ (to paint)
- “Corpse Bride” was _____ by _____ (to direct)
- “Guernica” was _____ by _____ (to paint)
- Cave paintings were _____ by _____ (to make)

Check yourselves

 <p>Für Elise</p>  <p>composed by Beethoven</p>	<p>The Thinker</p>   <p>sculptured by Rodin</p>
<p>The telephone</p>   <p>invented by Alexander Graham Bell</p>	<p>Airplanes</p>    <p>invented by the Wright brothers</p>

<p>Corpse Bride</p>   <p>directed by Tim Burton</p>	<p>The law of gravity</p>   <p>discovered by Sir Isaac Newton</p>
<p>Guernica</p>   <p>Painted by Pablo Picasso</p>	<p>Le Moulin de la Galette</p>   <p>Painted by Pierre-Auguste Renoir</p>

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<p>Oliver Twist</p>   <p>written by Charles Dickens</p>	<p>Hamlet</p>    <p>written by Shakespeare</p>
<p>The Shining</p>   <p>written by Stephen King</p>	<p>E.T. the Extra-Terrestrial</p>   <p>directed by Steven Spielberg</p>

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<p>Cave paintings</p>   <p>Painted by prehistoric people</p>	<p>The starry night</p>   <p>Painted by Vincent Van Gogh</p>

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Active and Passive Voice



The cat drank the milk.



The milk was drunk.

Task 14. Open brackets and put the sentences into the Passive or Active voices.

1. Nobody (to see) him yesterday.
2. The telegram (to receive) tomorrow.
3. He (to give) me this book next week.
4. The answer to this question can (to find) in the encyclopedia.
5. We (to show) the historical monuments of the capital to the delegation tomorrow.

6. You can (to find) interesting information about the life in the USA in this book.

7. Budapest (to divide) by the Danube into two parts: Buda and Pest.

8. Yuri Dolgoruki (to found) Moscow in 1147.

9. Moscow University (to found) by Lomonosov.

10. We (to call) Zhukovski the father of Russian aviation.



Task 15. Translate the sentences, paying attention to the Passive voice.

1. Нам показали очень странную картину.
2. Тебя ищут. Иди домой.
3. Вас всех пригласят в зал и расскажут обо всех изменениях в школьной программе.
4. Почему над ним всегда смеются?
5. Нам всем дали билеты на выставку.
6. Лекции этого знаменитого профессора всегда слушают с большим вниманием.
7. Меня ждут?
8. Им задали три трудных вопроса.
9. За директором уже послали. Подождите немного.

10. Всех пригласили в большой зал.
11. Эти письма просмотрены. Их можно отправлять.
12. На станции их встретил гид и отвез в гостиницу.
13. Эти журналы должны быть возвращены в библиотеку на следующей неделе.
14. На наших занятиях много внимания уделяется произношению.
15. Иванову велели объяснить, почему он пропускает занятия.
16. Меня пригласят на ваш вечер?
17. Детей оставили дома одних.

Сложные случаи перевода Пассивного залога:

При переводе английских предложений с глаголом в форме страдательного залога часто используется обратный порядок слов (русское предложение начинается со сказуемого):

New technique has been developed. – *Была разработана Новая методика.*

При переводе предложений, включающих оба типа глаголов в страдательном залоге, русское предложение следует начинать с предлога, например:

It is evident that not every experiment can be relied upon. <i>Rely upon</i> – полагаться на	Вполне очевидно, что не на каждый эксперимент можно положиться.
The problem was not dealt with. <i>Deal with</i> – иметь дело с	С этой проблемой не имели дела.
Many questions were answered correctly <i>Answer</i> – отвечать на	На многие вопросы были даны правильные ответы.

to follow smth. – следовать *за* чем-либо

to affect smth. – влиять *на* что-либо

to influence smth. – влиять *на* что-либо

to approach smth. – подходить к чему-либо



"I'm happy to see you, too."

Compare:

The doctor was sent into business trip. – доктора послали в командировку.

The doctor was sent **for**. – За доктором послали.

- a). This cup **wasn't** drunk from.
- b). This plate...from.
- c) This bed....in.
- d) This house...in.



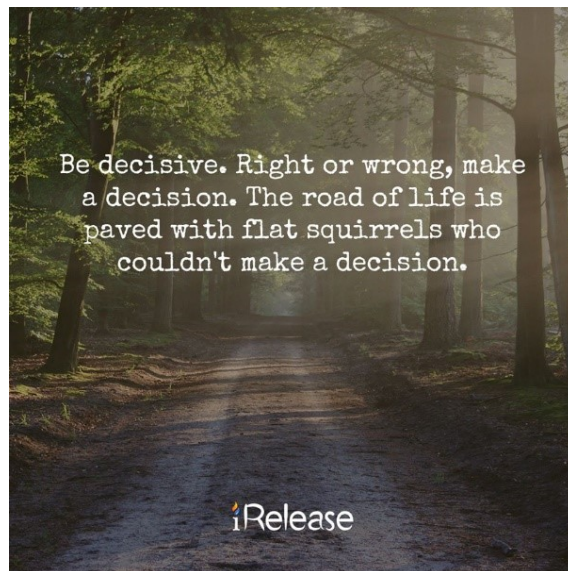
Task 16. Translate:

- 1. This actor is much spoken about.
- 2. The lecture is followed by a seminar.
- 3. Об этом актере много говорят.
- 4. Над этим мальчиком всегда смеялись в школе.
- 5. На этой командировке настоял шеф.
- 6. Вполне очевидно, что не на каждый эксперимент можно положиться.
- 7. С этой проблемой не имели дела.
- 8. На многие вопросы были даны правильные ответы.
- 9. In his book emphasis is placed on the localization problem.
- 10. An important contribution was made to the study of this phenomenon.
- 11. An attempt was made to redefine the previous year's budget.
- 12. In their discussion no account was taken of the environmental conditions.
- 13. Special attention has been called to the research work.
- 14. A number of scientific experiments in the near earth region has been referred to in that article.
- 15. Old traditions cannot be easily done away with.
- 16. The method that has been introduced by that group of engineers will be dealt with in the next chapter.
- 17. New methods for measuring the results of the experiments are being in search of.
- 18. The changes taking place are not easily accounted for.
- 19. This phenomenon is accounted for by the sudden rise of temperature.
- 20. Every breach of rules was dealt with as a breach of the law and punishment was proportionally severe.
- 21. A decision was arrived at.
- 22. This is hardly to be wondered at.
- 23. This paper was shortly followed by another by the same author.
- 24. This requirement must be met.
- 25. The meteors of a shower are moving in parallel directions through space with the same speed.
- 26. Never ask pardon before you are accused.

27. Little thieves are hanged, but great ones escape.
28. What may be done at any time will be done at no time.
29. Nature is often hidden; sometimes overcome; seldom extinguished (F. Bacon).
30. Goodness of an object is defined by its relation to other objects.
31. One of the most striking characteristics of modern science has been the increasing trend towards closer co-operation between scientists and scientific institutions all over the world. What have been the reasons for this? One of the factors has already been discussed, i.e. the growing complexity and widening scope of present-day research, which has resulted in the creation of large organization employing great numbers of scientists and technologists. This has led to the extension of many items of research beyond national boundaries. The most important factor, however, has been the magnitude of the problems to be solved. In fact, it is becoming more and more evident that many of the problems cannot be solved except by the pooling of scientific effort and material resources on worldwide scale. As a result of the conditions outlined above international co-operation has been greatly intensified during the last 20 years.







Task 17. Translate into English:

1. Нам показали очень странную картину.
2. Тебя ищут. Иди домой.
3. Вас всех пригласят в зал и расскажут обо всех изменениях в школьной программе.
4. Почему над ним всегда смеются?
5. Нам всем дали билеты на выставку.
6. Лекции этого знаменитого профессора всегда слушают с большим вниманием.
7. Меня ждут?
8. Им задали три трудных вопроса.
9. За директором уже послали. Подождите немного.
10. Всех пригласили в большой зал.
11. Эти письма просмотрены. Их можно отправлять.
12. На станции их встретил гид и отвез в гостиницу.
13. Эти журналы должны быть возвращены в библиотеку на следующей неделе.
14. На наших занятиях много внимания уделяется произношению.
15. Иванову велели объяснить, почему он пропускает занятия.
16. Меня пригласят на ваш вечер?
17. Детей оставили дома одних



Task 18. Choose one country and tell your friends about it using the Passive and Active Voices.

1. Where is it located?
2. What is the capital?

 <p style="text-align: center;">BELGIUM</p> <p>Location: Europe Capital: Brussels Official Languages: Dutch, French, and German Currency: Euro Population: 11,099,554 Interesting Fact: The french fries were invented there.</p>	 <p style="text-align: center;">GUATEMALA</p> <p>Location: Central America Capital: Guatemala City Official Language: Spanish Currency: Quetzal Population: 15,438,384 Interesting Fact: Its name means "place of many trees", and was given by soldiers.</p>
 <p style="text-align: center;">NEW ZEALAND</p> <p>Location: Oceania Capital: Wellington Official Languages: English and Maori Currency: NZ Dollar Population: 4,509,461 Interesting Fact: <i>The Lord of the Rings</i> movies were shot there.</p>	 <p style="text-align: center;">SURINAME</p> <p>Location: South America Capital: Paramaribo Official Languages: Dutch Currency: Surinamese dollar Population: 566,846 Interesting Fact: It's the only country in the continent where cars are driven on the left.</p>
 <p style="text-align: center;">VIETNAM</p> <p>Location: Asia Capital: Hanoi Official Languages: Vietnamese Currency: Vietnamese dong Population: 89,693,000 Interesting Fact: A war against the USA was won by them.</p>	 <p style="text-align: center;">CONGO</p> <p>Location: Africa Capital: Kinshasa Official Languages: French Currency: Congolese franc Population: 75,507,308 Interesting Fact: Approximately 242 languages are spoken there.</p>

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3. What languages are spoken there?
4. What currency is used?
5. How many people live there?
6. What's an interesting facts about the country? What was built there?

Артикль the с географическими названиями

1. Использование артикля с названиями стран

the United Kingdom of Great Britain and Northern Ireland Объединенное Королевство Великобритании и Северной Ирландии

Great Britain Британия

the Kingdom of Denmark Королевство Дании

Denmark Дания

the Republic of Cuba Республика

Куба Cuba Куба

the German Federal Republic Федеративная Республика Германии

German Германия

the Russian Federation Российская Федерация

Russia Россия

the Czech Republic Чешская Республика



2. Использование артикля с названиями морей, рек, океанов перед всей водой мы используем артикль the. То есть сюда входят: океаны проливы моря реки каналы течения, например: the Atlantic Ocean Атлантический океан

the Pacific Ocean Тихий океан

the Indian Ocean Индийский океан

the Black Sea Черное море

the Red Sea Красное море

the Volga Волга

the Don Дон the Bosphorus пролив Босфор

the Bering Strait Берингов пролив

the Sea of Japan Японское море

3. Артикли перед названиями гор Если мы говорим о горной цепочке, то есть соединении нескольких пиков, то ставим артикль **the**.

Например:

the Andes Анды

the Urals Уральские горы

the Alps Альпы

the Himalayas Гималаи

Если мы говорим об отдельной вершине, горе, вулкане, то артикль не ставим.

Elbrus Эльбрус

Kilimanjaro Килиманджаро

Vesuvius Везувий

4. Артикли с островами также, как и с горами, если мы говорим о группе островов, то ставим артикль the:

the Canary Islands (the Canaries) Канарские острова (Канары)

the British Isles Британские острова

the Bahamas Багамы

Если мы имеем в виду отдельные острова, то артикль не ставится:

Cyprus Кипр

Madagascar Мадагаскар

Task 19. Translate into English:

1. Ты собираешься в Лондон?
2. Она живет в Соединенных Штатах Америки.
3. Она родилась в России.
4. Они посетили Мадагаскар.
5. Дон – большая река.

Task 20. Put the article where necessary.

1. I would like to go toCaldey Island.
2. We read a lot about ...Sunga Empire.
3. Last Sunday I was at HMV Curzon Cinema.
4. Hunter **Island Group** is an important bird area. It comprises several **islands** in.

- Hunter andTrefoil **Island Groups** lying off the northwestern coast.
5. We visited Lake Edward.
 6. We had a nice picnic at Pinnacle State Park
 7. We heard about Atlas Mountains in Algeria in Morocco and in Tunisia.
 8. There are many poems about Volga.
 9. I have never studied Performing arts.
 10. They told us about their excursion toAntikensammlung Berlin Museum.
 11. They stayed at Best Western Canoga Park Motor Inn.
 12. She was expelled from Delaware State University .
 13. Coach House Theatre in Alloa was founded in 1900.
 14. We went toBalearic Sea.
 15. We made a school project about Democratic Socialist Republic of Sri Lanka.
 16. They camped at Conecuh National Forest.
 17. They climbed Grassy Hill.
 18. She bought this dress onPolk Street.
 19. There was a concert onSyntagma Square.
 20. She went down Farm Road.
 21. She told us about Kingdom of Strathclyde.
 22. The population of Togo is 5,753,324.

Task 21. Put “the” or “zero article”.

1. We were inBakossi Mountains in Cameroon.
2. They attended the conference at Best Western Eagle Rock Inn Los Angeles Glendale.
3. There was a cross down Caitlin Road.
4. We strolled down Fillmore Street.
5. They took a picture of me on Franklin Square.
6. Have you heard of Kingdom of Gwent?
7. Have you ever swum in Labrador Sea?
8. I rested atLake Kariba.
9. They closed down Pergamon Museum.
10. She visited Point Au Roche State Park.
11. They got married on Skomer Island.
12. They got a visa to Socialist Republic of Vietnam.
13.Swainson **Island Group** lies off the coast of southern part of West Coast of Tasmania Sea and consists of five **islands**.

TEST “OUTSTANDING SCIENTISTS AND EXPLORERS”

Task 1. Complete the sentences with the right article:

THE/---

Example: *I went to _____ France last year, but I haven't been to _____ Netherlands yet. – I went to --- France last year, but I haven't been to **the** Netherlands yet.*

1. I live in _____ Lenin Street.
2. _____ Thames flows through _____ London.
3. _____ USA is _____ fourth largest country in the world after _____ Russia, _____ Canada and _____ Republic of _____ China.
4. _____ Trafalgar Square is the geographical center of _____ London.
5. _____ Everest is the highest mountain in the world.
6. _____ Pacific is the largest ocean on our planet.
7. _____ Urals are old and not very high.
8. Show me _____ Canary Islands?
9. _____ Lake Baikal is the deepest one in the world.

Task 2. Choose the best paraphrased sentence for the original one.

1. When his will was opened, it came as a surprise that his fortune was to be used for Prizes in Physics, Chemistry, Physiology or Medicine, Literature and Peace. The Nobel Foundation was set as an organization to take care of the financial asserts left by Nobel for this purpose and to co-ordinate the work of the Prize-Awarding Institution.

a) Alfred Nobel is especially known for his fortune to be spent on Prizes in science's spheres.

b) Alfred Nobel was very surprised to find out that his money would be spent on Prizes.

c) Alfred Nobel organized the Nobel Foundation.

2. Even so, he managed to educate himself, go to university and become a doctor.

a) He was self-educated.

b) The basic profession of David Livingston was a doctor.

c) David Livingston was a manager.

3. On that journey, he became the first European to see one of the world's greatest waterfalls – the Victoria Falls.

a) David Livingston was the first European.

b) David Livingston was not the only European to see the waterfalls.

c) David Livingston was the first European to see the Victoria Falls.

4. Amundsen's name is usually connected with Antarctica, yet he also made several journeys to the Arctic.

- a) His journeys were not only to Antarctica, but also to the Arctic.
- b) He made several journeys around the world.
- c) The Arctic is connected with the name of Amundsen.

Task 3 Choose the necessary form of the verb.

1. Студентов экзаменуют 3 раза в год.

- a) are being examined
- b) is examined
- c) are examined

2. Их еще не пригласили.

- a) were not invited
- b) had not been invited
- c) have not been invited

3. Сейчас здесь строится новый торговый центр.

- a) is being built
- b) is building
- c) is built

4. Розы уже политы.

- a) are watered
- b) have been watered
- c) were watered

5. Столы делают из дерева и пластика.

- a) are being made
- b) have been made
- c) are made

6. Отчёты все еще печатаются.

- a) are typed
- b) are being typed
- c) have been typed

7. Этот дворец был построен в прошлом году.

- a) was being built

b) has been built

c) was built

8. Этот мюзикл никогда не показывали по телевизору.

a) has never been shown

b) was never shown

c) had never been shown

9. Эту историю давно забыли.

a) is forgotten

b) was forgotten

c) were forgotten

10. Книга была написана до того, как автор стал знаменит.

a) is written

b) was written

c) had been written

Task 4 Transform the Active constructions into the Passive ones:

1. I am not wearing my black shoes today.

2. We use this room only on special occasions.

3. Normally she cleans this room every day but she did not clean it yesterday.

4. People have not used this opportunity for years.

Task 5 Translate into English:

1. Вскоре устье реки было замечено солдатами.

2. Эта страна расположена между двух океанов.

3. Мы вышли к долине, где после сильной засухи прошли ливни, и было влажно и свежо.

4. Об этом фильме сейчас много говорят.

5. Земля была покрыта снегом.

6. Работа будет закончена в срок.

7. Мы чувствовали морской ветер, береговая линия расположилась прямо перед глазами.

8. На климат Великобритании оказывает влияние Гольфстрим



Module 2. My Future Profession

Module 2 My Future Profession
Grammar: 1st Conditional
Vocabulary: geography as a science
Speaking: Profession of a geographer

Task 1. Study the information below and complete the sentences with the appropriate forms.

geography /dzi'ogræfi /

-er – geographer /dzi'ogræfə /

-ic – geographic /dziæg'ræfik /

-ical – geographical /dziæg'ræfikəl /

-ically – geographically /dziæg'ræfikəli/

geographical description – географическое описание

Geographic meridian/pole – географический меридиан/полюс

1. _____ is a science about the Earth.
2. People who are interested in environmental problems and their solutions are called _____.
3. Geographers give _____ description of the earth.
4. Greenwich is a _____ meridian.

Task 2. Read and learn the new words/phrases and their equivalents by heart.

To be curious about	/'kjuəriəs/	Interested in	любопытный
Inclination	/ɪnklɪ'neɪʃən/	tendency	желание, склонность
Spatially	/'speɪʃli/		пространственно
Pattern	/'pætn/	sample	образец
Phenomenon	/fə'nɒmɪnən/		Явление (мн.ч. – phenomena)
Landscape	/'lænd'skeɪp/	terrain	ландшафт
Particular	/'pɑ:tɪkjʊlə/	special	особый
To obtain	/'ɒb'teɪn/	gain	получать
To solve	/sɒlv/	to decide	решать
To be located in	/lou'keɪtɪd/	to be situated	находиться, располагаться
Strength	/streŋθ/	power	сила
To interact	/'ɪntər'ækt/	to cooperate	взаимодействовать
To influence	/'ɪnfluəns/	to affect	влиять
Habitat	/'hæbɪtət/	environment	естественная среда
Seemingly	/'si:mɪŋli/	apparently	по-видимому
To relate	/ri'leɪt/	to connect	устанавливать связь

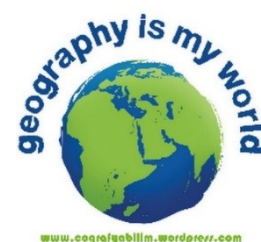
Task 3. Translate the words/phrases into English without looking at the table.

- Образец
- Любознательный
- Явление
- Взаимодействовать
- Естественная среда обитания
- Устанавливать связь
- Решать
- Сила
- Желание
- Особый
- По-видимому
- Ландшафт
- Получать
- Находиться
- Влиять
- Пространственно

Task 4. Complete the sentences with the appropriate words/phrases from the previous tasks.

1. I'm _____ about his future career.
2. Physical geographers are interested in a _____ branch of geography.
3. For their research work geographers _____ information and data from different _____ areas.
4. Geographers' main _____ is to _____ problems and that's why they are called problem solvers.
5. The territory of Russia has different forms of _____.
6. Some geographers are interested in human activity and how it _____ on the environment or human and environment _____.
7. All geographers study different natural _____.
8. The choice of a profession should be based on a person's _____.

Make up your own sentences with these words



Task 5. Match the words in the first column to their synonyms in the second one. (don't consult with a dictionary)

1. To be located	A. To squeeze through
2. To buffet	B. Gain
3. To be curious	C. To be situated
4. To interact	D. Connected
5. Particular	E. To cooperate
6. To obtain	F. Tendency
7. Related	G. Special
8. Pattern	H. Sample
9. Inclination	I. To be interested
10. Landscape	J. Terrain

Task 6. Replace the underlined words with their synonyms.

1. If you are interested in special natural phenomena and how men affect the environment, then geography will be your tendency.
2. People of many specialties should know how to gain information and how to work with it.
3. Geographers also describe different forms of terrain.
4. The geographic meridian Greenwich is situated in Great Britain.
5. While deciding geographical problems geographers go through many difficulties.



Task 7. Look through the text and underline the examples of the First Conditional.

How do you know if you want to be a geographer?

If you are curious about places, you like to study maps, so the geographer's first inclination is to put information on a map in order to see how it looks spatially. In case you prefer the window seat on airplanes, geography is just for you, because geography tries to explain the constantly changing patterns of human activity and natural phenomena on the landscape.

If you are interested in foreign areas, you will be able to specialize in a particular part of the world such as Latin America, Europe, Asia, or Africa. If you like to work outside, you will obtain the basic data from field investigation in environments that range from wilderness areas to cities. As scientists, geographers are naturally curious

about how the world is arranged. They ask lots of questions about why things are located the way they are and then they try to answer those questions. So if you are a problem solver, you will be particularly interested in geography.

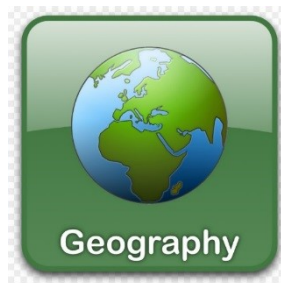
If you are not good at seeing connections among seemingly unrelated processes, you won't be able to work in the sphere of geography, because one of geography's strengths is its ability to integrate ideas about human behavior, social institutions, and the natural environment.

If you can adapt to rapid technological change, you will find out that Geographical Information Systems (GIS) have revolutionized the way geographers collect, store, analyze, and present spatial information.

Unless you think big, you won't understand how places interact with each other, and how they are influenced by larger, more global forces. If you are interested in connections between people and the environment, you will see the world as the human habitat, one that we have transformed and that has transformed us.

To sum it up, if the information above is right about you, then to be a geographer is about you.

Task 8. Do you remember these words? Explain their meanings. *Inclination, spatially, patterns, landscape, wilderness, a problem-solver, to adapt, to revolutionize, environment.*



Task 9. Complete the sentence to make it true about you. The sample will help you.

If I am curious about the places, I will be a geographer. – *I will be a geographer because I am curious about the places.*

I will be a geographer, because	1. 2. 3. 4.
--------------------------------------	----------------------

Task 10. Read and learn the new words by heart.

Major	/ˈmeɪdʒə/	профилирующая дисциплина
Technique	/tekˈni:k/	техника, метод
Perspective	/pəˈspektɪv/	перспектива
Considerably	/kənˈsɪdərəbli/	значительно
Issue	/ˈɪʃuː/	вопрос, суть, проблема
Sprawl	/spro:l/	разрастание
To designate	/ˈdeɪzɪneɪt/	назначить, обозначить
Literacy	/ˈlɪtərəsi/	грамотность

Task 11. Read the text and answer the questions:

1. What does geography provide for students?
2. Why are geographers called environmental problem solvers?
3. What are the advantages of studying geography?

What can you do as a geographer?

Geography is **an attractive major** for students. Its theories and methods provide analytical techniques applicable to a wide range of questions asked over a broad spectrum of occupations. For students planning to end their formal education with the bachelor's degree, a geography major provides **marketable skills** and the broad perspectives on environment and society that enable graduates to move beyond **entry-level positions**. For similar reasons, geography provides a sound foundation for students who plan to enter graduate work in a variety of fields, from geography to business, land use planning, law, and medicine.

The potential for practicing geography in private enterprise and government has grown considerably in recent years, although few such positions are designated with the title of geographer. Roughly a quarter of all geographers work in the private and public sectors.

Geographers are environmental **problem solvers**. They are being called upon to use their skills to address some of the most **pressing environmental issues** facing our planet. If you have ever wanted to work on environmental issues such as global warming, **urban sprawl**, resource conservation, or **environmental justice**, you should study geography.

1. It prepares you to confidently enter the workforce. Geography has a major role to play in framing and answering key environmental, economic, social and political questions. As a **diverse subject**, it allows students to obtain a range of learning experiences and skills which make geography graduates highly attractive to a wide range of

future employers. The skills practiced in geography are used by many professionals: urban and regional planners, resource managers, attorneys, legislators, business and political leaders, architects, marketing consultants and engineers. Preparation in geography is an ideal **stepping-stone** to a wide range of careers.

2. Geography is a diverse, broad field that encompasses a wide range of knowledge. Geography is a **broad flexible subject**, which may be classified as an art, science or social science. Geography, as a discipline, is as diverse as the problems facing our planet. From saving a forest to planning a downtown development project, geographers are there.

3. Studying Geography promotes **environmental literacy**. It is widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. In order to address the environmental challenges society is currently faced with, people are needed who can think broadly and understand the systems, connections, and patterns of the physical and cultural world. We desperately need people equipped with the analytical skills necessary to rebuild neighborhoods, towns, and communities.

4. Studying Geography is FUN!! Studying Geography can take you to distant lands and cultures. You can learn about different peoples and places. You can develop the skills that will help you recognize and make sense of the patterns, distributions, and interactions between living things and their environment. Geographers often travel and study places by **experiencing them first-hand**. They have the opportunity to use **cutting edge technology** to study the landscapes and patterns that define who we are and what we do.

Task 12. Complete the sentences with the right ending.

1. Geographers are ...

- a) literate people.
- b) environmental problem solvers.
- c) unemployed people.

2. Geography is an attractive major for students because ...

- a) it will promote them.
- b) it is fun.
- c) it provides skills desirable in a broad spectrum of occupations.

3. Geography is a diverse subject because ...

- a) it provides a great variety of problems facing our planet.
- b) it trains different specialists.
- c) students can learn about different people and places.

4. Preparation in geography is an ideal stepping stone to ...



- a) business.
- b) politics.
- c) a wide range of careers.

5. Studying geography promotes environmental literacy because ...

- a) it teaches many subjects connected with the environment.
- b) it teaches students to think in broad terms and understand the systems, connections and patterns of the world.
- c) it makes students environmental problem solvers.

Task 13. Explain the highlighted words from the text. Try not to use a dictionary. Explain them in your words. Do you agree with the ideas from the text? Explain your opinion.

Task 14. Look at the pictures and name the geographical objects there. Can you give a short advertisement to these places? Use adjectives: *captivating, fascinating, monotonous, gripping, vivid, abundant, spine tingling, peaceful, arcadian, picturesque, scenic*.

	<p>This is a _____ It is _____</p>
<p>This is a _____ It is _____ I can recommend you to visit it because _____</p>	





Task 15. Match the words to their definitions.

1. meandering
 2. bustling
 3. gripping
 4. riveting
 5. towering
- a) reaching a height above others
 - б) commanding full attention, fascinating
 - B) full of energetic and noisy activity
 - r) following a winding course
 - д) exciting or interesting in a way that keeps your attention
 - e) _____

Task 16. Choose the word, which is close to the meaning.

Choose the word, which is close to the meaning.

1. Deserted and lonely
 1. derelict
 2. desolate
 3. abundant
 4. farflung
2. advertised or praised more than it deserves
 1. sun-drenched
 2. overhyped
 3. otherworldly
 4. gripping
3. comfortable and warm
 1. cosy
 2. epic

- 3. desolate
- 4. barren
- 4. many people in an area
 - 1. spine-tingling
 - 2. densely populated
 - 3. meandering
 - 4. exhilarating
- 5. very distant, remote
 - 1. bustling
 - 2. derelict
 - 3. farflung
 - 4. desolate

Task 17. Give your own synonym.

- 1. very impressive; magnificent →
- 2. fragile →
- 3. forceful, demanding attention →
- 4. attracting and holding interest as if by a spell →
- 5. made of rounded stones used on the surface of an old-fashioned road

Task 18. Make up your own sentences with the words from Ex 15, 16, 17.

Task 19. Can you explain the term to the foreigner? Give the example of it.

- An archipelago is.....
- A basin is.....
- A bay is.....
- A beach is.....
- A cliff is.....
- A cave is.....
- A gulf is.....
- An island is.....
- A mountain is.....
- A peninsula is.....
- A plateau is.....

Task 20. Explain the quotes.

- a). Geography is the subject which holds the key to our future (Michael Palin).
- b). "All I ever wanted was a world without maps." (Michael Ondaatje, The English Patient).
- c). The biggest difference between England and America is that England has history, while America has geography. (Neil Gaiman).
- d). If you know a country's geography, you can understand and predict its foreign policy.
Napoleon Bonaparte
- e). Climate is what we expect, weather is what we get. (Mark Twain).
- f). "The weather is like the government, always in the wrong". (Jerome K. Jerome).
- g). We may achieve climate, but weather is thrust upon us. (O. Henry).
- h). If you don't like the weather in New England, just wait a few minutes. (Mark Twain).
- i). Geography is the study of earth as the home of people (Yi-Fu Tuan).

Do you know that:

- * 1. The length of Baikal is 636 kilometers.
- * 2. The depth of the lake is 1642km.
- * 3. Baikal is the deepest lake in the world.
- * 4. Baikal is the biggest Reservoir of sweet water in the world.
- * 5. Baikal has got its twin-brother Hubsugul in [Mongolia](#).



Task 21. Answer the geographical quiz.

1. Q – What is the capital of Great Britain?
2. Q – How many countries exist?
3. Q – The population in Russia?
4. Q – Which country is the northernmost?
5. Q – What continent is Ethiopia on?
6. Q – Who was America discovered by?
7. Q – Which country has the largest population?
8. Q – How many states are there in the USA?
9. Q – What is the coldest place on Earth?
10. Q – Which lake is called the word "sea" because of its size?

TEST My Future Profession

1. Complete the following sentences using appropriate first conditional forms of the verbs given in the brackets.

1. If I have enough money, I (go) on vacation.
2. If she (wash) the clothes, I will dry them.
3. If you achieve your targets, you (get) a promotion.
4. If we (not get) his support, we will have to abandon the project.

5. Unless she (be) late, we will start at ten o'clock.
6. If I win the jackpot, I (buy) a mansion in New York.
7. She will not come unless he (invite) her.
8. If Ann (cook) dinner, I will make dessert.
9. If you ask her nicely, she (lend) you her car.
10. If the company (be not) interested, we will abandon the proposal.

2. Fill in the blanks with the appropriate word below:

1. Geographers give _____ description of the earth.
2. The territory of Russia has different forms of _____.
3. Geography, as a discipline, is as diverse as the problems facing our _____.
4. Geographers are _____ problem solvers.
5. One of geography's strengths is its ability to integrate ideas about _____, social institutions, and the natural environment.
6. If you are interested in special _____ and how men affect the environment, then geography will be your tendency.

Human behavior, natural phenomena, landscape, geographical, planet, environmental

3. Explain the difference between terms.

- a) A basin – a valley
- b) A hill – a mountain
- c) A sea – an ocean
- d) A forest – a jungle
- e) A cliff – a hill
- f) A bay – a gulf



4. Speak on the topic “Profession of a geographer” (about 10-15 sentences).

PLAN

1. Reasons for work (why do people work).
2. Personal characteristics for being a geographer (how do you know if you are a geographer).
3. A sphere of this profession is a travel agency (travel agency as an organization).
4. Opportunities of this profession.

Unit 3. Tourism Geography

Module 1. What is Tourism Geography?

Module 1 What is Tourism Geography

Grammar: Revisions of Tenses

Vocabulary: tourism

Speaking: The Role of Tourism Geography

Silviu-Florin Salomia | June

24, 2014 | Tourism Geography

There are many theories and definitions to what can be understood through the term of tourism geography. The content of tourism geography is complex, making a connection between the two concepts of geography and tourism, being rather new compared especially with the term of geography. The beginning of the science can be traced at the beginning of the 20th century, although tourism was being used inside the study of geography long before. By the 1950s, tourism geography began to be accepted as its own domain. The first definitions were pretty vague and incomplete, G. Chabot (1964) stating that *geography and tourism are two terms predestined to be joined because every geographer has to necessarily be doubled by the qualities of a tourist and also reciprocally, we can say that in every tourist there is a hidden geographer, because the intelligent tourist is actually a geographer that has not discovered himself.*



The Role of Tourism Geography

As the importance and popularity of tourism increased, especially in the last two or three decades, becoming one of the biggest industries in the world, so did the role of tourism in geography and its study. While before there were few mentions of tourism related facts in any book or research of geography, today we cannot imagine any geographical descriptions without a separate chapter on tourism. Still rather raw and simple, L. Merlo (1969) considers this science as being a *branch of geography that studies the position and appearance of tourist centers, their individual natural and cultural-historical characteristics, the attractions and traditions in the context of the area where they are found, the transportation network assuring the accessibility and the links with other tourist centers.* Tourism is essentially a geographical phenomenon, regarding the transfer of people and services through space and time, so a special domain dedicated to the research of the interconnections between tourism and geography was inevitable. Although the scientific field is new,

the connections of geography and travel can be traced to ancient times, when geographers had no other way of describing the world than traveling and seeing it for themselves.

The Connection between Tourism and Geography

The connections between tourism and geography are linked to specific terms such as place, location, space, accessibility, scale and others. This science also has an integrative character, containing key elements from all fields of geography, physical, human and economic. Besides this, tourism geography also has many common points with other sciences, including history, geology, biology, art, economy and so on. In more modern times, the tourism geography has become to achieve a broader definition, regarding the study of the spatial and temporal genesis, repartition and unfolding of the tourism phenomenon, being considered as a complex and specific interaction at the level of the geographic environment. As such, tourism geography studies things like the tourist resources (natural or man-made), the tourism infrastructure (transportation, accommodation, etc.), the types and forms of tourism, the tourist circulation (statistical research), tourist markets, as well as other domains. The areas of geographical interest in tourism are stated by S. Williams (1998), including the *effect of scale, spatial distributions of tourist phenomena, tourism impacts, planning for tourism and spatial modeling of tourism development.* (<https://www.geographyrealm.com/tourism-geography/>).



Task 1. Answer the questions:

- 1). When can the beginning of this science be traced for the first time?
- 2). When did it start to be considered as its own domain?
- 3). Why should 2 terms (geography and tourism) be joined?
- 4). How did L. Merlo (1969) consider this science?
- 5). In what way are the connections between tourism and geography linked?
- 6). What other sciences does tourism geography have many common points with?
- 7). What does tourism geography study?



Task 2. Explain the words and phrases from the text:

1. field of study
2. to become its own domain
3. The first definitions were vague
4. a hidden geographer
5. natural and cultural-historical characteristics
6. accessibility
7. the spatial and temporal genesis, repartition and unfolding of the tourism phenomenon

Task 3. In 2-3 sentences tell about the development of Tourism industry.

Task 4. Match the terms to their meanings.

1. Tourist	a)Travel over short distances, stays longer, travel more often with friends & relatives
2. Tourism	b)Visiting the locations featured in films & TV shows
3. Domestic tourism	c) Seeking a destination that will maintain, enhance or restore their mind and bodies
4. International tourism	d)United Nations World Tourism Organization
5. UNTWO	e)Local populations may lose some of their customs & identity as they adapt to tourism
6. Media tourism	f)People travel to a place with an aim of gaining a learning experience directly related to their destination
7. Educational tourism	g)The amount of money a person has to spend after meeting taxes, rent/mortgage and other essentials
8. Health tourism	h)Restoration of environments mean heritage is maintained, which is positive for both the locals and the tourists
9. Disposable income	i)Travelling overseas, or over international borders
10. Social and cultural impact	j)The business of attracting visitors to a region or a place
11. Conservation	k)People who travel to and stay in places outside their usual environment for more than 24 hrs but for less than 1 year

Task 5. What do these terms mean? Model: This is tourism.

1. International business people and professionals to move across national boundaries annually. These events are mostly centered around a particular theme or purpose

2. Travelling overseas, or over international borders

3. People travel to a place with an aim of gaining a learning experience directly related to their destination

4. People travel to play or watch sport. Sporting activities may not be available at home or is better elsewhere

Task 6. What is it? Match these terms to their definitions.

1. UNESCO

2. Culture & History

3. Heritage sites

4. Lifestyle Factors

5. Impact

- Sites of past events and the structures that remain today
- Increased disposable income & increased amounts of leisure time
- An effect or result of tourism, can be positive or negative
- United Nations Educational, Scientific, and Cultural Organization
- Includes pilgrimage site and the remains of past civilization



Task 7. Choose the correct answers.

1. What can increase in high tourist areas, particularly when locals are poorer than tourists are?

1. Heritage sites
2. Conservation
3. Fossil fuels
4. Crime rates

2. The sexual entertainment industry that services primarily men who travel for living out their fantasies during a few weeks of vacation.

1. Food Tourism
2. MICE Tourism
3. Sport Tourism

4. Sex Tourism

3. New advances have altered transport methods, increased availability of inf, modified ways of organising travel, transport is safer, quicker, & lower cost.

1. Technological Factors

2. Arranging own travel

3. Butler's model Stage 6

4. Butler's model Stage 5

4. Transport, communication networks, energy, water supply, waste disposal and treatment.

1. Educational Tourism

2. Health Tourism

3. Tourism Infrastructure

4. Medical Tourism

5. Involvement: Some of the local population provide accommodation for tourists, a tourist season begins to emerge.

1. Butler's model Stage 1

2. Butler's model Stage 2

3. Butler's model Stage 4

4. Butler's model Stage 5

Module 2. Travel Agency

Module 2 Travel Agency

Grammar: Useful grammar for debating

Vocabulary: career and success

Speaking: How to Be a Successful Travel Agent. Debates

Task 1. Study the information below and complete the sentences with the appropriate forms.

Travel /trævl/

-er – traveller / 'trævələ/

-ogue – travelogue / 'trævələg/ – брошюра туров

Travel insurance

1. _____ across Africa can be very exciting.

2. He has _____ all over the world.

3. Many explorers are famous _____.
4. A brochure can be called a _____.
5. Foreign _____ is not very popular nowadays because there are many wars in the world.

Travel – длительное путешествие с одного места/страны на другое.

Journey – путешествие на длинное или короткое расстояние.

Voyage – путешествие по воде.

Tour – поездка с остановками.

Trip – поездка туда и обратно.

Cruise – путешествие по морю с остановками.

Travel |'trav(ə)| Это универсальное слово, которое означает перемещение из одного пункта в другой. Так можно назвать и поездку в далекие края, и в соседний город, и даже в супермаркет. Не можете вспомнить, как более точно назвать свое путешествие – используйте слово *travel*.

Journey |'dʒɜːni| Еще один универсальный термин, который используется в случае, если ваша поездка длилась достаточно долго.

Voyage |'vɔɪdʒ| Красивый термин, которым описывают длительное путешествие, зачастую то, которое совершается на корабле, пароходе или круизном лайнере. Запомнить это слово достаточно легко, просто представьте, что Марко Поло или Джек Воробей решили бы отправиться в отпуск, уверены, что их путешествие называлось бы *voyage*, а вот в урочное время они осуществляли *expedition*.

Crossing |'krɒsɪŋ| Если вы решили отдохнуть, отправившись в не длительное путешествие по воде из пункта А в пункт Б, тогда стоит использовать термин *crossing*.

Trip |trɪp| Если вы не акцентируете внимание на том, каким видом транспорта пользовались, чтобы добраться до места назначения, можно использовать слов *trip*. Так принято называть не длительную поездку, включающую в себя путешествие только в одну страну и обратно на родину. Здесь основной акцент делается на том, что ваша поездка длилась недолго и на маршруте.

Tour |tuə| А вот если маршрут вашего путешествия включал в себя несколько пунктов, тогда уместней говорить, что это был *tour*. Подобные поездки часто предлагаются туристическими агентствами со значительными скидками, что-то по типу: 5 городов за 5 дней.

Drive and Flight |draɪv| / |flaɪt| Если вы желаете подчеркнуть то, каким видом транспорта добиралась – машиной или самолетом – тогда в первом случае используйте слово *drive*, во втором – *flight*.

Task 2. Choose the appropriate word. Sometimes more than one option is possible.

1. How long is your _____ to work?
2. They are excited about their _____ when they will be able to visit many ports.
3. My parents are going on a world _____ when they retire.
4. We took the kids on a _____ to Disneyland.
5. _____ in the mountains can be slow and dangerous.
6. While on _____ you can both sunbathe and swim.

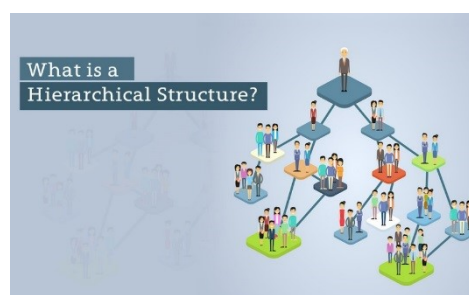
Task 3. Give the definition of one of the terms. In addition, your group mates are to guess which term you mean (*Travel, Journey, Voyage, Crossing, Tour, Trip, Cruise, Drive and Flight*)

Task 4. Read and learn the new words/phrases by heart.

advocate	/ˈædvəkeɪt/	защищать, поддерживать
profitability	/ˈprɒfɪtəˈbɪləti/	доходность
affair	/əˈfeə/	дело, занятие
affiliation	/əˈfɪliˈeɪʃn/	присоединение, принятие в члены
endorse	/ɪnˈdoːs/	подтверждать, одобрять
accuracy	/ˈækjʊərəsi/	точность
disclosure	/dɪsˈklɒʒə/	обнаружение, раскрытие
responsiveness	/rɪsˈpɒːnsɪvnes/	отклик на жалобы
confidentiality	/ˈkɒnfɪˈdɛnʃəlɪti /	конфиденциальность
supplier	/səˈplaɪə/	поставщик
delivery	/dɪˈlɪvəri/	поставка
credentials	/kriˈdenʃəlz/	верительные грамоты

Task 5. Translate the words/phrases into English without looking at the table
 ● принятие в члены

- дело
- поставка
- точность
- доходность
- верительные грамоты
- отклик
- одобрять
- поставщик
- раскрытие
- защищать
-



Task 6. Read and learn the new words/phrases by heart.

Shareholder	/ˈʃeəˈhouldə/	акционер
Chairperson	/ˈtʃeɪˈpɜːsən/	председатель
Senior	/ˈsiːniə/	старший
Public relations (PR)	/ˈpʌblɪk riˈleɪʒnz/	отдел по связям с общественностью
Information technology (IT)	/ˈɪnfəˈmeɪʃn tekˈnɒlədʒi/	отдел информационных технологий
Finance	/faɪˈnæns/	финансовый отдел
Hierarchy	/ˈhaɪəˈrɑːki/	иерархия
To head	/hed/	возглавлять
To be responsible for	/biː resˈpɒnsɪbl fɔː/	быть ответственным за...
To be in charge of	/biː ɪn ˈtʃɑːdʒ əv/	быть ответственным за...

Task 7. Translate the words/phrases without looking at the table.

Быть ответственным за...

Президент

Акционер

Совет директоров

Финансовый отдел

Возглавлять

Иерархия

Отдел по связям с общественностью

Отдел информационных технологий

Task 8. Complete the suggested text about the structure of the company “Swisscom Group” with the words from the previous task.

At the top of the company, hierarchy is the _____, headed by the _____. The Board is responsible _____ policy and strategy. It appoints a CEO or _____, who has overall responsibility for the running of the business. _____ managers head the various departments within the company.

The department of _____ is responsible for the future policy of the company.

The _____ is in charge of finance and different transactions.

The _____ is sometimes called public relations department.

The _____ is in close contact with the workforce of the company.

(taken from <http://www.swisscom.com>)

Task 9. Read the title of the text and try to predict 10 things, that bad travel agent doesn't do. Then read and check yourself.

Top 10 Things That Bad Travel Agent Doesn't Do.

by James Shillinglaw / February 19, 2016

1. Does not listen to clients: The bad travel agent comes into a client meeting with an agenda. He or she simply wants to present trip options, possibly based on what is the most lucrative option to maximize revenue and minimize the time spend serving the customer. The good travel agent takes time to fully interview a client about his previous vacations, family status, desirable destinations, lifestyle, budget and more.

2. Does not actively market: The bad agent may put up a business website and be engaged in some perfunctory social media, but he doesn't develop a firm plan to acquire new customers and make sure new customers don't jump ship to book with another agent. The good agent has such a plan in place. He or she sends out direct mail, email blasts, newsletters and even picks up the phone on a regular basis to "cold call" potential new customers and reach out to existing ones.

3. Does not know products: The bad agent may try to sell everything—and may end up selling nothing. The bad agent also doesn't try to experience the products he or she sells, so they really have a much harder time selling them. The bad agent also doesn't take full advantage of the multitude of supplier training programs in the market today.

4. Does not know destinations: Again, the bad agent really may not have experienced the destinations he or she sells, at least not to the extent where they can truly relate their experiences to clients. The bad agent also doesn't take advantage of destination specialist training courses to improve his or her knowledge of a country.

5. Does not sell groups: One of the most lucrative sales an agent can make is a group sale. Indeed, just by sheer force of numbers, a group sale is much more profitable than selling individual travel. So a good agent seeks out groups and markets to them, thus producing greater revenues and a profits. A bad agent has not figured out how to do this.

6. Does not sell preferred partners: Every travel agency works with preferred suppliers that provide contracted commission rates and customized service. A bad

travel agent fails to sell preferred partners, picking suppliers that don't have relationships with his or her agency. The justification is that the client wants to experience that particular product and the duty is to serve the client. But in doing so, the bad agent also fails to point out the benefits to working with a preferred supplier, which can offer preferential rates, upgrades, special amenities and more.

7. Does not follow up: A bad agent promises trip options and rates, but fails to deliver in a timely manner to the client, who then moves on to another agent. A bad agent also fails to follow up with the client after a trip that has been booked to see how it went. A bad agent does not regularly check in with a client to assess travel needs, even on special occasions that could be celebrated with travel.

8. Doesn't get trained: A bad agent fails to constantly seek out education and training on suppliers, destinations and how to run his or her business better. Usually he or she complains there simply isn't enough time to do this, because of the constant demand to book travel for clients. Without training, however, that business may eventually dry up.

9. Does not seek support: A bad agent does not rely on fellow agents or preferred partners when he or she needs help in booking a client. Instead of using the resources available to get more information or expertise, a bad agent tries to go it alone, thus denying his or her client the benefits of a collective team approach to travel booking.

10. Does not develop relationships: One of the very reasons why agents are successful today is that they develop firm links to their clients and to their suppliers. They are the go-between, the negotiator and the emissary for travel. The bad agent fails to develop such relationships in any meaningful way.

<https://www.travelmarketreport.com/articles/Top-10-Things-That-Bad-Travel-Agents-Dont-Do>

Task 10. Put “bad” or “good” agent in the sentences below.

1. ...agent takes time to interview a client about his previous vacations.
2. ...doesn't develop a firm plan to acquire new customers
3.takes full advantage of the multitude of supplier training programs in the market today.
4.really may not have experienced the destinations he or she sells
5.seeks out groups and markets to them
6.fails to point out the benefits to working with a preferred supplier, which can offer preferential rates, upgrades, special amenities and more.
7.regularly checks in with a client to assess travel needs
8.fails to constantly seek out education and training
9.relies on fellow agents or preferred partners
10.develops firm links to their clients and to their suppliers

Task 11. Explain the terms: *an agenda, trip options, revenue, perfunctory social media, “cold call”, lucrative sales, contracted commission rates, special amenities, to run his business, business may eventually dry up.*

Task 12. How to Be a Successful Travel Agent. Before reading the text, give some recommendation – how to get success in tourism industry.

- | | | |
|--------|--------|--------|
| 1..... | 3..... | 5..... |
| 2..... | 4..... | 6..... |

Read and add some useful information to your ideas.

1. **Get a high school diploma.** Typical for any job nowadays, a high school diploma is necessary to get started. This is the bare minimum for entry into an established business. A GED is fine. Whichever form you choose, it's essential to get good grades and to learn computer skills.

2. **Take classes in travel planning.** Having extra, focused knowledge makes you a prime candidate when you walk into any office. The classes should focus on reservation systems, travel regulations (both domestic and international), and marketing.

3. **Get a degree in travel and tourism.** Few schools offer on-site degrees in this, but it's worth the research if one is in your area. If you plan to start your own travel agency, you will need business courses as well.

4. **Get a business license.** Depending on your location and business set-up, you may need a travel agent license. Even if you don't live in an area that requires one but are planning to sell to residents of those states, it's worth looking into.

5. **Get credentials.** These generally take two forms; both add to your credibility as a travel agent. Classes and training at an undergrad level and your IATAN (International Airlines Travel Agent Network) ID card. Supplemental training at schools like The Travel Institute and the International Airline Transport Association’s Training and Development Institute.

6. **Become a destination specialist.** In order to thrive in this work environment, it's helpful to have an area of expertise. Have you wandered the markets of Istanbul? Cracked coconuts in the Mekong Delta? Choose a region that appeals to you.

7. **Develop the personality.** To be a successful travel agent, you must be worldly, confident, and one heck of a networker. Even if you're working for a parent company, you have to convince your clients that you're offering them the best vacation they could possibly have.



Match the successful travel agent aptitudes to their meanings

<i>Be adventurous</i>	Every person has a different ideal vacation—making sure everything from the curtains to the bus air conditioning system is beyond the standard is what makes a returning customer.
<i>Develop your communication skills</i>	Clients are more interested in hearing suggestions based on first-hand accounts of services, accommodations and geographic areas. This is the reason travel agents often receive discounts while traveling.
<i>Zero-in on the details</i>	When you're not doing on-the-scene research, you'll be behind a desk, emailing and talking on the phone. Your success rate is based on how well you can communicate.
<i>Get organized</i>	You cannot sell a product that you're unfamiliar with. Getting out there or seeing it for yourself puts you in the clients' shoes and prepares you for unforeseen problems.
<i>Make connections.</i>	definitely helps
<i>Be well traveled.</i>	You'll be dealing with dozens of itineraries simultaneously. Keeping things straight and meeting deadlines is imperative to success.
<i>Being able to dispense first-hand information is invaluable</i>	You're going to need clients to make commission, so start talking. Be the go-to for all your friends and family when it comes to travel information and itinerary organization. Start networking today.
<i>Knowing a foreign language</i>	Part of the job description is willing to scope out and analyze different, sometimes dangerous, sometimes exotic, areas.

Task 13. Are Travel Agents Happy?

Travel agents rank in the 45th percentile of careers for satisfaction scores.

A career in travel can make you rich in so many ways. However, just as with any profession, success comes through hard work and perseverance. Seeing the world and experiencing new cultures and cuisines are terrific benefits of being an agent. Getting to help clients explore the world, check items off their bucket lists, and share life changing memories with their loved ones is a good feeling.

Should I become a Travel Agent?

If you are considering becoming a travel agent, but are not 100% sure yet, please consider the following pros and cons:

PROS

- If you are someone who learns better on the job rather than in a classroom environment, this may be a good fit for you since college is not a requirement and most of the training is done on the job
 - If you are a people person, this career may be right up your alley as customer service and customer satisfaction is the main focus
 - Travel agents are always the first to know about the latest vacation “hot spots” and other travel industry news
 - If you become a renowned travel agent, then hotels, airlines and government tourism sectors will offer you all expenses paid trips so that you can sell the destination to your customers and help a hotel chain or nation boost its revenue
 - If you have problem-solving skills, you will excel at thinking on the fly and dealing with every travel issue imaginable
 - Travel agents get opportunities to travel to great locations (sometimes as tour leaders)
 - If you prefer a job that will provide you with a work-life balance, hours are typically 9-5 and there is usually no work to bring home
 - Travel agents get some awesome discounts on flights and hotels
 - If you love to network, the travel industry is all about networking, and travel agents have the opportunity to network with representatives from travel commissions, airlines, hotels and resorts, and cruise lines
 - Travel agents can move anywhere in the world and work at other travel agencies (however, there may be restrictions imposed by a specific country’s travel regulations)
 - If you work independently, you might be able to work from home or from an exotic location

CONS

- Travel agents are the first point of contact for all customer inquiries and complaints
 - Market instability plays a big part in the travel industry – if the economy is not performing well, people try to cut back on spending and travel is often the first thing that goes out the window

- The salary range for a travel agent tends to be lower than other industries, however the perks of the job may make up for the wage gap.

- Individuals who are great at sales might not mind commission pay, but people who aren't great at selling will find commission-based pay hard to deal with

- Customers can easily sense if you are passionate about travel or not, therefore if you're disinterested in your job the chances of getting repeat business is not the best

- This job is all about service and interaction with customers, therefore if you don't enjoy working with people, then this is not the right profession for you

- Travel agents are sales people who are responsible for meeting a weekly or monthly sales target, therefore their job may be affected if sales are down

- Many people now prefer to book a vacation online (however, being able to speak to a live person often outweighs the online route)

Task 14. Explain the terms: *a people person, the vacation "hot spots", a renowned travel agent, to boost a revenue, problem-solving skills, a work-life balance, awesome discounts, restrictions, complaints, to cut back on spending, a commission pay.*

Make up new sentences with them.

Task 15. Now can you tell your group mates – why do you think that you can be successful in this sphere of business? Do you have any options from this list?

What are you going to do to develop the special aptitudes?

Task 16. Organize a debate between two teams speaking on the topic – It's very good to be a travel agent. (См приложение – Фразы для дебатов)



Module 3. History of Travel and Tourism

Module 3. History of Travel and Tourism

Grammar: Past Simple

Vocabulary: hotels, travel idioms

Writing/Speaking: Writing summaries

A holiday Extended speaking.



Travel is as old as mankind on the earth. The man at the beginning of his existence roamed about the surface of the earth in the search of food, shelter, securities, and better habitat. However, in course of time, such movements were transformed into wanderlust.

About 5000 year ago, changes in climate, dwindling food and shelter conditions hostile invaders made the people leave their homes to seek refuge elsewhere like the Aryans left their homes in Central Asia due to climate changes. Perhaps, this leads to the development of commerce, trade, and industry.

During Hindu and Chinese civilization a movement of religion, education and culture began. Christian missionaries, Buddhist monks and other traveled everywhere carrying religious messages and returned with fantastic images and opinions about alien people.

For centuries, movement of people continued to grow due to the efficiency of transport and the assistance and safety, which the people could travel. By the end of the 15th century, Italy had become the intellectual and cultural center of Europe. It represented the classical heritage both for the intelligentsia and for the aristocracy.

During the 16th Century, travel came to be considered as an essential part of the education of every young Englishman. Travel thus became a mean of self – development, and education in its broadest sense. The educational travel was known as ‘**Grand Tour**‘.

The industrial revolution brought about significant changes in the pattern and structure of British society. Thus, the economy of Britain was greatly responsible for the beginning of modern tourism. It also created a large and prosperous middle class and because of great improvement in transportation systems in latter half of the 18th century and the first quarter of the 19th century, increasing number of people began to travel for pleasure.

Travel and Tourism

The developments of rails, roads, steamships, automobiles, and airplanes helped to spread technology across the globe. Earlier travel was a privilege only for wealthy people but with the industrial revolution, the scenario altogether changed. Transportation, as well as accommodation, became affordable to middle and working class citizens. Essentially, with the development of jet travel, communication, new technology, tourism, and travel became the world's largest and fastest growing industry.

Travel and tourism, recently has emerged as a dominant economic force on the global scene accounting for more than 12% of total world trade and growing at the rate of 8 percent annuals.

Types of Tourism

Tourism has two types and many forms on the bases of the purpose of visit and alternative forms of tourism. Tourism can be categorized as **international** and **domestic tourism**.

International Tourism

When people visit a foreign country, it is referred to as **International Tourism**.

In order to travel to a foreign country, one need a valid passport, visa, health documents, foreign exchange, etc.

International tourism further divides into two types: *Inbound Tourism & Outbound Tourism*.

Inbound Tourism

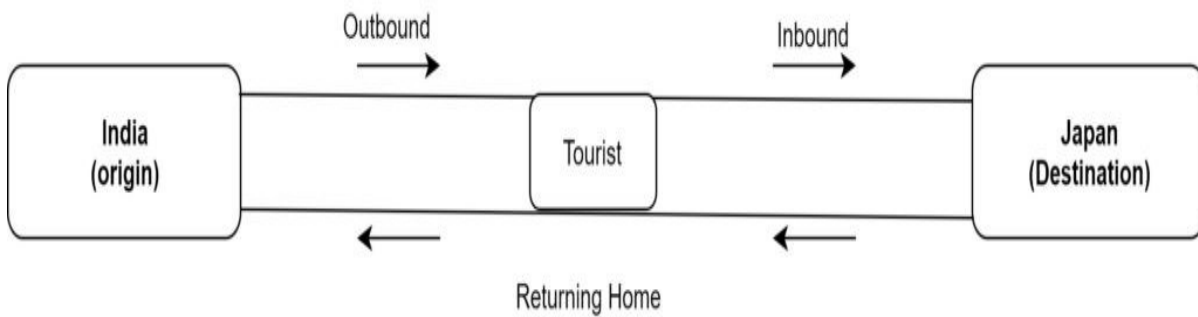
This refers to tourists of outside origin entering a particular country. When people travel outside their host/native country to another country, then it is called inbound tourism for that country where he/she is traveling. For example, when a tourist from Indian origin travels to Japan then it is inbound tourism for Japan because foreign tourist comes to Japan.

Outbound Tourism

This refers to tourists traveling from the country of their origin to another country. When tourists travel a foreign region than it is outbound tourism for his own country because he/she is going outside their country. For example when a tourist from India travel to Japan then it is outbound tourism for India and Inbound tourism for Japan.

Domestic Tourism

The tourism activity of the people within their own country is known as **domestic tourism**. Traveling within the same country is easier because it does not require formal travel documents and tedious formalities like compulsory health check and foreign exchange. In domestic tourism, a traveler generally does not face much language problems or currency exchange issues.



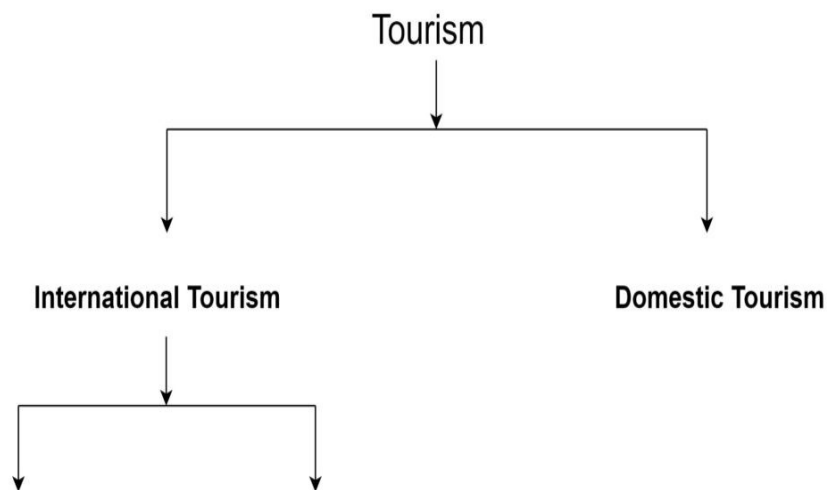
International Tourism

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Forms of Tourism

Tourism has various forms on the basis of purpose of visit and alternative forms. These are further divided into many types according to their nature. Forms of tourism are following as :

Some most important forms of tourism are following as:



Inbound Tourism

Outbound Tourism

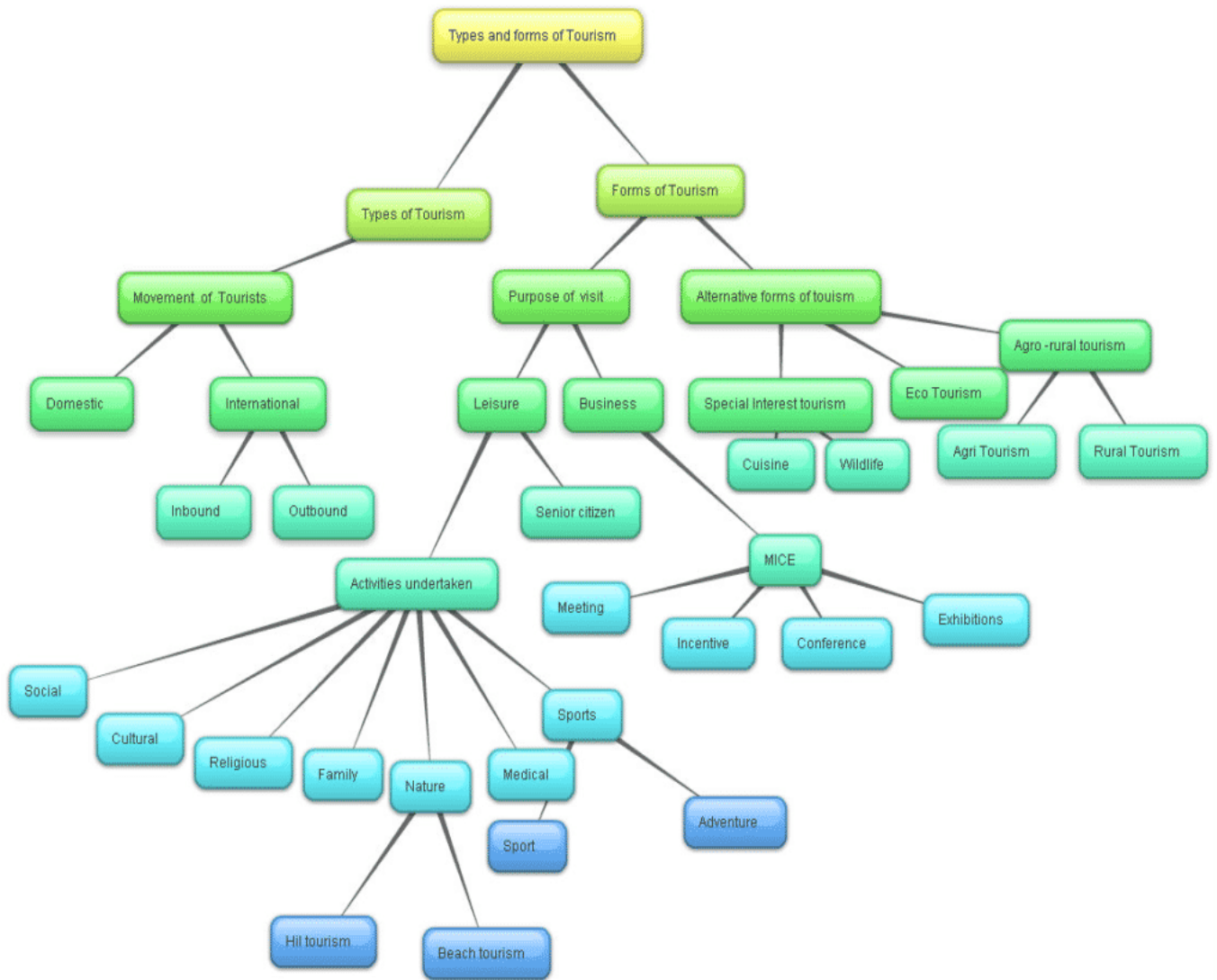
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- | | |
|----------------------|-----------------------|
| 1. Adventure Tourism | 10. Religious Tourism |
| 2. Atomic Tourism | 11. Rural Tourism |
| 3. Bicycle Tours | 12. Sex Tourism |
| 4. Beach Tourism | 13. Space Tourism |

- 5. Cultural Tourism
- 6. Ecotourism
- 7. Industrial Tourism
- 8. Geotourism
- 9. Medical Tourism

- 14. Sports Tourism
- 15. Sustainable Tourism
- 16. Virtual Tourism
- 17. War Tourism
- 18. Wildlife Tourism

Task 1. Choose 2-3 forms of tourism and tell us about its main options



Task 2. Match the classification of tourism in the left column to their definitions in the right one.

1) Recreational	a). It is becoming an increasingly important component of travel. People travel within a country or overseas to attend conventions relating to their business, profession or interest.
2) Cultural	b). takes a person away from the humdrum of everyday life. In this case, people spend their leisure time at the hills, sea beaches etc.
3) Sports/Adventure	c) people travel for medical, treatment or visit places where there are curative possibilities, for example, hot springs, spa yoga, etc.
4) Health	d) satisfies the cultural and intellectual curiosity and involves visits to ancient monuments, places of historical or religious importance, etc.
5) Convention Tourism	e) Trips have taken by people with a view to playing golf, skiing and hiking, fall within this category.
6) Incentive Tourism	f) Holiday trips are offered as by major companies to dealers and salesmen who achieve high targets in sales. This is a new and expanding phenomenon in tourism, These are in lieu of cash incentives or gifts, Today incentive tourism is a 3 billion dollar business in the USA alone.

Adjectival tourism

Adjectival tourism refers to the numerous niche or specialty travel forms of tourism that have emerged over the years, each with its own adjective. Many of these have come into common use by the tourism industry and academics. Others are emerging concepts that may or may not gain popular usage. Examples of the more common niche tourism markets include (<https://en.academic.ru/dic.nsf/enwiki/18310>):

- Agritourism
- Culinary tourism
- Cultural tourism
- Ecotourism
- Extreme tourism
- Geotourism
- Medical tourism
- Nautical tourism
- Pop-culture tourism
- Religious tourism
- Slum tourism
- Space tourism

- Heritage tourism
- War tourism
- LGBT tourism
- Wildlife tourism

Task 3. In pairs choose one of the niche or specialty travel forms of tourism and describe it with examples of the countries. Use the internet sources if necessary.

Importance of Tourism

Tourism and hospitality are among the major revenue-earning enterprises in the world. They happen to be among the top employers too. There has been an upmarket trend in tourism over the last few decades as travel has become quite common.

With several business-related activities associated with tourism, the industry has a tremendous potential of generating employment as well as earning foreign exchange. There are many countries in the world, such as Mauritius, Malaysia, Singapore, Fiji, and the Caribbean, whose economies are primarily driven by tourism. Tourism can contribute to the economic growth of a country in the following ways:

Employment Generation

It creates a large number of jobs among direct services providers (such as hotels, restaurants, travel agencies, tour operators, guide and tour escorts, etc.) and among indirect services providers (such as suppliers to the hotels and restaurants, supplementary accommodation, etc.)

Infrastructure Development

Tourism spurs infrastructure development. In order to become an important commercial or pleasure destination, any location would require all the necessary infrastructure, like good connectivity via rail, road, and air transport, adequate accommodation, restaurants, a well-developed telecommunication network, and, medical facilities, among others.

Foreign Exchange

The people who travel to other countries spend a large amount of money on accommodation, transportation, sightseeing, shopping etc. Thus, an inbound tourist is an important source of foreign exchange for any country.

The World Travel and Tourism Council (WTTC) predict in 1997 that the twenty-first-century economy would be dominated by three industries: **telecommunications, information technology, and tourism**. The travel and tourism industry has grown by 500 percent in the last 25 years.

Now withstanding this bright outlook and prospects, the tourism and hospitality industries are very vulnerable to the fluctuations of national economies and happenings in the world, especially terrorist attacks that have at times dealt severe blows to business. In recent years, there have been a few setbacks in tourism, such as the terrorist siege of the Taj and Oberoi in Mumbai, India (26 November 2008); the attack of the World Trade Centre in the United States of the America (11 September 2001); bombing in a hotel on the Indonesian island of Bali (12 October 2002); tsunami in Southeast Asia and South Asia on 26 December 2004, in which thousands of the lives were lost and consequently tourism was hit. Nonetheless, the sector is now getting back to business.

Economics Benefits

- Tourism generates local employment, directly in the tourism sector and in support and resource management sectors.
- Tourism stimulates profitable domestic industries, hotels and other lodging facilities, restaurants and food services, transportation systems, handicrafts, and guide services.
- Tourism generates foreign exchange for the country and injects capital and new money into the local economy.
- Tourism helps to diversify the local economy.
- Improved tourism infrastructure.
- Increase tax revenues from tourism.

Social Benefits

- The quality of a community can be enhanced by economic diversification through tourism.
- Recreational and cultural facilities created for tourism can be used by local communities as well as domestic/international visitors.
- Tourism Enhances local community's esteem and provides an opportunity for greater understanding and communication among people of diverse background.

Cultural Benefits

- Tourism can enhance local cultural awareness.
- Tourism can generate revenue to help pay for the preservation of archaeological sites, historic buildings, and districts.
- Despite criticism about the alteration of cultures to unacceptable levels, the sharing of cultural knowledge and experience can be beneficial for hosts and guests of tourism destinations and can result in the revival of local traditions and crafts.

Environmental Benefits

- Parks and nature preserves may be created and ecological preservation supported as a necessity for nature-based tourism.
- Improved waste management can be achieved.
- Increased awareness and concern for the environment can result from nature-based tourism activities and development.

Economic Costs

- Higher demand created by tourism activity may increase the price of land, housing and a range of commodities necessary for daily life.
- Demands on health services provision and police service increase during the tourist seasons at the expense of the local tax base.

Social Costs

- Rapid tourism growth can result in the inability of local amenities and institutions to meet service demands.
- Without proper planning and management, litter, vandalism, and crime often accompany tourism development.
- Tourism can bring overcrowding and traffic congestion.
- Visitors bring with them material wealth and apparent freedom. The youths of the host community are particularly susceptible to the economic expectations these tourists bring and can result in complete disruption of traditional community ways of life.
- The community structure may change, e.g. community bonds, demographics, and institutions.
- The authenticity of the social and cultural environment can be changed to meet tourism demands.

Cultural Costs

- Youth in the community begin to emulate the speech and attire of tourists.
- Historic sites can be damaged through tourism development and pressures.
- There can be long-term damage to cultural traditions and the erosion of cultural values, resulting in cultural change beyond a level acceptable to the host destination.

Environmental Costs

- A negative change in the physical integrity of the area.
- Rapid development, over-development, and overcrowding can forever change the physical environment and ecosystems of an area.
- Degradation of parks and preserves.

Task 4. Put «yes», «no», «not given» to these statements.

1. Tourism and hospitality are among the top employers.
2. The industry has a tremendous potential of generating employment but not earning foreign exchange.
3. It creates a large number of tourism institutions.
4. Tourism prevents infrastructure development
5. The people who travel to other countries spend a large amount of money on accommodation, transportation, sightseeing, shopping etc.
6. The twenty-first-century economy would be dominated by 4 industries: telecommunications, information technology, fashion and tourism.
7. Tourism helps to diversify the local industries.
8. Decrease tax revenues from tourism.
9. Public places may be developed and enhanced through tourism activity.
10. Tourism can generate revenue to help pay for the preservation of archaeological sites, historic buildings, and districts.
11. Increased awareness and concern for the environment can lead to tourism activities and development.
12. Tourism can bring overcrowding, traffic congestion and insomnia.
13. Historic sites can be damaged through tourism development and pressures.
14. Degradation of lakes and rivers.

Industries Related To Tourism

Over the years, tourism has become a popular global activity. Depending upon the nature and purpose of their travel, tourists need and demand certain facilities and services. This has given rise to a wide range of commercial activities that have acquired industry proportions. Thus travel and tourism now days represent a broad range of related industries.

Hotels

- Hotels are the commercial establishment that provides accommodation, meals, and other guest services. In travel and tourism industry, the hotel industry plays a very significant role, as all tourists need a place to stay at their destinations, and require many more services and facilities to suit their specific needs and tastes.

Restaurants

- Restaurants are retail establishments that serve prepared food and beverages to customers. In the travel and tourism industry, restaurants and other food and beverage outlets are very important as tourists like to experiment with local cuisines of the places they are visiting.

Retail and Shopping

- The retail industry is very important as tourists shop for their day to day necessities as well as look for mementos and souvenirs. In the recent years, some cities in the world have been promoted as shopping destinations to attract people with a penchant for shopping by offering various products, such as garments, electronic goods, jewelry, and antiques. New York, Paris, London, and Milan in Italy are famous as fashion havens of the world.

Transportation

- It is the movement of people and goods from one place to another. A well-developed transport industry, as well as infrastructure, is integral to the success of any travel and tourism enterprise.

Travel Agencies

- A travel agency is a retailing business that sells travel related products and services, particularly package tours, to customers on the behalf of suppliers such as airlines, car rentals, cruise liners, hotels, railways, and sightseeing.

- Travel agencies play a very important role as they plan out the itinerary of their clients and make the necessary arrangements for their travel, stay, and sightseeing, besides facilitating their passport, visa, etc.

Tour Operators

- A tour operator assembles the various elements of a tour. It typically combines tour and travel components to create a holiday. Tour operators play an important role in the travel and tourism industry.

Tourist Destinations

- A tourist attraction is a place of interest for tourists, typically for its inherent or exhibited cultural value, historical significance, and nature or build beauty or amusement opportunities. These are the basic fundamentals of the tourism industry.

Cultural Industries

- Cultural or creative industries are responsible for the creation, production, and distribution of goods and services that are cultural in nature and usually protected by intellectual property rights. As tourists like to visit places of cultural significance and soak in the culture of the area, the cultural industry is very important to travel and tourism.

Leisure, Recreation, and Sport

- Leisure or free time is a period of a time spent out of work and essential domestic activity. Recreation or fun is spending time in a manner designed for therapeutic refreshment of body or mind. While leisure is more like a form of entertainment or rest, recreation requires active participation in a refreshing and diverting manner.

- As people in the world’s wealthier regions lead an increasingly sedentary life-style, the need for recreation has increased. These play a significant role in the travel and tourism sector.

Task 5. Complete the summary using the words from the text “Industries Related to Tourism”

Over the years, tourism has become a popular activity. Depending upon the purpose of their travel, people demand certain..... Thus travel and tourism now days demonstrate a broad range of..... Hotels are the commercial establishment that provides....., meals, and otherservices. Restaurants and other food andoutlets are very important as tourists like to experiment with local..... of the places they are visiting. New York, Paris, London, and Milan in Italy are famous asto attract people with a penchant for shopping by offering various products. Travel agencies play a very important role as they plan out of their clients. Cultural or creative industries are responsible for the creation, production, and distribution of goods and services that are cultural in nature and usually protected by..... Recreation or fun is spending time in a manner designed forof body or mind. These play a significant role in the travel and tourism sector.

shopping destinations, the itinerary, beverage, therapeutic refreshment, guest, intellectual property rights, accommodation, facilities and services, related industries, cuisines

Tourism Products

A tourism/tourist product can be defined as the sum of the physical and psychological satisfaction it provides to tourists, during their ‘traveling and sojourn’ en route at the destinations.

Since travel and tourism industry is an agglomeration of too many sectors that promote travel related services. These sectors are referred to as travel vendors and their services and goods are called ‘travel products’. A tourism product includes five main components such as physical plant, services, hospitality, freedom of choice, and a sense of involvement.



Thus, whatever the natural and man-made resources, services brought about the consumption of tourists is called **tourism products**.

Character statics Of Tourism Products

By now, you must have understood what a tourism product is. Now let us look at some of its characteristics:

1) Intangible: Tourism is an intangible product means tourism is such kind of product which can not be touched or seen and there is no transfer of ownership, But the facilities are available for specified time and for a specified use. For e.g. a room in the hotel is available for a specified time.

2) Psychological: The main motive to purchase tourism product is to satisfy the psychological need after using the product, by getting experience while interacting with a new environment. And experiences motivate others to purchase that product.

3) Highly Perishable: Tourism product is highly perishable in nature means one can not store the product for a long time. Production and consumption take place while a tourist is available. If the product remains unused, the chances are lost i.e. if tourists do not purchase it.

A travel agent or tourism operator who sells a tourism product cannot store it. Production can only take place if the customer is actually present. And once consumption begins, it cannot be stopped, interrupted or modified. If the product remains unused, the chances are lost i.e. if tourists do not visit a particular place, the opportunity at that time is lost. It is due to tourism reason that heavy discount is offered by hotels and transport generating organizations during the offseason.

4) Composite Product: Tourist product is a combination of different products. It has not a single entity in itself. In the experience of a visit to a particular place, various service providers contribute like transportation the tourist product cannot be provided by a single enterprise, unlike a manufactured product.

The tourist product covers the complete experience of a visit to a particular place. And many providers contribute to the tourism experience. For instance, airline supplies seats, a hotel provides rooms and restaurants, travel agents make bookings for stay and sightseeing, etc.

5) Unstable Demand: Tourism demand is influenced by seasonal, economic political and others such factors. There are certain times of the year, which see a greater demand than others do. At these times, there is a greater strain on services like hotel bookings, employment, and the transport system, etc.

<https://tourismnotes.com/travel-tourism/>

Task 6. Give the answers.

1. What is a tourist product?
2. What does a tourism product include?
3. Why is tourism an intangible product?
4. Why do tourism products have a psychological character?

5. What does it mean that tourism product is highly perishable in nature?
6. How do many providers contribute to the tourism experience?
7. What can influence the tourism demand?

Task 7. English idioms for travelers. Make up your own short stories using the idioms.

Greasy spoon

['gri:si spu:n] Буквально: жирная ложка. Эта идиома означает дешевое неприметное с виду кафе, меню в котором состоит из прожаренных блюд, приготовленных из недорогих продуктов. Нередко такие кафешки расположены у дороги и пользуются популярностью среди людей, путешествующих на автомобиле.

Pit stop

Так в английском называется остановка на заправке, которая совершается с целью дозаправки автомобиля, легкого перекуса и похода в уборную.

Red-eye flight

Так называется рейс, посадка на который осуществляется ночью, а прибытие на место назначения происходит ранним утром. У тех, кому некомфортно спать в самолете, точно ко времени посадки самолета будут красные глаза.

One for the road

То же, что и наше «на посошок». То есть, алкогольный напиток, который выпивается перед тем, как отправиться в путешествие. Главное, не слишком увлекаться таким, иначе приятное путешествие может превратиться в сущий ад.

Travel light

Путешествовать без лишнего багажа, налегке.

Off the beaten path

Если вы впервые отправляетесь куда-то на собственном автомобиле, есть риск сбиться с пути, к тому же, и навигатор не всегда правильно подсказывает дорогу. Отклонение от основного маршрута или неправильный путь в английском называется off the beaten path.

Hit the road

Отправиться в путь.

Live out of a suitcase

Жить на чемоданах – находиться в постоянных разъездах



Task 8. Translate from Russian into English

T: Чем ты занимаешься, Хелен ?

L: I'm looking at the holiday brochure. There are four hotels in the town, but I can't decide which one we should stay.

T: Дай мне посмотреть. Почему бы нам не остановиться в Найт Стар? Он выглядит самым комфортабельным из четырех и не такой дорогой, как Сансет.

L: But, it's near the main road and I think it'll be too noisy to live there.

T: А как насчет отеля Фэнтези тогда?

L: I don't know. It looks dirtier than the other hotels.

T: Но он самый дешевый и возможно там тише, чем в Найт Стар. Смотри! В брошюре также сказано, что там дружелюбный персонал.

L: Okay! Let's stay at Fantasy Hotel. I'm sure it will be fine.

Task 9. Write the conversation in the correct order

A: We'll take a room on the second floor. How much is it?

B: Okay. It suits us. We'll take this room.

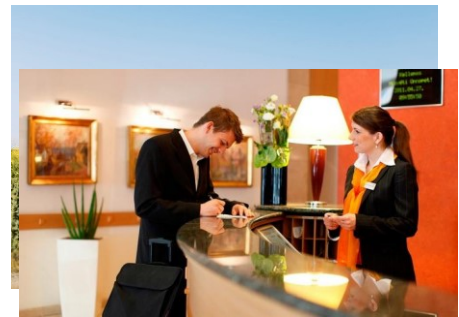
A: Seventy dollars a night, sir.

B: Yes, we'll be able to put you up. Which floor would you like, sir?

A: Have you got any vacant rooms?

B: One double-room, please.

A: Single or double, sir?



Task 10. Find the synonyms for:

1. luggage

2. return ticket

3. journey

4. cloakroom

5. a dining car

6. booking-office

7. timetable

8. fellow-passenger

a. trip

b. baggage

c. a buffet car

d. schedule

e. round-trip ticket

f. left-luggage office

g. ticket office

h. travelling companion

Task 11. Match the equivalents

- | | |
|------------------------|-------------------------------|
| 1. room service | a. остановиться в отеле |
| 2. travel agency | b. прибытие |
| 3. book tickets | c. место у окна |
| 4. arrival | d. бюро путешествий |
| 5. departure | e. отправляться по расписанию |
| 6. leave on time | f. купить билеты |
| 7. stay at the hotel | g. справочное бюро |
| 8. window seat | h. бюро обслуживания |
| 9. passport | i. отправление |
| 10. information office | j. паспорт |

Task 12. Translate the words and phrases given in brackets

1. I hate flying and always prefer to travel **(на поезде)**. 2. Would you like **(носильщика)** for your luggage, miss? 3. Unfortunately there was no **(кафе-ресторана)** on the train and we had to take a lot of food with us. 4. Modern planes have very comfortable **(сиденья)** in all cabins. 5. There are always bustle and confusion **(на станции)**. 6. Before boarding the plane **(пассажир)** must register at the airport. 7. You **(приземлитесь)** in London at ten-fifteen p.m. 8. If you've got something to declare you come through **(красный коридор)**.

Task 13. Translate the sentences from Russian into English

1. Куда я могу отнести ваш багаж, сэр?
2. Давайте поспешим, иначе мы опоздаем на поезд.
3. Вот мой билет и паспорт.
4. К сожалению, все билеты проданы на сегодня.
5. Как долго вы собираетесь оставаться в стране?
6. У вас есть вещи подлежащие декларированию?

Task 14. Translate the sentences from English into Russian

1. I'm sorry I'm late. When did you arrive?
2. Excuse me, please, where's Platform six?
3. I'd like to book a single ticket.
4. Don't make a fuss, we have still a lot of time left.
5. I'd like two tickets for the 7 o'clock train to Warsaw.

Task 15. Choose the word that best completes the sentences from the list below

accommodation, abroad, visit, arrives, journey, in advance, hotel

1. It's always more convenient to book tickets ... 2. London Tourist Board is here to help you enjoy your ... to London. 3. We can provide ... in a wide range of price categories in over 900 hundred hotels and guest houses of Berlin. 4. Will you tell me about the facilities offered by your ... ? 5. Good-bye! I wish you a pleasant 6. She was as excited as a child about her first trip ... , and spent the next days buying clothes. 7. It ... at 11.00 but it may be a little late because the weather forecast is bad.

Task 16. Speak about your latest journey or trip using the scheme below and answering the following questions:

- Where did you travel?
- How have you got there?
- What activities did you take part in?
- What things did you need in different situations?
- Tell about your positive and negative memories.

Task 17. Choose the correct answer.

1. Hello, I have a _____. My name is Matthew Jones.

- a. reserve
- b. reserved
- c. reservation
- d. reserving



2. Beach equipment is _____ to all of our guests, free of charge.

- a. average
- b. available
- c. advantage
- d. avail

3. We only have one _____ left, and it's for a single room. The rest of the hotel is full.

- a. vaccination
- b. vacancy
- c. vacation
- d. vagrant

4. I'd like to order room ___ please. I'd like a bottle of red wine sent up to room 407.

- a. standard
- b. staff
- c. service
- d. stuff

5. Can I ___ my stay for another day please?

- a. express
- b. extention
- c. exit
- d. extend

6. I'm leaving tomorrow. What time do I have to check ___ by?

- a. up
- b. out
- c. through
- d. over

7. The ___ for a single room is \$60 a night.

- a. rent
- b. hire
- c. pay
- d. rate

8. Could you give me a ___ up call at 6 o'clock in the morning please?

- a. sleep
- b. start
- c. wake
- d. morning

9. If you've never been to this city, you should take a look at our sight-seeing.

- a. menu
- b. brochures
- c. front desk

10. Sorry, we don't have a _____ service. You'll have to park your car yourself.

- a. room

- b. laundry
- c. valet

11. I'm sorry, but we don't have any vacancies. We are fully-_____ tonight.

- a. vacant
- b. booked
- c. closed

12. You might like to voice your complaint about the rate to the _____

- a. housekeeper
- b. valet driver
- c. hotel manager

13. If you need a midnight snack there's a _____ full of potato chips on your floor.

- a. bellboy
- b. kitchenette
- c. vending machine

14. I'll call housekeeping and ask them to bring you some fresh _____

- a. ice
- b. milk
- c. linen

Task 18. Make dialogues that may arise in the following situations:

You want to buy a ticket from Arkhangelsk to Munich



This is your first flight and you do not know where to go

You are going through security



The officer has found something susceptible in your luggage

Task 19. Read the text and for questions 1 to 6 choose the correct answer.

Tips for travelling alone

Travelling alone seems scary if it's the first time you are going to leave the comfort of home. You will probably think about the potential risks or difficult situations. What happens if I get ill, or have an accident? Isn't it dangerous to go out alone at night? What happens if I get attacked? Isn't it strange to eat at restaurants alone all the time?

Most travelers have these worries and more before their first trip alone, but all these fears disappear when they see all the benefits of this great experience. Here I'm going to give you 3 tips on how to travel alone and have a good time.

Speak the language

Humans are sociable creatures. We all need to talk to other people. If you are travelling alone, it's a good idea to go somewhere you speak the language.

Sleep with the locals

Hotels are comfortable but very lonely, and hostels are perfect for people who travel alone, but you will only speak with other tourists. Try to rent a room in an apartment. This will give you a connection with local residents and they can give you a lot of tips on what you can do.

Don't be shy

Don't be afraid of asking. Ask for directions in the street, or ask about the place, the culture or the customs to the local people that you find in bars, parks, etc. You will be surprised how much people like to talk about their town or their culture. Remember

you are alone. Asking can be an effective way to start a conversation and meet new people.

1. The writer thinks that travelling alone is...
 - a.* worse than staying at your comfortable home.
 - b.* dangerous.
 - c.* a good idea.

2. The writer wants to...
 - a.* help people who want to travel alone.
 - b.* talk about the possible risks of travelling alone.
 - c.* ask about his or her experiences travelling.

3. If you travel alone, it's a good idea...
 - a.* to learn the language of the place before you go there.
 - b.* to go to a place where you can speak their language.
 - C.* to speak to other tourists.

4. The writer thinks that if you travel alone, hostels are...
 - a.* the best option.
 - b.* very good but not the best option.
 - c.* worse than hotels.

5. The local residents can help you...
 - a.* to find a good hotel or hostel.
 - b.* giving you ideas for your trip.
 - c.* to find a cheap room that you can rent.

6. The best thing about asking is that...
 - a.* you get the information you need.
 - b.* you can find the places where you are going.
 - c.* you can talk to the local people.

Task 20. Study abroad problems. Together with your partner, agree on one best way of coping with each of the following problems. What are to do?

- ☺ You both have sunburn and/ or sunstroke.
- ☺ One of you has been bitten or stung by a jellyfish, spider, scorpion or snake.
- ☺ You have both missed the last train home (Do not hitchhike!)
- ☺ You are both drifting out to sea on an airbed
- ☺ There is an outbreak of avian influenza (= bird flu), SARS, mad cow disease (=BSE) or foot and mouth disease in or near your city.
- ☺ You are planning to hike together in the mountains but the weather forecast isn't good.
- ☺ All your friends in your tourist group are from the same country as you, and you never speak English.
- ☺ You have both come back to your youth hostel after the excursion so the main door is locked and you can't get it.
- ☺ You have accidentally broken your host mother's vase when she isn't home.
- ☺ Your host family have a strong local accent and you can't understand them
- ☺ Your host family has been robbed because you forgot to close your window and/ or left the front door unlocked when you went out at night.
- ☺ The person sleeping under you in your bunk bed is always snoring.
- ☺ Your halls of residence room has a locked drawer with no key.
- ☺ You think your housemate has an eating disorder (= anorexia, bulimia, binge eating etc.)
- ☺ The central heating is programmed to only come on in the morning and evening.
- ☺ You aren't sure if the tap water is safe to drink.
- ☺ Your roommate is suffering from homesickness.

Task 21. A holiday Extended speaking. Speak about the holiday you can't forget. Listen and tick off the topics that your partners mentioned, and then ask them about anything they haven't talked about.

- Choosing and booking the holiday
- Place
- People
- Weather
- Activities
- Travel
- Food and drink
- Accommodation
- Service
- Views/ Sights/ Scenery
- Photos and souvenirs
- Comparisons to other places and holidays
- Cost
- Feelings
- Memories
- Times and dates
- Best and worst things
- Everyone enjoy it?
- Recommend it? Who to?

Test on Tourism Geography

1. Explain the term.

- a). a tourist
- b). an accommodation
- c). a trip
- d). a host family
- e). residents

2. Translate into Russian.

- a). How long are you going to stay in the country?
- b). Don't make a fuss, we have still a lot of time left.
- c). It's always more convenient to book tickets in advance.
- d). The main motive to purchase tourism product is to satisfy the psychological need after using the product.
- e). Recreation or fun is spending time in a manner designed for therapeutic refreshment of body or mind.

3. Fill in the blanks with the necessary words.

CLIENT: Hi there, I want to **1**.....a hotel room.

RECEPTIONIST: No problem at all. Could I have your **2**....., please?

CLIENT: Sure, John Muller.

RECEPTIONIST: Hi, Mr. Muller. I'm Michelle, at your service. When do you need the room?

CLIENT: My plans are to be there June 14th to the 17th.

RECEPTIONIST: We have new room rates, sir. Will that be 3..... to you?

CLIENT: It depends on the price, of course. What is it?

RECEPTIONIST: It's \$308 a night.

CLIENT: I have no problem with that.

RECEPTIONIST: Great! Would you prefer smoking or nonsmoking?

CLIENT: Definitely 4..... I can't handle that smell.

RECEPTIONIST: Nonsmoking. Now, is a 5..... okay?

CLIENT: No problem.

RECEPTIONIST: Great, Mr. Muller. Your reservation is 6..... Now all I need is your phone number.

CLIENT: Of course! It's 626-555-1739.

RECEPTIONIST: Thank you so much, Mr. Muller. We look forward to seeing you!

To reserve, queen-size bed, confirmed, acceptable, full name, nonsmoking.

4. Translate into English.

1). – Доброе утро. Я хотел бы зарезервировать номер на третий уикенд сентября. У вас есть свободные номера?

– Да, сэр, у нас есть несколько комнат для этих выходных. А какая точная дата вашего приезда?

2). Теперь мне понадобится информация о вашей кредитной карте, чтобы забронировать номер для вас. Что это за карта?

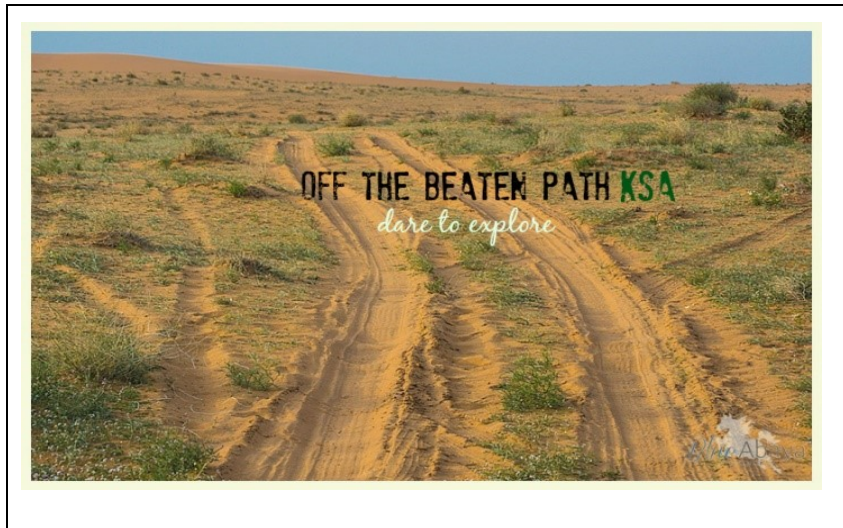
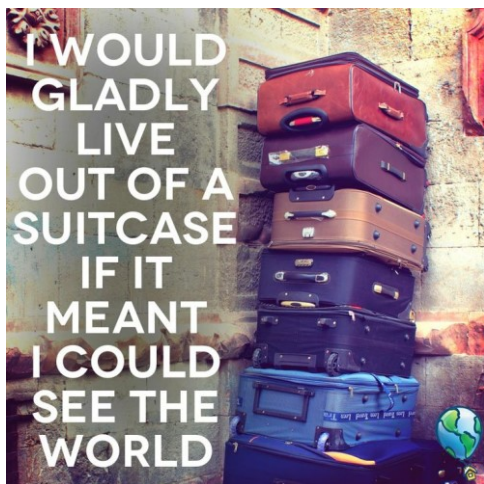
3). Номер 487. Вот ваш ключ. Чтобы попасть в свою комнату, поднимитесь на лифте до четвертого этажа. Как только вы выйдете из лифта, и ваша комната будет на левой стороне. Посыльный скоро поднимет ваши сумки.

4) – Сейчас мне нужно добраться до аэропорта.

– У меня есть рейс, который отправляется примерно через два часа.

5) Вы забронировали номер на двадцать четвертое сентября на номер с двуспальной кроватью и видом на океан. Заезд в 2 часа. Если у вас есть еще вопросы, пожалуйста, не стесняйтесь звонить нам.

1. Explain the idioms.



Part II. Приложение. (Appendix)

1). Phrases for debating:

1. Introducing a point

- First of all I'd like to point out...
- The main problem is...
- The question of...
- What we have to decide is...

2. Enumeration of points

- First of all, I'd like to say...
- In addition to that...
- Moreover,...
- Furthermore,...
- Another example of this is..
- First, second, third...
- Finally,...

3. Expressing a personal opinion

- It seems to me that...
- I have the feeling that...
- I feel that...
- I'm absolutely convinced that...
- You can take it from me that...
- I think/don't think that...
- Well, if you ask me...
- As I see it...
- The way I see it, ...
- Personally, I believe/suppose/feel (that)...
- I'm convinced that...
- Expressing pros and cons
- There are two sides to the question.
- On the one hand...,on the other hand...
- An argument for/ in favour of/ against if...
- While admitting that...one should not forget that...
- Some people think that...,others say that...

4. Expressing pros and cons

- There are two sides to the question.
- On the one hand...,on the other hand...
- An argument for/ in favour of/ against if...
- While admitting that...one should not forget that...
- Some people think that...,others say that...

5. Expressing doubt

- I'm not sure if...
- I'm not convinced that...
- I wonder if you realize that...
- I doubt that.

6. Expressing disagreement

- I don't agree with you about...
- I can't accept your view that...
- I'm of a different opinion...

7. Expressing support

- You're quite right.
- That's a very important point.
- You've got a good point there.
- I couldn't agree with you more.
- You look the words right out of my mouth.
- Giving reason
- The reason for this is (that)...
- I base my argument on...
- I tell you all this because...

8. Keeping to the point

- It would be more to the point if...
- Come to the point.
- That's not the problem.
- What we are discussing is...
- ...has nothing to do with my argument.
- That's not relevant.

- Drawing conclusion and summing up
- The obvious conclusion is...
- Last but not least...
- The only alternative (left) is...
- The only possible solution/conclusion is...
- Summing up, I'd like to say that...
- In conclusion, we can say that...
- To cut a long story short,...
- Just to give you the main points again,...

9. <https://www.eslbuzz.com/useful-phrases-for-discussion-and-debate-in-english/>

2) Реферирование и аннотирование иноязычного текста

Summary – краткое изложение в письменном виде содержания текста. При этом материал излагается с позиции автора оригинала и не содержит элементов интерпретации или оценки.

Целью реферата является замена первоисточника, чтобы у читателя появилась возможность сэкономить время при знакомстве с объектом описания.

- Назначение** – 1) осветить основную информацию, заключенную в тексте;
 2) описать оригинал;
 3) быть источником для справочных материалов.

План реферата:

1. выходные данные источника;
2. текст реферата, т.е. тема, основная мысль, краткое изложение содержания;
3. результаты и выводы.

Примерный объем реферата – 10-15 % реферируемого текста.

Алгоритм составления реферата:

- а) прочитать весь текст и попытаться понять его содержание и смысл;
- б) пересказать основные тезисы текста своими словами;
- в) объединить все предложения, организовав текст согласно порядку основных идей оригинала.

Клише для написания реферата:

The object (purpose) of the text (paper) is

- to discuss
- to describe
- to show
- to determine

The present paper discusses some problems relating to...
deals with some aspects of...
provides information on...
is devoted to...
is concerned with...

Introduction: The paper begins with a short discussion...
To begin with, the author...

The body of a summary: Then follows a discussion on...
Next, the author tries to...
It must be noted that...
Then comes the problem of...

Conclusion: The conclusion is that...
To sum up...
Finally, the author admits...
The final paragraph states...

Review – аннотация – самое краткое изложение главного содержания первичного документа, составленное в результате компрессии текста оригинала и в нескольких строчках дающее представление о его тематике.

Назначение – аннотация не может заменить текст оригинала, она лишь даёт возможность читателю составить мнение о целесообразности более детального ознакомления с материалом.

Размер – 30 – 40 слов (500 печатных знаков)

План – 1) выходные данные;

a. 2) тема, основные понятия;

b. 3) краткое содержание, отличительные черты документа, т.е. то новое, что несет в себе материал и особенности его подачи;

c. 4) выводы;

d. 5) читательская аудитория.

Алгоритм составления аннотации:

а) прочитать текст;

б) разделить текст на логические части;

в) ответить на вопрос: О чём текст? Сформулировать тему. Записать ответ в 1 – 2 предложениях, используя клише.

г) ответить на вопросы: Какова цель и назначение данного текста? Как вы оцениваете содержание текста? Сделайте свои выводы о его новизне, важности, достоинствах и недостатках в 2 -3 предложениях.

Отличия реферата от аннотации – Реферат строится на основе ключевых фрагментов из текста оригинала. Аннотация пишется своими словами, поэтому она носит отпечаток субъективности и оценки.

Некоторые клише для написания аннотации:

This article / text / extract / paragraph deals with....
touches upon the problem of ...
is concerned with ...
centers around the issue...
is about ...
is devoted to ...
gives information on.....

The author points out ...
stresses ...
argues ...
describes ...
discusses...
gives the classification of ...
looks at...
examines...
demonstrates....
illustrates....

Дополнительные клише:

In my opinion...
To my mind...
It is possible to understand that...
This tells us almost for certain...
In spite of all these differences...
In conclusion I would like to state the main problem...
The author concentrates on a wide range of things, which raise special problems...
The paper is interesting...
The paper is of importance...
It is valuable\ invaluable...
It is up-to-date\ out-of-date...
The article is useful\ useless
The article is informative
The article gives interesting facts about...

3). Презентация

Основная цель презентации – передача сообщения/ информации аудитории.

Подготовка к презентации

- Прежде всего, подумайте, *кто будут Ваши слушатели*, будет ли им интересно Ваше сообщение, и как они будут реагировать на то, что Вы собираетесь им сообщить.
- Очень полезно заранее *посмотреть аудиторию*, в которой Вы будете делать презентацию. Надо определить, достаточно ли мест в аудитории, где разместить наглядные пособия (*постеры, графики, таблицы* и т.д.).
- Подумайте, какое оборудование Вам потребуется (*аудио, видео, мультимедийное, проектор с экраном для демонстрации слайдов* и т.д.).
- С самого начала надо знать *регламент презентации*, т.е. сколько времени должна длиться ваша презентация. Помните, что презентация не читается, а *«проговаривается»*, что занимает гораздо больше времени, поэтому не старайтесь представить слишком много материала
- Хронометрируйте свою презентацию и, делая её, пользуйтесь только заметками на небольших листах бумаги, подобных открыткам. ***Ни в коем случае не читайте с листа с полным текстом!***

Основные признаки эффективной презентации

Организация

- ясно обозначена
- эмфаза на начало и конец
- резюме/ подведение итогов и заключение
- четкое соблюдение регламента

Передача сообщения, манера произнесения

- громкость, сила голоса
- темп и разнообразие скорости говорения
- логическое ударение и интонация для выделения
- уверенность
- дружеский тон

Язык тела и жестов (невербальные средства передачи сообщения)

- визуальный контакт с аудиторией
- поза
- жесты

Язык

- соответствующий уровень языка
- грамматическая правильность речи и правильность произношения
- длина предложений (фразы должны быть короткими и легко воспринимаемыми)

Интерес презентации для аудитории

- выбор темы
- релевантность/ уместность темы
- взаимодействие с аудиторией

Наглядные пособия

- четкое исполнение (графиков, таблиц, рисунков)
- достаточное количество раздаточного материала
- профессиональное использование проекторов и ноутбуков)

Все презентации, как правило, состоят из трёх частей и вопросов:

1. Introduction.
2. Body.
3. Conclusion
4. Questions

Введение

Введение – это, возможно, самая важная часть выступления, так как аудитория получает первое впечатление о докладчике. Во введении обычно выделяют следующие этапы:

1. приветствие аудитории
2. сообщение темы и цели презентации
3. представление структуры презентации
4. информация о порядке ответа на вопросы
5. В таблице даны разные варианты конструкций и клише для каждого из этапов.

Этапы

Примеры конструкций и выражений

1 Приветствие аудитории/ Welcoming your audience

- Good morning, everyone. Thanks for coming
- Good afternoon, ladies and gentlemen
- Good afternoon, everybody

2 Тема и цель презентации/ Introducing your subject

- I am going to talk today about...
- The purpose of my presentation is to introduce our new range of...
- I'd like to
.....say a few words to you today about.....
.....explain to you today the main features of

.....describe the operation of

.....give you some information about.....

.....report on.....

.....take a look at.....

.....discuss.....

3 Структура презентации/ Outlining your structure

- The purpose of this presentation is to.....
- I've divided my talk into five main parts.
- The subject can be looked at under five main headings.
- During my talk I'll be looking at five main areas.
- First(ly)... second(ly).....third(ly).....fourth.....fifth.....finally
- I'll begin/start off by
 - looking at
 - filling you in on the background to...
 - bringing you up-to-date on....
 - giving you an overview of....
 - making a few observations about....
- Then I'll
 - explain
 - go on to.....
 - discuss in more depth.....
 - talk you through.....

4 Порядок ответа на вопросы/ Giving instructions about questions

- Do feel free to interrupt me if you have any questions.
- I'll try to answer all of your questions after the presentation.
- Perhaps we can leave any questions you may have until the end of the presentation
- I plan to keep some time for questions after the presentation.

Основная часть

Требования, предъявляемые к основной части, это – хорошо продуманная структура и логичность изложения. Следующие клише помогут достичь этой цели.

Этапы

Примеры конструкций и выражений

1 Первый пункт доклада

- So, first of all, I'd like to.....
- To start with....
- First of all, then....
- Let me begin by saying.....

2 Завершение первого пункта

- Well, that's all I have to say about.
- So that, then, is
- That's all about....
- Now we've dealt with....

3 Переход к новому пункту

- Now let's turn to my next point, which is
- Let's move on now to....
- The next point I'd like to make is.....
- Next we come to
- This brings me to my next point.....
- My next point is.....
- I'd like to turn to.....

4 Отступление от темы

- Incidentally...
- Coming back to the subject of my talk....
- To come back to.....

4 Обращение к наглядным материалам

- As you can see from this table.....
- If you look at this curve, you will see that....
- It's quite clear from these figures that.....

4 Переход к последнему пункту

- And finally,.....
- That brings me to the last point, which is.....

Заключение

В заключительной части рекомендуется сделать следующее:

1. Подвести итоги
2. Дать рекомендации по(необходимости)
3. Поблагодарить аудиторию за внимание
4. Ответить на вопросы слушателей

Этап

Примеры конструкций и выражений

1 Подведение итогов

- To conclude,...
- In conclusion,...
- So let me summarize/recap what I've said.

- So now, I'd just like to summarize the main points.
- In brief, we have looked at....
- Let me sum up.
- So, to sum up (the main points briefly)....
- I would like to conclude by (saying)....
- Well, that brings me to the end of my talk
- That's all I have to say for now.....

- Finally, may I remind you of some of the main points we've considered.

2 Рекомендации

- In conclusion, my recommendations are...

- I therefore suggest/propose/recommend the following strategy.

3 Благодарность в адрес аудитории

- Thank you for listening.
- Many thanks for your attention.

4 Ответы на вопросы

- Now I'll try to answer any questions you may have.
- Can I answer any questions?
- Are there any questions?
- Are there any final questions?

4 Сложные вопросы

- I need to think about that one. Could we come back to it later?
- I don't really know the answer to that. Could we discuss it later?

1) GLOSSARY

Countries – Cities

Afghanistan [æf'gænistæn] – Kabul
['ka:bul], [kə'bu:l];

Страны – Города

Афганистан – Кабул;

Albania [æ'l'beiniə] – Tirana [ti:'ra:na:];	Албания – Тирана;
Algeria [æ'l'ji:riə] – Algiers [æ'l'ji:rz];	Алжир – Алжир;
Andorra [æn'do:rə] – Andorra la Vella [æn'do:rə lə 'velya:];	Андорра – Андорра-ла-Велья;
Angola [æŋ'goulə] – Luanda [lu:'ændə];	Ангола – Луанда;
Antigua and Barbuda [æn'ti:gwə ənd ba:r'bu:də] – St. John's [,seint 'jonz];	Антигуа и Барбуда – Сент-Джонс;
Argentina [,a:rjən'ti:nə] – Buenos Aires ['bweinəs 'eəriz]; Rosario [rou'sa:riou];	Аргентина – Буэнос-Айрес; Росарио;
Australia [o:'streilyə] – Canberra ['kænbərə]; Sydney ['sidni]; Melbourne ['melbɜ:n];	Австралия – Канберра; Сидней; Мельбурн;
Austria ['o:striə] – Vienna [vi'enə]; Graz [gra:ts]; Salzburg ['so:lzbərg]; Innsbruck ['inzbruk];	Австрия – Вена; Грац; Зальцбург; Инсбрук;
Bahamas [bə'ha:məz] – Nassau ['næso:];	Багамы – Нассау;
Bahrain, Bahrein [ba:'rein], [bə'rain] – Manama [mæ'næmə];	Бахрейн – Манама;
Bangladesh [,bæŋglə'desh] – Dhaka ['da:kə];	Бангладеш – Дакка;
Barbados [ba:r'beidouz] – Bridgetown ['brijtaun];	Барбадос – Бриджтаун;
Belgium ['beljəm] – Brussels ['brʌsəlz]; Antwerp ['æntwɜ:p];	Бельгия – Брюссель; Антверпен;
Belize [bə'li:z] – Belmopan [,bel-mou'pa:n];	Белиз – Бельмопан;
Benin [be'ni:n] – Porto Novo ['po:rtou 'nouvou];	Бенин – Порто-Ново;
Bhutan [bu:'ta:n] – Thimbu, Thimphu ['timbu:], [θim'bu:];	Бутан – Тхимпху;
Bolivia [bə'livio] – Sucre ['su:kre]; La Paz [la: 'pa:s]; Santa Cruz ['sæntə 'kru:z];	Боливия – Сукре; Ла-Пас; Санта-Крус;

Bosnia and Herzegovina [ˈboznɪə ənd ˌhertsəɡouˈvi:nə] – Sarajevo [ˌsɑ:rəˈyevou];	Босния и Герцеговина – Сараево;
Brazil [brəˈzɪl] – Brasilia [brəˈzi:liyə]; Sao Paulo [ˈsauŋ ˈpaulu]; Rio de Janeiro [ˈri:ou də jəˈneirou], [ˈri:ou dei zhəˈneirou]	Бразилия – Бразилия, Бразилиа; Сан-Паулу; Рио-де-Жанейро;
Brunei [bruːˈnei], [bruˈnai] – Bandar Seri Begawan [ˈba:ndər ˈseri bəˈga:wən];	Бруней – Бандар-Сери-Бегаван;
Bulgaria [bʌlˈɡeəriə], [bulˈɡeəriə] – Sofia [ˈsoufiə], [souˈfi:ə];	Болгария – София;
Burkina Faso [bərˈki:nə ˈfa:sou] (Upper Volta) – Ouagadougou [ˌwa:gəˈdu:ɡu:];	Буркина-Фасо (Верхняя Вольта) – Уагадугу;
Burma [ˈbɜrmə], now Myanmar [ˈmya:nma:] – Naypyidaw; Yangon [ya:ŋˈɡoun] (Rangoon);	Бирма, сейчас Мьянма – Нейпидо; Янгон (Рангун);
Burundi [buˈru:ndi] – Bujumbura [ˌbu:jumˈbura:];	Бурунди – Бужумбура;
Cambodia [kæmˈboudiə] – Phnom Penh, Pnom Penh [ˈnomˈpen], [ˈpno:mˈpen];	Камбоджа – Пномпень;
Cameroon [ˌkæməˈru:n] – Yaounde [ˌya:u:nˈdei];	Камерун – Яунде;
Canada [ˈkænədə] – Ottawa [ˈotəwə]; Toronto [təˈrɒntou]	Канада – Оттава; Торонто
Chile [ˈtʃɪli] – Santiago [ˌsa:ntiˈa:gou], [ˌsæntiˈa:gou]; Valparaíso [ˌvælpəˈreizou], [ˌvælpəˈraisou];	Чили – Сантьяго; Вальпараисо;
China [ˈtʃaɪnə] – Beijing [ˈbeɪˈdʒiŋ] (Peking);	Китай – Бейцзин (Пекин);
Colombia [kəˈlʌmbiə] – Bogota [ˌbougəˈtɑ:];	Колумбия – Богота;
Congo [ˈkɒŋɡou], Democratic Republic – Kinshasa [kɪnˈʃɑ:sə];	Конго, Демократическая Республика – Киншаса;
Congo [ˈkɒŋɡou], Republic – Brazzaville [ˈbræzəvɪl];	Конго, Республика – Браззавиль;
Costa Rica [ˈkɒstə ˈri:kə] – San Jose [ˌsa:n hoːˈse], [ˌsa:n houˈsei];	Коста-Рика – Сан-Хосе;

Cote d'Ivoire [ˌkɒt diˈvwaːr] (Ivory Coast) – Yamoussoukro [ˌjɑːmuˈsuːkrou]; Abidjan [ˌæbiˈjɑːn];	Кот д'Ивуар (Берег Слоновой Кости) – Ямусукро; Абиджан;
Croatia [krouˈeɪʃiə] – Zagreb [ˈzɑːgreɪb];	Хорватия – Загреб;
Cuba [ˈkyuːbə] – Havana [həˈvænə];	Куба – Гавана;
Cyprus [ˈsaɪprəs] – Nicosia [ˌnikəˈsiːə];	Кипр – Никосия;
Czech Republic [ˈtʃek rɪˈpʌblɪk] – Prague [ˈpraːɡ];	Чешская Республика, Чехия – Прага;
Denmark [ˈdenmɑːrk] – Copenhagen [ˌkɒpənˈheɪɡən]; Alborg [ˈɔːlbɔːrɡ]; Odense [ˈɒðənsə];	Дания – Копенгаген; Ольборг; Оденсе;
Dominican Republic [dəˈmɪnɪkən rɪˈpʌblɪk] – Santo Domingo [ˈsæntoʊ dəˈmɪŋɡoʊ];	Доминиканская Республика – Санто-Доминго;
Egypt [ˈiːjɪpt] – Cairo [ˈkaɪroʊ];	Египет – Каир;
Estonia [esˈtəʊniə] – Tallinn [ˈtɑːlɪn];	Эстония – Таллинн;
Ethiopia [ˌiːθiˈoʊpiə] – Addis Ababa [ˈædɪs ˈæbəbə], [ˈɑːdɪs ˈɑːbəbə];	Эфиопия – Аддис-Абеба;
Fiji [ˈfiːjiː] – Suva [ˈsuːvɑː];	Фиджи – Сува;
Finland [ˈfɪnlənd] – Helsinki [ˈhelsɪŋki]; Tampere [ˈtɑːmpere]; Turku [ˈtʊrku];	Финляндия – Хельсинки; Тампере; Турку;
France [fraːns], [fræns] – Paris [ˈpærɪs]; Lyon, Lyons [liːˈoːŋ]; Marseilles, Marseille [maːrˈseɪ];	Франция – Париж; Лион; Марсель;
Germany [ˈjɜːməni] – Berlin [bɜːrˈlɪn];	Германия – Берлин; Гамбург;
Greece [ɡriːs] – Athens [ˈæθɪnz];	Греция – Афины;
Guatemala [ˌɡwɑːtəˈmɑːlə] – Guatemala City;	Гватемала – Гватемала;
Guinea [ˈɡɪni] – Conakry [ˈkɒnəkriː];	Гвинея – Конакри;
Guinea-Bissau [ˈɡɪni biˈsau] – Bissau [biˈsau];	Гвинея-Бисау – Бисау;
Hungary [ˈhʌŋɡəri] – Budapest [ˈbuːdəˌpest];	Венгрия – Будапешт;
Iceland [ˈaɪslənd] – Reykjavik [ˈreɪkyaːviːk];	Исландия – Рейкьявик;

India ['indiə] – New Delhi [,nyu: 'deli]; Mumbai [mum'bai] (Bombay); Delhi ['deli];	Индия – Нью-Дели; Мумбаи, Мумбай (Бомбей); Дели;
Indonesia [,ində'ni:zhə] – Jakarta [jə'ka:rtə];	Индонезия – Джакарта;
Iran [i'ra:n] – Teheran, Tehran [,teə'ra:n], [,tehə'ra:n], [,ti:ə'ræn];	Иран – Тегеран;
Iraq [i'ra:k] – Baghdad ['bægdæd], [ba:g'da:d];	Ирак – Багдад;
Ireland ['aiərlənd] – Dublin ['dʌblin];	Ирландия – Дублин;
Israel ['izreɪəl] – Tel Aviv ['tel a:'vi:v]; Je- rusalem [jə'ru:sələm]; Haifa ['haifə];	Израиль – Тель-Авив; Иерусалим; Хайфа;
Italy ['itəli] – Rome [roum];	Италия – Рим;
Jamaica [jə'meikə] – Kingston ['kiŋstən];	Джамайка – Кингстон;
Japan [jə'pæn] – Tokyo ['tɔukiou];	Япония – Токио;
Jordan ['jɔ:rdən] – Amman [a:m'ma:n];	Иордания – Амман;
Kazakhstan [,ka:za:k'sta:n] – Astana [a:sta:'na:]; Almaty [a:l'ma:ti:] (Alma- Ata);	Казахстан – Астана; Алматы (Алма- Ата);
Kenya ['kenyə], ['ki:nyə] – Nairobi [nai'roubi];	Кения – Найроби;
Korea – see North Korea, South Korea;	Корея – см. Северная Корея, Южная Корея;
Kuwait [ku:'wait], [ku'weit] – Kuwait;	Кувейт – Эль-Кувейт;
Liechtenstein ['liktənshtain] – Vaduz [fa:'du:ts], [va:'du:ts];	Лихтенштейн – Вадуц;
Luxembourg ['lʌksəmbərg] – Luxembourg;	Люксембург – Люксембург;
Macedonia [,mæsi'douniə] – Skopje ['skɔupje];	Македония – Скопье;
Madagascar [,mædə'gæskər] – Antananarivo [,æntənænə'ri:vou] (Tananarive);	Мадагаскар – Антананариву (Танана- риве);
Maldives ['mældaivz] – Male ['ma:li:];	Мальдивы – Мале;
Mali ['ma:li:] – Bamako ['bæmə,kou];	Мали – Бамако;

Malta ['mo:ltə] – Valletta [va:'letə];	Мальта – Валлетта;
Mauritius [mo:'rishəs] – Port Louis ['po:rt 'lu:i(s)]	Маврикий – Порт-Луи;
Mexico ['meksikou] – Mexico City ['meksikou 'siti];	Мексика – Мехико;
Monaco ['monəkou] – Monaco;	Монако – Монако;
Mongolia [mɒŋ'gouliə] – Ulan Bator ['u:la:n 'ba:to:r];	Монголия – Улан-Батор;
Montenegro [ˌmontə'ni:grou] – capitals: Podgorica ['po:dgo:,ri:tʃa:]; Cetinje ['tsetinye];	Черногория – столицы: Подгорица; Це- тине;
Morocco [mə'rokou] – Rabat [ra:'ba:t]; Casablanca [ˌkæʃə'blæŋkə];	Марокко – Рабат; Касабланка;
Mozambique [ˌmouzəm'bi:k] – Maputo [ma:'putou];	Мозамбик – Мапуто;
Myanmar – see Burma;	Мьянма – см. Бирма;
Namibia [na:'mibiə] – Windhoek ['vint huk];	Намибия – Виндхук;
Nepal [nə'po:l] – Katmandu [ˌka:tma:n'du:];	Непал – Катманду;
Netherlands ['nedərləndz], Holland ['holənd] – Amsterdam ['æmstərdæm];	Нидерланды, Голландия – Амстердам;
New Zealand ['nyu: 'zi:lənd] – Wellington ['welɪŋtən];	Новая Зеландия – Веллингтон;
North Korea ['no:rθ kou'ri:ə], ['no:rθ ko:'ri:ə] – Pyongyang ['pyŋŋ'ya:ŋ];	Северная Корея – Пхеньян;
Norway ['no:rwei] – Oslo ['oslou], ['ozlou];	Норвегия – Осло;
Oman [ou'ma:n] – Muscat, Masqat [ˌmʌskæt];	Оман – Маскат;
Peru [pə'ru:] – Lima ['li:mə];	Перу – Лима;
Philippines ['filəpi:nz] – Manila [mə'nɪlə]; Quezon City ['keizon 'siti], ['keiso:n 'siti];	Филиппины – Манила; Кесон-Сити;
Poland ['poulənd] – Warsaw ['wo:rsɔ:];	Польша – Варшава;
Portugal ['po:rçugəl] – Lisbon ['lɪzbən];	Португалия – Лиссабон;

Romania [rou'meiniə] – Bucharest [ˌbyu:kə'rest];	Румыния – Бухарест;
Russia ['rʌʃə] – Moscow ['moskou];	Россия – Москва;
Rwanda [ru:'a:ndə] – Kigali [ki:'ga:li];	Руанда – Кигали;
San Marino [ˌsæn mə'ri:nou] – San Marino;	Сан-Марино – Сан-Марино;
Sao Tome and Principe [ˌsauŋ tu'mei ənd 'prinsipi:] – Sao Tome;	Сан-Томе и Принсипи – Сан-Томе;
Saudi Arabia [sa:'u:di: ə'reibiə], ['saudi ə'reibiə] – Riyadh [ri:'ya:d]; Мекка ['mekə];	Саудовская Аравия – Эр-Рияд; Мекка;
Senegal [ˌsenə'go:l] – Dakar [da:'ka:r];	Сенегал – Дакар;
Serbia ['sɜ:biə] – Belgrade [bel'greid]; ['belgreid];	Сербия – Белград;
Seychelles [sei'shelz] – Victoria [vik'to:riə];	Сейшелы – Виктория;
Sierra Leone [si'erə li'ouni], [si:'erə li:'oun] – Freetown ['fri:ˌtaun];	Сьерра-Леоне – Фритаун;
Singapore ['siŋgəˌpɔ:r], [ˌsiŋgə'pɔ:r] – Singapore;	Сингапур – Сингапур;
South Africa ['sauθ 'æfrikə] – Pretoria [pri'to:riə], [pri'touriə]; Cape Town, Capetown ['keipˌtaun]; Johannesburg [ˌjɒʊ'hænisˌbɜ:ɡ];	Южная Африка – Претория; Кейптаун; Йоханнесбург;
South Korea ['sauθ kou'ri:ə], ['sauθ ko:'ri:ə] – Seoul [sei'u:l], [soul];	Южная Корея – Сеул;
Spain [spein] – Madrid [mə'drid];	Испания – Мадрид;
Sri Lanka [sri: 'la:ŋkə] – Sri Jayawardenapura Kotte; Colombo [kə'lɒmbou];	Шри-Ланка – Шри-Джаяварденепура-Котте; Коломбо;
Sudan [su:'dæn] – Khartoum [ka:r'tu:m];	Судан – Хартум;
Sweden ['swi:dən] – Stockholm ['stɒk-houm]; Goteborg [ˌyɔ:tə'bo:r] (Gothenburg); Malmo ['ma:lmə:];	Швеция – Стокгольм; Гётеборг; Мальмё;
Switzerland ['switsərlənd] – Bern [bɜ:rn]; Zurich ['zuri:k]; Basel ['ba:zəl]; Geneva [ˌjə'ni:və];	Швейцария – Берн; Цюрих; Базель; Женева;

Syria ['si:riə] – Damascus [də'mæskəs]; Aleppo [ə'leɪpou];	Сирия – Дамаск; Алеппо;
Thailand ['taɪlənd] – Bangkok ['bæŋkɒk], [bæŋ'kɒk];	Таиланд – Бангкок;
Tunisia [tu:'ni:zə], [tu:'nishə] – Tunis ['tu:nɪs], ['tyu:nɪs];	Тунис – Тунис;
Turkey ['tɜ:kɪ] – Ankara ['æŋkərə]; Istanbul [ˌɪstæn'bu:l];	Турция – Анкара; Стамбул;
United Arab Emirates [yu:'naɪtɪd 'ærəb ə'mi:rɪts; e'mi:reɪts] – Abu Dhabi ['a:bu: 'da:bi:]; Dubai [du:'baɪ];	Объединённые Арабские Эмираты – Абу-Даби; Дубай;
United Kingdom [yu:'naɪtɪd 'kɪŋdəm] – London ['lʌndən];	Соединённое Королевство – Лондон;
United States [yu:'naɪtɪd 'steɪts] – Wash- ington, D.C. ['wɒʃɪŋtən 'di: 'si:];	Соединённые Штаты – Вашингтон;
Vatican ['væɪtɪkən], Vatican City ['væɪtɪkən 'sɪti];	Ватикан;
Venezuela [,venɪ'zweɪlə], [,venə'zwi:lə] – Caracas [kə're:kəs]; Maracaibo [,mærə'kaɪbou]; Valencia [və'lenshiə];	Венесуэла – Каракас; Маракайбо; Ва- ленсия;
Vietnam [,vi:et'na:m] – Hanoi [,ha:'noi];	Вьетнам – Ханой;

Слова по теме: Климат

humid ['hju:mɪd] – влажный (о кли- мате)	unpredictable [ˌʌnpɪdɪ'kɪtəbl] – не- предсказуемая (о погоде)
dry [draɪ] – сухой (о климате)	temperate climate – умеренный кли- мат;
mild [maɪld] – мягкий (о климате)	genial climate – мягкий, умеренный климат;
continental [ˌkɒntɪ'nent(ə)l] (climate) – континентальный (о климате)	kindly climate – хороший, благопри- ятный климат;
warm [wɔ:m] – тёплый, жаркий (о климате)	arid climate – сухой климат; tropical climate – тропический климат;
lovely ['lʌvli] – прекрасная (о погоде)	hot/torrid climate – жаркий климат;
changeable ['tʃeɪndʒəbl] – изменчивая (о погоде)	
dreadful ['dredf(ə)l], [-ful] – ужасная (о погоде)	

rigorous climate (severe) – суровый,
холодный климат;

freakish climate – непостоянный кли-
мат

raining cats and dogs – льёт как из
ведра

keep the rain out – укрыться от дождя
rain or shine – при любой погоде; при
любых условиях

rain off (= rain out) – отменить из-за
дождя

Основные географические понятия на английском

Населенные пункты:

area [ˈeəriə] – область

country [ˈkʌntri] – страна

capital [ˈkæpɪtəl] – столица

city [ˈsɪti] – город

district [ˈdɪstrɪkt] – район

state [steɪt] – штат

town [taʊn] – город (небольшой)

village [ˈvɪlɪdʒ] – деревня

Географические точки:

cape [keɪp] – мыс

cliff [klɪf] – утес

hill [hɪl] – холм

mountain [ˈmaʊntɪn] – гора

pass [pɑːs] – ущелье

peak [pi:k] – пик

plain [pleɪn] – равнина

lake [leɪk] – озеро

river [ˈrɪvər] – река

spring [sprɪŋ] – ключ, родник

stream [stri:m] – ручей

Названия материков:

Africa [ˈæfrɪkə] – Африка

Australia [ɒˈstreɪli:ə] – Австралия

Antarctica [ˌænˈtɑːktɪkə] – Антарктида

Eurasia [jʊˈreɪzə] – Евразия

North America [nɔːθ əˈmɛrɪkə] – Северная Америка

South America [saʊθ əˈmɛrɪkə] – Южная Америка

Названия океанов, некоторых крупных морей и рек:

plateau [ˈplætəʊ] – плато

valley [ˈvæli] – долина

volcano [vɒlˈkeɪnəʊ] – вулкан

Виды природных зон:

desert [ˈdezət] – пустыня

forest [ˈfɒrɪst] – лес

highland [ˈhaɪlənd] – горная мест-
ность

jungle [ˈdʒʌŋɡəl] – джунгли

oasis [əˈeɪsɪs] – оазис

swamp [ˈswɒmp] – топь,

болото tropics [ˈtrɒpɪks] – тропики

tundra [ˈtʌndrə] – тундра

Водоемы:

gulf [ɡʌlf] – морской залив

ocean [ˈəʊʃn] – океан

sea [si:] – море

The Atlantic Ocean [ði ət'ləntɪk 'əʊʃən] – Атлантический океан
 The Pacific Ocean [ðə pə'sɪfɪk 'əʊʃən] – Тихий океан
 The Arctic Ocean [ði 'ɑ:kɪk 'əʊʃən] – Северный Ледовитый океан
 The Indian Ocean [ði 'ɪndjən 'əʊʃən] – Индийский океан
 The Mediterranean Sea [ðə ,mɛdɪtə'reɪnjən si:] – Средиземное море
 The Caribbean Sea [ðə ,kæri'bi:ən si:] – Карибское море
 The Red Sea [ðə red si:] – Красное море
 The Caspian Sea [ðə 'kæspɪən si:] – Каспийское море

The Baltic Sea [ðə 'bɔ:ltɪk si:] – Балтийское море
 The Barents Sea [ðə 'bærənts si:] – Баренцево море
 The Sea of Okhotsk [ðə si: ɒv əʊ'kɒtsk] – Охотское море
 The Amazon River [ði 'æməzən 'rɪvə] – Амазонка
 The Nile River [ðə naɪl 'rɪvə] – Нил
 The Mississippi River [ðə ,mɪsə'sɪpi 'rɪvə] – Миссисипи
 The Missouri River [ðə mɪ'zʊəri 'rɪvə] – Миссури
 The Thames River [ðə tɛmz 'rɪvə] – Темза

Источник: <https://englishfull.ru/leksika/geograficheskie-nazvaniya.html>

The Geographical Position of a Country, its Nature and Climate.

1. to occupy – занимать
 2. to border on – граничить с
 3. to be situated on/ in/ to – находиться на/к ...
 4. to be situated **in** the south of... – находиться **на** юге от ...
 5. to be situated **to** the west of... – находиться **к** западу от ...
 6. to be located in/on – располагаться в/ на ...
 7. to cover with – лежать, покрывать; расстилаться
 8. to cover the territory of – занимает территорию ...
 9. to lie in (to) – лежать на (к)
 10. to lie in the north of... – лежать на севере ...

11. to lie to the east of... – лежать к востоку ...
 12. to wash – омывать
 13. to be washed by – омываться (морем, океаном)
 14. to flow – течь (о реке)
 15. to flow into (run into) – впадать
 16. to differ from – отличаться от...
 17. to stretch over – простираться
 18. to stretch from ... to... – простирается от... до...
 19. to separate – отделять
 20. to be separated by – отделяться ...
 21. densely (thinly) populated – густо населена (мало населена)
 22. consist of – состоять из
 23. in the east – на востоке

24.in the west – на западе
25.in the south – на юге
26.in the north – на севере
27.land – суша

28.island (on the island) – остров (на острове)
29.continent (on the continent) – континент (на континенте)

источник: <http://englishinn.ru/the-geographical-position-of-a-country-its-nature-and-climate.html>

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Географические термины для иностранных студентов

spring	山脉	mountain range	山洞
cave	高原	plateau	沙漠
desert	河流	river	森林
forest	湖泊	lake	洋
ocean	峡谷	gorge	海湾
bay	丘陵	hills	海岛
island	海岸	coast	平原
plain	海	sea	草原
grassland	山谷	valley	半岛

<https://en.islcollective.com/english-esl-worksheets/search/geography>

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Учебное пособие

Лучникова Алёна Вячеславовна

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Materials for Mastering Tourism as Profession

Учебное пособие

Издается в авторской редакции
Компьютерная верстка: *О. К. Кардакова*

Объем данных 7,54 Мб
Подписано к использованию 13.12.2021

Размещено в открытом доступе
на сайте www.psu.ru
в разделе НАУКА / Электронные публикации
и в электронной мультимедийной библиотеке ELiS

Издательский центр
Пермского государственного
национального исследовательского университета
614990, г. Пермь, ул. Букирева, 15