

Частное учреждение образования
«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный
Кафедра менеджмента и коммуникаций

СОГЛАСОВАНО
Заведующий кафедрой
Мотульский Р. С.

23.10.2025 г.

СОГЛАСОВАНО
Декан факультета
Иноземцева И. Е.

23.10.2025 г.

ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ (первый иностранный язык)

*Электронный учебно-методический комплекс
для обучающихся 3-го курса специальности 6-05-0231-03
Лингвистическое обеспечение межкультурной коммуникации
(английский язык и второй иностранный язык)*

Составители

Ламинская Т. А., старший преподаватель кафедры менеджмента и коммуникаций Частного учреждения образования «Институт современных знаний имени А. М. Широкова»

Маковецкая С. А., старший преподаватель кафедры менеджмента и коммуникаций Частного учреждения образования «Институт современных знаний имени А. М. Широкова»

Рассмотрено и утверждено
на заседании Совета гуманитарного факультета
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Р е ц е н з е н т ы:

кафедра немецкого и романских языков учреждения образования «Белорусский государственный экономический университет» (протокол № 3 от 30.10.2025 г.);

Бартенева И. И., доцент кафедры немецкого и романских языков учреждения образования «Белорусский государственный университет», кандидат филологических наук, доцент.

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Систем. требования (миним.): процессор с частотой 1 ГГц, 1 ГБ оперативной памяти, 1 ГБ свободного места на жестком диске ; персональный компьютер под управлением ОС Microsoft® Windows® 7 и выше ; macOS® Leopard® и выше или мобильное устройство под управлением Android® 4.x и выше ; iOS® 9.x и выше ; Adobe Reader для соотв. ОС (или аналогичное приложение для чтения PDF-файлов).

Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Практикум по культуре речевого общения (первый иностранный язык)».

Для студентов вузов.

Введение

Сущность модульного обучения состоит в том, чтобы каждый обучающийся более самостоятельно достигал образовательной цели, реализуя принципы и методы поэтапного формирования умений и навыков. Модульное обучение способствует повышению ответственности каждого отдельного студента и, как следствие, улучшению его успеваемости.

Цель ЭУМК учебной дисциплины «Практикум по культуре речевого общения (первый иностранный язык)» – формирование у студентов компетенции по осуществлению речевой деятельности в соответствии с коммуникативной целью и ситуацией общения для обеспечения социальных и профессиональных контактов.

Задачами электронного учебно-методического комплекса являются:

формирование академических, социально-личностных, профессиональных компетенций для решения задач в сфере профессиональной и социальной деятельности;

повышение общего уровня образованности и культуры студентов;
расширение кругозора студентов на базе приобретенных знаний в рамках учебной дисциплины;

формирование качеств патриота и гражданина, знающего исторические и культурные аттракции, обычаи и традиции своей страны, и готового к активному участию в экономической, социально-культурной и общественной жизни страны;

развитие коммуникативных и дискуссионных умений и навыков для осуществления общения в различных социокультурных ситуациях;

обучение навыкам академического письма с постепенным усложнением задачи: от структуры абзаца к структуре эссе;

формирование умений излагать свои мысли, аргументировать, рассуждать, противопоставлять;

совершенствование навыков аудирования аутентичной иностранной речи, содержащей национально-культурные компоненты в различных формах общения на основе аудиовизуальных материалов.

В результате изучения учебной дисциплины студент должен

знать:

лексику по изучаемым темам и применять ее в различных коммуникативных ситуациях;

социокультурные особенности страны изучаемого языка;

правила и традиции общения, принятые в культуре изучаемого языка, системное соотношение культур родного и изучаемого языков;

способы написания резюме, жизнеописания, заявления о приёме на работу, правила прохождения собеседования;

требования, предъявляемые при написании эссе на английском языке;

дискурсные типы, их подтипы и основные характерные особенности каждого из них;

методику ориентированного поиска информации в иноязычной справочной, специальной литературе и компьютерных сетях.

уметь:

поддерживать разговор о различных сферах жизни стран изучаемого языка;

грамотно излагать свои или чужие мысли в виде резюме или изложения по заданной теме, а также в форме эссе, соблюдая все требования, предъявляемые к его структуре, на английском языке;

строить высказывания на иностранном языке в соответствии с направленностью речевого акта и с учетом норм, узуса и стиля;

строить монологическую речь, как спонтанную, так и подготовленную в виде сообщения, доклада, презентации;

вести беседу, интервью или дискуссии в пределах достигнутого уровня коммуникативной компетенции в ситуациях официального и неофициального общения;

грамотно и четко выражать свою точку зрения, аргументировать и отстаивать свою позицию, используя примеры, факты и статистические данные;

на основе аудио-, видео- или печатных материалов писать сочинения, где выражается мнение студента на заданную проблему (Opinion essay), где взвешиваются «за» и «против» (For and against essay), где освещается проблема и предлагаются пути ее решения (Problem and solution essay) и использовать указанные форматы в устной речи.

иметь навыки:

правильной синтаксической и стилистической организации речи;

восприятия иноязычной речи и речевого общения;

преодоления языкового барьера для осуществления общения в различных социокультурных ситуациях;

адекватной интерпретации коммуникативного поведения представителей иной культуры;

использования и вероятного перевода фраз, содержащих реалии, фразеологизмы, аббревиатуры;

восприятия и понимания устной иноязычной речи на основе аудиовизуальных материалов: видеть артикуляцию произносимых звуков, слышать акустические элементы речи (междометия, повышение и понижение голоса, паузы и т. д.), наблюдать за визуальными элементами (жесты, мимика, позы).

Устная практика

1. ПРАКТИЧЕСКИЙ РАЗДЕЛ

1.1. Содержание учебного материала

Раздел I. Работа в сфере туризма

Тема 1.1 Люди и карьера в туризме

Тема 1.2 Поиск работы. Прием на работу. Собеседование

Тема 1.3 Профессиональные качества и навыки

Раздел II. Направления в туризме

Тема 2.1 Всемирная Туристская Организация и ее функции

Тема 2.2 Туризм и его определение

Тема 2.3 Международный и внутренний туризм. Основные характеристики

Тема 2.4 Виды туризма

Тема 2.5 Происхождение и развитие туризма в Беларуси

Раздел III. Аттракции

Тема 3.1 Мировые аттракции

Тема 3.2 Аттракции в Республике Беларусь

Раздел IV. Исследуем Беларусь

Тема 4.1 Географическое положение Беларуси

Тема 4.2 Климат и водные ресурсы

Тема 4.3 Леса и природные ископаемые

Тема 4.4 Белорусские национальные природные парки: Беловежская пуца, Браславские озера, Нарочь

Тема 4.5 Белорусские архитектурные памятники: Мир и Несвиж

Раздел V. Традиции и праздники Беларуси

Тема 5.1 Купалье

Тема 5.2 Деды. Каляды

1.2. Описание практических занятий

Раздел I.

Работа в сфере туризма

Тема 1.1 Люди и карьера в туризме

Рекомендуемые тексты по теме

Tourism Employment

Travel agencies and their functions

Tour operators and their functions

Guide and her/his functions

2. Выучить активную лексику / Learn the active vocabulary

3. Прочитать и перевести текст / Read and translate the text

4. Выполнить упражнения/ Do the exercises

4. Ответить на вопросы/Answer the questions

5. Передать содержание в форме резюме / Write a summery based on notes

6. Пересмотреть и обновить глоссарий /Review and update the Glossary

7. Выполнить задания для самостоятельной работы / Complete assignments for independent work

Задания для самостоятельной работы

Check yourself:

1. What kinds of jobs are there in tourism?
2. Why is tourism labour-intensive?
3. What does it mean work around the clock in tourism?
4. Why is shift work an important feature of tourism employment?
5. What are the typical expectations of the customers in tourism?
6. What basic skills and attitudes should people working in tourism demonstrate?
7. What languages are commonly used for the communication between staff and visitors in different countries of the world?

Тема 1.2 Поиск работы. Прием на работу. Собеседование

Рекомендуемые тексты по теме

Hunting for a job

The do's and don'ts for job interviewing

Ten commonly asked Interview questions and tips on how to answer

Задания для самостоятельной работы

1. **Check yourself:** 1. Have you ever looked for a job? 2. What do you think are the stages in the job application process? 3. Have you ever written an Application form? 4. What is a Covering letter? 5. What does a CV summarize? 6. What is the purpose of this document? 7. What information do most CVs include? 8. What things should you keep in mind when writing your CV? 9. What is your idea of a good job? 10. What is the purpose of the interview? 11. Have you ever thought about your strengths and weaknesses? What are they?

2. Write your CV and a resume according to the plan:

1. Your address (not your name)
2. The date
3. The name and address of who you are writing to
4. The greeting
5. Introduction
6. Main parts
7. Concluding comment
8. The ending
9. Your signature

3. Prepare for a "mock" interview. Make up questions for the interview.

Тема 1.3 Профессиональные качества и навыки

Рекомендуемые тексты по теме

Career Options in Tourism

Top essential skills in the tourism industry

Задания для самостоятельной работы

1. **Check yourself:** 1. Do you always do what you say you'll do? 2. Are you good at getting other people to agree with you? 3. Are you good at making your mind up quickly? 4. Are you able to plan ahead successfully? 5. Are you able to cope with last-minute changes? 6. Are you good at coming up with imaginative solutions?
2. Write a story: "Working Day at a Travel Agency Office"

Раздел II. Направления в туризме

Тема 2.1 Всемирная туристская организация и ее функции

Рекомендуемый текст по теме

The United Nations World Tourism Organization

Тема 2.2 Туризм и его определение

Рекомендуемый текст по теме

What is tourism

Additional material and the Internet resources

Тема 2.3 Международный и внутренний туризм. Основные характеристики.

Рекомендуемые тексты по теме

International tourism.

Domestic tourism.

Additional material and the Internet resources

Тема 2.4 Виды туризма

Рекомендуемый текст по теме

Categories of tourism

Additional material and the Internet resources

Задания для самостоятельной работы

- 1. Check yourself:** 1. How is tourism classified according to traveler motivation? 2. What is inbound/ outbound tourism? 3. What is the difference between travel and tourism? 4. How does the UNWTO define tourism? 5. Where are the headquarters of the World Tourism Organization? 6. What are its main responsibilities? 7. What are the main categories of tourism? 8. How do different types of tourism impact the economy? 9. In what ways do tourism types vary internationally? 10. Can you list the primary sectors within the tourism industry? 11. What is a tourist destination? 12. How do you understand 'tourists flows'?
- 2. Make a presentation:** «The category of tourism that appeals to me»

Тема 2.5 Происхождение и развитие туризма в Беларуси

Рекомендуемый текст по теме

Developments of Tourism in Belarus

Additional material and the Internet resources

Задания для самостоятельной работы

- 1. Check yourself:** 1. How has tourism in Belarus changed over the years? 2. What new facilities for tourists have been developed? 3. Has the 'profile' of visitors changed (relative prosperity, nationalities, etc.)? 4. Where does the main potential of tourism in Belarus lie in? 5. What has the government done to promote inbound tourism in Belarus? 6. What kinds of recreation are available in Belarus?
- 2. Изучить нормативные документы Министерства спорта и туризма РБ об основных направлениях развития туризма в стране.**
- 3. Make a presentation "Rest in Belarus for every taste"**

Раздел III.

Аттракции

Тема 3.1 Мировые аттракции

Рекомендуемые тексты по теме

Tourist Attractions

The World's Most Beautiful Places

Additional material and the Internet resources

Тема 3.2 Атракции в Республике Беларусь

Рекомендуемый текст по теме

Attractions in Belarus

Additional material and the Internet resources

Задания для самостоятельной работы

1. **Check yourself:** 1. What is an attraction? 2. What creates a strong tourist appeal? 3. What types of attractions do you know? Give examples. 4. Are natural resources considered to be an attraction? And climate? 5. How many objects and areas of historic and cultural value make main Belarus tourist attractions?

2. Make a presentation «Tourist routes in Belarus». Choose from the list: [Palace of the Puslovskys in Kossovo](#), [Palace of the Rumyantsevs and the Paskeviches](#), [Residence of Father Frost](#), [Khatyn Memorial](#), [Bobruisk Fortress](#), [Augustow Canal](#), [Zhirovichi Monastery](#)

Раздел IV.

Исследуем Беларусь

References: Михалева, Т.Н. Exploring Belarus : учеб. пособие / Т. Н. Михалева. – Минск: ИСЗ, 2004.

Additional material and the Internet resources

Тема 4.1 Географическое положение

Read text 1p.5

Do ex-s 4-8

Задания для самостоятельной работы

2. Составить лексический тест по теме: Geographical position

Тема 4.2 Климат и водные ресурсы

Read text 2 p.8

Do ex-s 4-8

1. Составить лексический тест по теме: Климат и водные ресурсы

Задания для самостоятельной работы

2. Составить лексический тест по теме: Климат и водные ресурсы.

Тема 4.3 Леса и природные ископаемые

Read Text 3 p.12

Do ex-s 4-8

Задания для самостоятельной работы

1. Составить лексический тест по теме: Леса и природные ископаемые

Тема 4.4 Белорусские национальные парки.

Беловежская пуща.

Read Text 4 p.17

Do ex-s 4-8

Браславские озера

Read Text5 p.21 Do ex.10

Задания для самостоятельной работы

1. 1. Make a presentation on National Natural Parks of Belarus

Тема 4.5 Белорусские архитектурные памятники: Мир и Несвиж

Read Text 6 p.23

Do ex-s 4-8

Задания для самостоятельной работы

1. Make a presentation on architectural monuments of Belarus. Choose from the list:

[Old Castle and New Castle in Grodno, Golshany Castle, Novogrudok Castle, Lida Castle, Ruzhany Castle](#)

Раздел V.

Традиции и праздники Беларуси

Тема 5.1 Купалье

Тема 5.2 Деды. Каляды

Read Text1. p.34 Do ex-s 4-8

Задания для самостоятельной работы

Make a presentation on Folk holidays in Belarus

1.3. Методические рекомендации по проведению практических занятий

Учебная дисциплина «Практикум по культуре речевого общения (первый иностранный язык)» подразумевает различные методы и формы обучения, отвечающие основным требованиям к интенсификации процесса обучения. Большой объем материала и задач, поставленных перед курсом, обуславливают его высокую насыщенность, требуют интенсивной работы. Цель методических рекомендаций – разнообразить формы проведения занятий, которые содействуют формированию коммуникативно-риторических навыков, необходимых для информационно-убеждающего выступления, а также навыков эффективного речевого воздействия и умения работать в команде. При проведении практических занятий возможно использовать разнообразные методы обучения: ситуационно-ролевые игры, проблемные задания, дискуссии, творческие диалоги, анализ конкретных ситуаций.

Особое внимание необходимо уделять развитию умений быстро извлекать информацию из увиденного или прочитанного, сделать сообщение, выска-

зать мнение, задать вопросы и ответить на них и изложить эту информацию на английском языке.

Базовый текст раскрывает суть темы. Он может использоваться не только для разноцелевого чтения и аннотирования, но и как ориентир для самостоятельного поиска студентами материалов по соответствующей теме в интернете и в других источниках, подготовки устного сообщения или доклада с презентацией, что способствует развитию навыков устной речи и ведения дискуссии. Вопросы дискуссионного плана, следует воспринимать как материал для тренировки говорения, умения реагировать на вопрос и отвечать на него распространено и аргументированно.

2. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

Контроль знаний, навыков и умений студентов осуществляется в устной и письменной форме с учетом пройденных тем.

Текущий контроль: посещаемость занятий, активная работа на практических занятиях, выполнение практических заданий, написание лексико-грамматических тестов, эссе, устный опрос после освоения учебного материала по теме.

Форма промежуточной аттестации по учебной дисциплине – зачет, экзамен.

2.1. Перечень вопросов по темам практических занятий и варианты тестов

Раздел I Работа в сфере туризма

TASK 1. Read the covering letter. What is the aim of the covering letter? Is it formal or informal? What means are used for that? Write your own Covering Letter.

Dear Mr. Jenckins,

I am writing to apply for the programmer position advertised in the E-journal. As requested, I enclose a job application, my university certificates, resume and three references.

The position is very appealing to me, and I believe that my strong technical experience and education make me a highly competitive candidate for this position.

My key strengths that would support my success in this position include: I have successfully designed, developed and supported live-use applications. I strive continually for excellence. I provide exceptional contributions to customer service for all customers.

With a BS degree in Computer Programming, I have a comprehensive understanding of the full lifecycle for software development projects. I also have experience in

learning and applying new technologies as appropriate. Please see my resume for additional information on my experience.

I can be reached anytime via e-mail at bill.markson@emailexample.com or by cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

Bill Markson

TASK 2.

Fill in the blanks in the Letter of Inquiry:

1. I am inquiring into the possibility of a part-time job at _____(company name). I would like to learn about employment opportunities in the marketing department mentioned on your website. Please find attached my resume for your review.

In response to your advertisement for an English native speaker interpreter which appeared in the June 6 edition of _____(source name) please find enclosed a copy of my resume for your consideration.

As a recent graduate in _____(specialty) from the _____(university name) with trading experience, I feel my profile may be of interest to you.

I learned about your vacancy at a recent trade fair in _____(city name). Your advertisement attracted my attention because the goods on display seemed particularly innovative. I have learnt that _____(company name) is expanding, and would be glad to be part of your team.

With my educational background and a strong interest in business I think I will be a great asset to your company. I speak _____(languages you know) and am at ease in a multicultural environment. My career aim is to work in _____(department).

As you may observe from my attached resume, I have experience in _____. I have an enterprising personality and enjoy arranging various activities. I also know how to use my knowledge of various cultures because I lived in many countablieries.

I have learnt on your company website that you are looking for dynamic individuals who can adjust quickly to new surroundings. I suppose that my background would make me well suited to a position in _____(position name). I believe that my profile and aspirations make me a good match for a dynamic company such as _____(company name).

I am available for full-time work from April 4. You can contact me by email or by phone _____(email address and phone number). I look forward to hearing from you. Thank you for your consideration. Taking into account my international background, working experience, and strong leadership skills, I am sure that I would make an excellent addition to your team. I am available to visit _____(company name) for an interview on _____(available time and date).

I will be glad to discuss my experiences and training during the job interview with you. If you need any additional information, please contact me _____(contact information).

2. Enclose your resume

TASK 3.

1. Fill in the gaps with a preposition:

1) Our General Manager is responsible ____ many aspects ____ the business. 2) I have to deal ____ handling agents and airlines. 3) Are you still ____ Coral Travel or do you work ____ some another company? 4) ____ the moment our team is involved ____ market research. 5) In order to make rooms more comfortable, we need to equip them ____ music and video systems. 6) ____ comparison ____ other tour operators, we offer tours ____ many exotic destinations. 7) Our company was founded to cater ____ any individual taste. 8) We can offer you any type of accommodation ____ economy to luxury class. 9) We will attract more clients if we invest ____ sales promotion. 10) I think it's time to take ____ inbound tourism. The company can expand only ____ selling tours around Russia. 11) She is ____ charge ____ the company's accounts.

2. Every sentence has a mistake. Find it and correct:

1) Let's send an inquiry to the tour operator, are we? 2) We must stay ahead of our competitors. 3) When he will go to France, he will see the Eiffel Tower. 4) Her job involves to deal with handling agents. 5) How long are you working for ADC Travel Company? 6) On our way to Japan we have a three-days stopover in China. 7) The company should provide its clients with medical license. 8) He works for ADC Travel Company, isn't it? 9) Our manager is involved with different aspects of the business. 10) Tropical Tours provides travel agencies with a quick inquiry to their requests

TASK 4.

1. Pick out the right definition:

- 1) goods
 - a) a lot of good things
 - b) products on sale
 - c) sales
 - d) discounts
- 2) commission
 - a) money paid by a tour operator for a travel agent's services
 - b) money paid by a customer for a travel agent's services
 - c) money paid by a customer when booking a tour
 - d) money paid by a traveler when booking a ticket
- 3) a tour package
 - a) a set of tours offered for a traveler's choice
 - b) a list of services offered by a travel agency
 - c) a tour which includes travel, accommodation, meals and other services at one price and is paid for in advance
 - d) an envelope from a travel agency with all travel documents for the customer going on a tour
- 4) a customer
 - a) a specialist in national customs

- b) a person who works at the Cust
 - c) a consumer of travel services
 - d) a buyer of goods or services
- 5) staff
- a) personal things
 - b) personnel
 - c) a lot of people
 - d) a lot of customers
- 6) a retailer
- a) a person or a company that buys a tour packages direct from a tour operator
 - b) a person or a company that buys separate travel services
 - c) a person or a company that sells goods or services direct to the public
 - d) a person or a company that sells tickets direct to the public

2. Fill in the blanks:

1. a retailer carriers 2. the tour guide 3. a commission 4. the tour operator 5. the travel agent 6. the animator 7. destination 8. sightseeing 9. suppliers 10. the tourism manager 11. entertainment 12. the social director 13. a wholesaler 14. promotion

1. supervises all operations in a tourist company and its staff.

2. handles tour groups.

3. sells tour packages and separate services to customers.

4.provides entertainment for holiday-makers.

5.develops tour packages.

6. The tour guide knows all sights in the

7. The tourism manager decides onand advertising of a new tours.

8. The tour operator pays.....to travel agents.

9. The tour guide conductstours.

10. The animator arranges and conductsprogrammes.

11. The travel agent is

12. The tour operator is

13. The chief animator is also called

14. The tour operator works with, hotels, museums and other

3. Translate into English:

1. Посмотри, пожалуйста, страницу объявлений.

2. В объявлении нет ни слова о графике работы, но зато они предоставляют жилье.

3. Ты заполнишь анкету для приёма на работу за пять минут.

4. Теперь у меня много опыта и я ищу работу получше.

5. Раньше я писал свое резюме 10 минут, теперь мне надо часа два.

6. Фирма предоставляет жилье по требованию работника.

7. Он не видит в этой работе никаких привлекательных сторон.

8. Я хочу применить свои знания на практике.

9. Мне бы хотелось использовать свои творческие возможности.

10. Менеджер туризма управляет туристской компанией и персоналом компании.

11. Менеджер принимает решения о турах, ценах и скидках.

12. Туроператор – это основная профессия в туристическом бизнесе.

13. Основной задачей туроператора является разработка турпакетов, которые включают в себя перевозку туристов, размещение, питание, экскурсии, страховку.

14. Туры в сопровождении гида дают хорошую возможность осмотреть все достопримечательности.

15. Служащие в туристских информационных центрах говорят довольно бегло на разных языках, поскольку они обслуживают клиентов из разных стран.

TASK 5.

Dictation –Translation

Отдел продаж, отдел маркетинга, отдел по связям с общественностью, обзорная экскурсия, рекламировать туры, рекламировать туры в СМИ, платить комиссионное вознаграждение, продавать отдельные туристические услуги, управлять

туристическим бизнесом, руководить штатом туристической компании, контролировать результат, принимать решения о ценах и скидках, нанимать сотрудников, руководить туристической группой, проводить обзорную экскурсию, сопровождать туристов, стараться удовлетворить пожелания туристов.

Раздел II Направления в туризме

TASK 1.

1. Insert the missing words in the definition of tourism by the World Tourism Organization:

Tourism comprises the activities of persons travelling to and... in places outside their usual... for... than one consecutive year for leisure, ... and other purposes.

2. Choose the right variant:

1. In comparison with international tourism, in many countries domestic tourism is:

- a) much larger
- b) growing faster
- c) less regulated
- d) better documented

2. The term 'common interest tourism' describes

- a) group travel by people with the same interests
- b) group visits between 'twinned' towns only
- c) a synonym for visits to friends and relatives
- d) visits with a purpose significantly shared by the visitor and the visited

3. The term 'cultural tourism' means trips and visits

- a) concerned with soilutilization
- b) by the educated and discerning
- c) motivated by cultural interests
- d) in pursuit of learning and scholarship

4. The term 'domestic tourism' denotes

- a) travel by indigenous population of a country

- b) journeys with stays in private households
 - c) travel within one's own country
 - d) coastal travel between ports of a country
5. The term 'health tourism' is concerned with
- a) treatment of travel-related diseases
 - b) quarantines imposed by health authorities
 - c) visits to health resorts and establishments
 - d) travel by medical and nursing personnel
6. The term 'incentive tourism' denotes
- a) travel rewarded by commissions
 - b) travel that has been paid for by a firm as a reward to employees
 - c) travel stimulated by inducements
 - d) travel using vouchers to cover spending en route
7. The term 'international tourism' applies to
- a) most travel between countries
 - b) all travel for which passports are required
 - c) travel between countries with different currencies
 - d) travel between countries with different languages
8. The term 'mass tourism' refers to tourism
- a) in which large numbers take part
 - b) which is promoted through mass media
 - c) exceeding carrying capacity of a destination
 - d) consisting of travel to mass meetings
9. The term 'rural tourism'
- a) is synonymous with agricultural tourism
 - b) describes travel by residents of rural areas
 - c) refers to travel to countryside destinations
 - d) means travel between rural destinations
10. The term 'urban tourism' describes
- a) business travel

- b) travel by residents of urban areas
- c) travel to town and city destinations
- d) travel between town and cities

3. Match the terms with the definitions:

- | | |
|-----------------------------|---|
| 1. Conventional tourism | a) a type of tourism which involves visits of travel agents to travel destinations so that they get to know their facilities well |
| 2. Incentive tourism | b) a type of tourism which involves journeys for people whose objective is to reduce negative impacts on the environment |
| 3. Sports tourism | c) a type of tourism which involves journeys for people who share the same hobby |
| 4. Leisure tourism | d) a type of tourism which involves holidays awarded to staff members as a bonus and to encourage them to work better |
| 5. Familiarization tourism | e) a type of tourism which involves holidays for relaxation and entertainment purposes |
| 6. Sustainable tourism | f) a type of tourism which involves large numbers of travelers visiting popular destinations |
| 7. Special-interest tourism | h) a type of tourism which involves tours with a lot of physical training, exercising and keeping fit. |

TASK 2.

Dictation – Translation

Domestic tourism, inbound tourism, outbound tourism, conventional tourism, incentive tourism, leisure tourism, familiarization tourism, environmental bubble, purposeful journey, temporary movement, host countries, distant lands, local culture, cultural values.

Природный и культурный туризм, городской и сельский туризм, прибрежный туризм, туризм в дикую природу, сафари-туризм, экологический туризм, туризм паломничества, событийный туризм.

TASK 3.

Translate in writing

1. Международный туризм стал заметным современным направлением.
2. Всемирная туристическая организация публикует данные динамики туристических поездок за год с точки зрения туристических прибытий.
3. Туризм может быть как внутренним, когда турист путешествует в пределах одной страны, так и внешним, когда он выезжает за пределы своей страны.
4. Туризм может принести местному обществу как выгоды, так и проблемы.
5. Экотуризм становится все более популярным, так как он наносит меньше вреда окружающей среде и помогает заработать деньги местным жителям.
6. Традиционный туризм – вид туризма, который предполагает посещение популярных туристических мест в целях отдыха.
7. Ознакомительный туризм – вид туризма, который предполагает посещение туристическими агентствами туристических объектов, чтобы они могли лучше ознакомиться с ними.
8. Поощрительный туризм – вид туризма, который включает в себя отпуск, предоставляемый сотрудникам в качестве бонуса и для поощрения их к лучшей работе.
9. Развлекательный туризм – вид туризма, который включает в себя отдых с целью релаксации и развлечений.
10. Туризм по интересам – вид туризма, который включает в себя поездки для людей, разделяющих одно и то же хобби.

TASK 4.

Dictation – Translation

Всемирный день туризма, Всемирная туристская организация ООН, штаб-квартира, региональные отделения, туристические возможности, правовая защита, основные обязанности, связанные с туризмом вопросы.

To encourage, to advocate, to ensure, to distribute, available information, free and unhindered movement, individual countries, positive aspects, declining areas

TASK 5.

Translate in writing

1. Всемирная туристская организация ООН занимается туризмом на глобальном уровне.
2. Организация была основана в 1975 году.
3. Её штаб-квартира организации находится в Мадриде, Испания.
4. Региональные отделения разбросаны по всему миру.
5. ВТО является центром обмена информацией о международных и внутренних поездках.
6. Организация собирает и распространяет статистические данные по вопросам, связанным с туризмом.
7. Она предоставляет информацию о туристических возможностях и правовой защите туристов.
8. Она изучает экономические и торговые факторы, влияющие на поток туристов.
9. ВТО содействует свободному и беспрепятственному передвижению туристов по всему миру.
10. ВТО способствует социальным и культурным функциям туризма среди стран.

TASK 6.

Translate in writing

1. Туризм стал очень выгодным бизнесом, потому что люди готовы платить деньги за хорошую возможность великолепно провести время, изучая новые страны, осматривая достопримечательности, отдыхая и получая при этом удовольствие.
2. Туризм может принести местному обществу и его культурным моделям как выгоды, так и проблемы.

3. К социокультурным выгодам туризма относятся: повышение жизненного уровня населения, сохранение культурного наследия, усиление, а иногда и возрождение чувства гордости местного населения за свою культуру.
4. На Средиземноморском побережье располагаются основные турдестинации Европы, где туристы любят проводить свое свободное время вдали от своего обычного места проживания.
5. Летом туристы предпочитают отдыхать в курортном отеле на берегу теплого моря.
6. Туристские мотивы – важнейшие составные элементы системы туристской деятельности.
7. Туризм может быть как внутренним, когда турист путешествует в пределах страны, так и внешним, когда он выезжает за пределы своей страны.
8. Туристские потоки – это форма пространственного взаимодействия между турнаправлением и регионом, генерирующим турпоток.

Раздел III. Атракции

TASK 1. The things that attract tourists to a particular country can be divided into

Climate	Natural features	Built attractions	Events	Food, drink, and entertainment	Accommodation	Transport
---------	------------------	-------------------	--------	--------------------------------	---------------	-----------

different groups. **Fill in each column with the words below:**
 rainy, cathedral, beach, sunny, desert, museum, train, hotel, restaurant, carnival, plane, motel, bar, folk dance, harbor, music festival, campsite, castle, damp, metro, nightlife, concert, countryside, waterfall, chilly, art gallery, heritage, temperature, coastline, caves or rock formations, flora, fauna, folk festivals, trade shows

2. Where are the following attractions located?

1. Eiffel Tower 2. [The Colosseum](#) 3. Statue of Liberty 4. Machu Picchu 5. The Acropolis 6. The Taj Mahal 7. Pyramids of Giza 8. Great Wall 9. Grand Canyon 10. Stonehenge 11. Borobudur 12. Niagara Falls
- a) Canada & USA b) Paris c) Indonesia d) New York City e) England f) Rome
 g) USA h) Peru i) China j) Athens k) Egypt l) India

3. Match the question with the right answer:

1. Which European city is known as the “City of Canals”?
 2. The Great Barrier Reef, one of the Seven Natural Wonders, is located in which country?
 3. Which U.S. state is home to the Grand Canyon?
 4. What is the official language of Brazil?
 5. Mount Everest, the world’s highest peak, is part of which mountain range?
 6. Which ocean is the largest by both area and volume?
 7. In which country would you find the ancient city of Istanbul, formerly known as Byzantium and later as Constantinople?
- a) The Himalayas b) The Pacific Ocean c) Arizona d) Portuguese e) Turkey
f) Venice, Italy g) Australia

Раздел IV. Исследуем Беларусь

Выполните тест по теме 4.1 Географическое положение Беларуси

1. Give Russian equivalents: 1. to foster 2. to expand 3. to border (on) 4. to account (for) 5. flatland 6. majority 7. altitude 8. enterprise 9. predominantly 10. significantly

2. Give English equivalents:

- 1) сельский 2) городской 3) средний 4) расстояние 5) жилые районы
6) происхождение 7) этнические группы 8) соседние страны 9) рельеф
10) благоприятные условия.

3. Match the beginning of the sentence with the appropriate ending:

- | | |
|--|-------------------|
| 1. The territory | a) 2,969km |
| 2. The distance from West to East | b) 207.6 th.sq.km |
| 3. The distance from North to South | c) 650km |
| 4. The total length of the country’s borders | d) 700 km |
| 5. The distance from Minsk to Moscow | e) 560km |

4. Put in the right word:

1. Belarus ... in the Eastern part of Europe
2. The territory of Belarus ...by one of Eurasia’s transport lines

3. Belarus ... Poland in the West
4. It is quite a ... country
5. The flatland nature createsfor expanding, constructing

5. Translate from Russian into English:

1. Беларусь граничит с пятью странами.
2. Границы страны проходят по равнине.
3. Равнина способствует строительству транспортных путей.
4. Беларусь обеспечивает кратчайший путь с востока на запад.
5. По своей территории Беларусь 13-я среди европейских стран.
6. Географическое положение страны способствует развитию торговых отношений с соседними странами.
7. Представители более 100 этнических групп проживают в Беларуси.
8. Беларусь не имеет выхода к морю.

Выполните тест по теме Тема 4.2 Климат и водные ресурсы

1. Give Russian equivalents:

- 1) precipitation 2) snow cover 3) extremes of temperature 4) upland 5) lowland
- 6) species 7) water expanses 8) marsh 9) moderate 10) humid.

2. Insert prepositions:

1. Average July temperatures range ...+17 C ... +18.5 C.
2. Belarus is situated ... the zone of sufficient moistening.
3. Distribution of atmospheric pressure in Belarus is conditioned ... general atmospheric processes typical for the Eurasian continent and Belarus' geographic position and relief.
4. The climate of Belarus is ... the influence of air masses of the Atlantic Ocean.
5. A great number of folktales are connected ... lakes, springs and rivers.
6. The lowlands of the Belarusian Polesye have survived ...their primeval state.
7. The Belarusian marshlands produce an enormous amount ... oxygen.
8. The famous area of moorland along the river Pripyat is known ... Belarusian Polesye.

3. Match the words:

- | | |
|---------------------------|-------------|
| 1. moderately continental | a) winters |
| 2. mild and humid | b) summers |
| 3. warm | c) climate |
| 4. damp | d) autumns |
| 5. flat | e) period |
| 6. precipitation | f) relief |
| 7. snow | g) rainfall |
| 8. atmospheric | h) depth |
| 9. air | i) pressure |
| 10. annual | j) masses |

4. Translate into English:

1. В Беларуси преобладает умеренно континентальный климат с частыми атлантическими циклонами.
2. Зима мягкая и влажная, лето тёплое, а осень сырая.
3. Средняя годовая температура воздуха варьируется от 7,4 °С на юго-западе до 4,4 °С на северо-востоке.
4. Средняя температура января колеблется от - 4 °С до - 8 °С, июля – от +17°С до +19 °С.
5. Годовое количество атмосферных осадков составляет 550–750 мм.
6. Количество пасмурных дней в году колеблется от 135 на юго-востоке до 175 на северо-западе.
7. Средняя продолжительность вегетационного периода 184–208 суток.
8. Климатические условия Беларуси благоприятны для выращивания зерновых культур, картофеля, льна.
9. В Республике Беларусь насчитывается более 20 тысяч рек и 10 тысяч озер.
10. Протяженность крупнейших рек Беларуси более 500 км.
11. Притоками Днепра являются Припять, Березина, Сож.
12. Судоходные реки Беларуси играют важную роль в экономике страны.
13. В Беларуси сооружено 145 искусственных водохранилищ.

Выполните тест по теме Тема 4.3 Леса и природные ископаемые

1. Give Russian equivalents:

1) timber 2) herbs 3) source 4) soil 5) deposit 6) rock salt 7) ore materials 8) non-ore materials 9) raw materials 10. Peat.

2. Give English equivalents:

1) калийная соль 2) глина 3) гравий 4) песчано-гравийные смеси 5) сырая нефть 6) бурый уголь 7) плодородие 8) удовлетворять потребности 9) добывать 10) исследовать.

3. Insert the appropriate word:

1) deposits 2) minerals 3) potassium 3) non-ore materials 4) meets the internal demand 5) provide 6) is extracted.

1. There are more than 4 thousand ...of 30 types of ...in the Republic of Belarus. 2. Of particular importance are ...salts, in deposits of which the country is among the leaders in Europe. 3.The country is rich in...: granites, dolomites and dolomite limestone, marl and chalk. 4.The developed raw material base of these minerals... the internal... . 5. Available in huge amounts mineral waters ... favourable conditions for setting up spas and sanatorium. 6.Oil deposits are not great and oil ... in small quantities.

4. Translate into English:

1. Запасы нефти в Беларуси оценивают в 45 миллионов тонн.
2. Основное месторождение нефти находится в Припятском прогибе (Pripyat trough).
3. В Беларуси намерены добывать 2 миллиона 300 тысяч тонн нефти к 2030 году.
4. По количеству калийных солей Беларусь занимает третье место в мире после Канады и России.
5. Беларусь располагает практически неограниченными ресурсами каменной соли для удовлетворения перспективных потребностей.
6. Запасы поваренной соли насчитывают приблизительно 22 млрд. т.
7. В разведке находятся месторождения редкоземельных элементов.

8. Для Беларуси торф является ценнейшим природным ресурсом.
9. Ежегодно в Беларуси добывается около 2 млн. тонн торфа.
10. В Беларуси насчитывается более 40 видов торфа.

2.2. Методические рекомендации по организации самостоятельной работы студентов

Самостоятельная работа является неотъемлемой частью учебной дисциплины. «Практикум по культуре речевого общения (первый иностранный язык)» и проводится в объеме, предусмотренном учебной программой. Самостоятельная работа способствует развитию творческих способностей студентов, стремлению к самообразованию и повышению профессионального уровня. Она делает возможным обучение с учетом индивидуальных потребностей и возможностей каждого студента.

Основные задачи самостоятельной работы студентов:

- формирование умения работать с учебной, справочной, методической литературой, с информационными ресурсами;
- формирование умения студентов организовывать свою познавательную деятельность;
- развитие самостоятельности в поиске и приобретении знаний и навыков.
- формирование и аргументированное отстаивание собственной позиции по различным проблемам;
- поиск адекватных решений из моделированной ситуации.

Самостоятельная работа студентов должна носить систематический и непрерывный характер и контролироваться преподавателем. Контроль выполненной работы студента осуществляется на практических занятиях посредством устного и письменного опроса, тестов и контрольных работ, а также на зачетах и экзамене.

2.3. Примерный перечень вопросов к зачету и экзамену

Примерный перечень вопросов к зачету

1. Tourism Industry
2. International tourism and its characteristics
3. Domestic tourism and its characteristics
4. World Tourism Organization and its responsibilities
5. Categories of tourism
6. Category of tourism that appeals to you
7. Common features of jobs in tourism.
8. Workplace diversity in tourism
9. Travel agents and tour operators
10. Your professional behavior
11. Development of tourism in Belarus
12. The contribution of tourism to the economy of Belarus
13. Characteristics of tourists
14. World Tourist Attractions
15. Tourist attractions of Belarus
16. Tourist attractions that appeals to you

Примерный перечень вопросов к экзамену

1. Geographical Position of Belarus
2. Symbols of Belarus
3. Climate of Belarus
4. Climatic conditions for tourism in Belarus
5. Water resources of Belarus
6. The largest rivers in Belarus
7. Nature of Belarus
8. Forests of Belarus
9. Natural resources of Belarus

10. Architectural Monuments of Belarus. (Historical and Cultural Reserve Nesvizh)
11. Architectural Monuments of Belarus. (Mir Castle Complex)
12. Folk Holidays in Belarus (Kupalle)
13. Folk Holidays in Belarus (Kaliady)
14. Belovezhskaya Pushcha National Park
15. Braslav Lakes National Park
16. Naroch Lake National Park

2.4. Базовые тексты для практических занятий

Раздел I. Работа в сфере туризма

Тема 1.1 Люди и карьера в туризме

Text 1. Tourism Employment

Direct employment in tourism includes the variety of jobs done by people providing travel, transport, **accommodation**, **catering**, leisure, and business **facilities** for visitors to their countries or regions. Despite this **range of jobs**, there are certain special characteristics of **tourism employment** which are common to them all. The combination of characteristics found in tourism employment is unique to this particular industry.

Work around the clock. Tourists need to be looked after 24 hours a day. As soon as the last tourist leaves the nightclub, hotel kitchens are coming to life as preparations are made for breakfast. Hotel desks are staffed throughout the night and the night-duty hotel manager is always at hand. Most roadside **catering establishments** never close. For this reason, **shift work** is an important feature of tourism employment.

Seasonal work. The working population in tourism tends to grow in number during the **high season** and **shrink back** during the **low season** as tourist facilities close down and pay off staff. The proportion of seasonal to **all-year-round employment** is greatest in countries which depend largely on sunshine to attract visitors.

Work with people from other places. Working in tourism means coming into regular contact with large numbers of people from outside the region or outside the country

to which the tourism staff belong. Tourist guides, tourist information centre (TIC) staff, waiters, historic property managers are all examples of people whose job brings them into frequent contact with visitors.

Work in an atmosphere of enjoyment. One important characteristic which distinguishes work in tourism from work in other 'people' careers is that the **customer** in tourism has an expectation of enjoyment, fun and pleasure. The **pleasure-seeking tourist** expects at all times to be dealt with by staff that help to create the general atmosphere of enjoyment. People working in tourism need to demonstrate special skills and attitudes, the combination of which is unique to tourism.

Occupational skills are the basic skills which enable people working in tourism to do their jobs **competently**. Chefs must be able to cook, airport staff must be able to check someone onto a flight, and a tourist guide must know how to show a group of visitors around a historic house. Occupational skills differ from job to job, but there are certain skills and attitudes expected by tourists from all staff with whom they come into contact.

Customer relations skills. Visitors expect the tourism staff who serve them to be **cheerful**, polite and **helpful** at all times. The ability to remain cheerful and **co-operative** to thousands of tourists every year is something to be learned and something which the tourism staff regard as part of their professional attitude to the job, rather than something which comes in a spontaneous and natural manner.

Information skills. Tourists need information on a variety of topics from travel directions to explanations of unfamiliar items on menus, where places are and what there is to see and do **locally**, and information on the history and traditions of the places they are visiting. Tourists tend **to regard** all those working in the industry as the source of answers to their questions, whether the person is a hotel doorman, a gardener working at a historic house, a waitress, the ticket collector on a train, or the manager of a holiday park. For this reason, the ability to understand what is being asked and to provide information and answers is regarded as an important communication skill for tourism staff everywhere.

Foreign language skills. For staff working in countries wishing to attract overseas tourists, foreign language skills are greatly valued. The English language is especially important for communication between staff and visitors. The importance of English as a **common language** of communication in tourism is impossible **to overestimate**.

3. Answer the following discussion questions:

1. What kinds of jobs are there in tourism?
2. What are special characteristics of tourism employment?
3. What does it mean work around the clock in tourism?
4. Why is shift work an important feature of tourism employment?
5. What are the typical expectations of the customers in tourism?
6. What basic skills and attitudes should people working in tourism demonstrate?
7. What information do visitors usually need in the places they are visiting?
8. What languages are commonly used for the communication between staff and visitors in different countries of the world?

Text 2.

The Tour Operator

The tour operator works in a tourist company. He or she develops **tour packages**. Tour packages include transportation, accommodation, catering, transfers and some other services. In order to develop a tour package the tour operator works with **service suppliers** (transportation companies or carriers, hotels and other accommodation facilities, restaurants and other food facilities, attractions, and other suppliers). The tour operator does **market research** in order to find the best travel **destinations**. The tour operator usually **markets** the tours. He or she **advertises** them on the website, in mass media or in brochures. The tour operator is **a wholesaler**. It means that he or she sells tour packages to travel agents wholesale and pays commission to them. Sometimes he or she sells tour packages **direct to the public**. Tour operators package tours as their **tourist products**.

The tour operator is **resourceful**, highly organized and attentive to detail. He or she has perfect communication and negotiation skills.

Answer the questions:

1. Where does the tour operator work?
2. What does the tour operator do?
3. What do tour packages include?
4. What kind of suppliers does the tour operator work with?
5. Why does the tour operator do market research?
6. What are the best service suppliers?
7. How does the tour operator market the tours?
8. How does the tour operator sell tours?
9. What does a “wholesaler” mean?
10. What kind of person is the tour operator?

Text 3.

The Travel Agent

The travel agent works in a travel company. He or she sells tours to customers. The goods which the travel agent offers are the tour operator's packages. These are mainly holiday packages to popular destinations. The travel agent is a **retailer**. It means that he or she sells tour packages retail to consumers. The travel agent gets an agency **commission** from the tour operator. The commission is from 5 to 10 per cent of the tour price. Sometimes the commission is even higher. The travel agent also sells separate services: flights, hotel rooms, sightseeing tours, car hire or rental, **travel insurance policy** and so on. Travel insurance policy is a package which includes insurance coverage in case of the tour **cancellation**, **interruption** or **delay**, loss or delay of luggage, and medical coverage. The travel agent works directly with the public. He or she gives recommendations and advice to customers that's why he or she is often called a travel consultant. The travel agent is a resourceful and enterprising person. He or she has excellent communication and organizational skills. He or she is very attentive to detail.

Answer the questions:

1. Where does the travel agent work?
2. What does the travel agent do?
3. What kind of goods does the travel agent sell?
4. How does the travel agent sell tour packages?
5. What does a “retailer” mean?
6. How high is the travel agent’s commission?
7. What kind of separate services does the travel agent sell?
8. What does a travel insurance include?
9. Why is the travel agent often called a travel consultant?
10. What kind of person is the travel agent?

Text 4.

The Tourism Manager

The tourism manager works in a tourist company. He or she **runs** some **tourism business**. He or she **supervises** all kinds of operations in a tourist company. He or she also supervises the company staff. Sometimes the tourism manager is the head of some department in a large tourist company. It is **a sales department, a marketing department, a public relations department or a personnel department**. In this case he or she reports to the general manager. The tourism manager plans tourism business: operations, new products, profits. He or she controls the results. He or she schedules and arranges meetings and events, **decides on** the development and promotion of tour packages, advertising and sales. The tourism manager employs staff members. The tourism manager builds his company team. He or she deals with team-building, leadership and corporate culture. The tourism manager often deals with foreign partners. That is why he or she is **fluent in foreign languages**. The tourism manager is good at interpersonal and intercultural communication. He or she is knowledgeable, resourceful and highly organized.

Answer the questions:

1. Where does the tourism manager work?
2. What does the tourism manager supervise?
3. In what cases does the tourism manager report to the general manager?

4. What does the tourism manager plan and control?
5. What does the tourism manager schedule and arrange?
6. What does the tourism manager in a tour operating company decide on?
7. How does the tourism manager employ staff members?
8. How does the tourism manager build his company team?
9. Why is the tourism manager fluent in foreign languages?
10. What kind of person is the tourism manager?

Text 5.

The Tour Guide

The tour guide **handles tour groups** or individuals. He or she **accompanies tourists** during the whole journey or on a local tour. He or she has a lot of work to do in tourist season. The tour guide is also called the tour escort or the tour conductor. If the tour guide **leads tourists** on the whole **itinerary**, he or she meets them at the airport. Then he or she **coordinates transfers** from the airport to the hotel, accommodation, meals, and other activities. If the tour guide is local, he or she **shows tourists round a city** or a sight. The local tour guide **conducts sightseeing tours** or tours of museums, exhibitions and other attractions. The tour guide is highly organized and attentive to detail. He or she has perfect communication skills and fluent in foreign languages.

Answer the questions:

1. What does the tour guide handle?
2. Does he/she accompany tourists only on a local tour?
3. What does the tour guide do if he/she leads tourists on the whole itinerary?
4. What does the tour guide conduct?
5. What kind of person is the tour guide manager?

Тема 1.2 Поиск работы. Прием на работу.

Text 1. Hunting for a job

Finding jobs in tourism industry may seem easy to some. However, that's not always the case. First, it is worth pointing out that the tourism industry itself includes a huge number of different sectors, from accommodation and transportation to entertainment, travel services and the food and beverage sector. Before embarking on a tourism career, it can pay to take the time to learn as much as you can. Actually finding vacancies when they become available is a crucial part of any successful tourism career, and this is certainly true when you are looking for tourism jobs online. To find the perfect job in the travel and tourism industry, start by researching various roles and companies within the sector. Identify your skills, interests, and career goals to narrow down potential job opportunities. Network with industry professionals, attend job fairs, and utilize online job boards and professional networking sites to explore job openings. You need to have certain skills and qualifications in order to be successful: get specialised training or certificate on your desired field; speak foreign languages; know about culture and heritage of different destinations. Employers accept a variety of applications. Some prefer application forms, whether paper or online, because they are guaranteed to include all the information they need to assess your application. Others like to receive a CV and a Covering letter. Each organization has its own recruitment process ranging from a single interview to a complex series of interviews and assessments if you're applying for a graduate scheme. You don't necessarily need a degree, but gaining a relevant qualification in hospitality, leisure and tourism you will prove your commitment to recruiters and might enable you to start off on a higher rung of the career ladder.

Text 2. DO'S and DON'TS of Job Interviewing

DO'S OF JOB INTERVIEWING 1. Pay attention to your personal grooming and cleanliness. 2. Know the exact time and location for your interview. 3. Arrive early; at least 10 minutes prior to the interview start time. 4. Treat all people you encounter with courtesy and respect. 5. Show a positive attitude during the interview. 6. Maintain good eye contact during the interview. 7. Ask for clarification if you don't under-

stand a question. 10. Be **concise** in your wording. 8. Be honest and be yourself. Dishonesty gets discovered. 9. Exhibit a positive attitude. The interviewer is evaluating you as a **potential coworker**. 10. Have **intelligent questions** prepared to ask the interviewer. You can ask what kind of employee they are looking for and return with an explanation of how you fit that description.

DON'TS OF JOB INTERVIEWING 1. Don't wear a blouse or dress too revealing. (girls) 2. Don't wear lots of jewelry. 3. Don't wear clothing with sequins, etc. It's better to be conservative. (girls) 4. Don't make negative comments about previous employers or others. 5. Don't **falsify application materials** or answers to interview questions. 6. Don't arrive late. 7. Don't give the impression you are only interested in salary; don't ask about salary and benefit issues until your interviewer brings up the subject. 8. Don't act as though you would take any job or are desperate for employment. 9. Don't be unprepared for typical interview questions. You may not be asked all of them in every interview, but being unprepared looks foolish. 10. Don't refer to the interviewer as "Dude!" 11. Don't **go to extremes** with your posture; don't **slouch**, and don't sit rigidly on the edge of your chair. 12. Don't chew gum. 13. Don't **slurp** any drinks you brought or are offered.

Text 3. Ten Commonly Asked Interview Questions and Tips on How to Answer

1. Tell me about yourself. Tip -Talk about a couple of your **key achievements** and the interviewer will likely select an accomplishment and ask you to tell more about it. 2. What is your **greatest strength**? Tip - Figure out what your number one strength or skill is, then talk briefly about it and provide a good example. Before going into an interview, write down several of your **top strengths** and examples of each. 3. Can you describe a situation in your past where you learned from a mistake? Tip - The best mistakes to share are those from which you learned something. Use your mistakes to show how you have matured and grown. 4. What is the most difficult situation you have ever faced? Tip - Pick an example in which you successfully resolved a **tough situation**. Tell your story briefly but try to reveal as many **good qualities** as possible. Your interviewer wants to hear about qualities such as perseverance, good judgment and maturity. 5. Is there anything you would like to improve about yourself? Tip -

Pick a weakness (for example, not being comfortable with public speaking or even oral presentations in the class), then show how you're working to improve it (being part of a debating team). Your goal here is to provide a short answer that satisfies the interviewer. 6. What is the most important thing you are looking for in a job? Tip - Figure out what you want most in a job. You might value **challenge**, good working conditions, or friendly co-workers. Talk about one or two items and explain why they are important to you. 7. What are your **career goals**? Tip - The interviewer likes to see if you are a person that plans your future and if you might be someone that would **meet the company's needs** after you finish school. Your task is to talk about the goals that you think the company can help you achieve. You score points if you leave the impression you are a **growth-oriented person** with realistic expectations. As a teenager, you may be working to earn spending money or to pay for a car and gas. That shows initiative and planning.!

8. What motivates you? Tip - Challenge, creativity, success, opportunity and personal growth are most frequently mentioned. You can also mention **specific skills** that you are motivated to use, such as problem solving, decision-making, listening, writing, speaking, planning or counseling people. 9. Why would you like to work for us? Tip - This is a great opportunity to impress the interviewer with what you know about their organization. Talk about the positives of their organization. 10. Why should I hire you? Tip - This is a great opportunity to sell you. Talk about your strengths and how they fit the needs of the company. You can briefly talk about skills or strengths that haven't already been discussed.

Тема 1.3 Профессиональные качества и навыки

Text 1. Career Options in Tourism

Prior experience in service, sales or marketing, considerable **travel experience**, **cross cultural awareness** and computer skills are increasingly becoming **essential** in tourism. If you have **entrepreneurial capabilities**, you can **venture into** business by starting a travel agency or run conducted tours.

If you have an attractive personality, you are physically fit and have [the stamina](#) to work at [uneearthly hours](#) you can work as a flight steward or stewardess or work as a ground staff in the airline industry, considered one of the most glamorous profession next to modeling.

If you have loads of patience, are self - disciplined, [have an eye for detail](#) and have a good aesthetic sense, a career in the hospitality industry such as hotels would be ideal.

If you are a linguist with [a quick grasp and command over different languages](#), it [adds a feather to your cap](#) and helps you [build a good rapport with](#) different kinds of people you [interact with](#) during the course of your work.

The various [perks](#) offered by the travel industry [outweigh the challenges](#). Is there any industry that offers [a vibrant work atmosphere](#), glamorous lifestyles and an opportunity to travel across the world?

Carving out a career in tourist industry is not easy though, but with some innovation and entrepreneurial sense you can [make a fortune](#). So go ahead and have a fruitful career in this industry. Make use of the various avenues available to you today and the travel industry is definitely [worth the effort](#)! This is your big chance to turn your passion into a lifetime career option.

Text 2. Top essential skills in the tourism industry

The hospitality and tourism industry requires a range of skills, from practical to soft. [Customer service](#) is a [crucial aspect](#) of the industry, and these skills are essential for success in various roles and situations.

[Communication skills](#): Effective communication, both verbal and written, is crucial for interacting with clients, colleagues, and stakeholders from diverse cultural backgrounds, ensuring clear and positive interactions.

[Cultural Sensitivity](#): A deep understanding and respect for cultural differences are essential, enabling professionals to provide services that are respectful, inclusive, and enriching for all clients.

Organisational Abilities: Strong planning and organisational skills are vital for managing complex travel itineraries, events, and operations, ensuring efficiency and client satisfaction.

Problem-Solving: The ability to adapt to changing circumstances and creatively solve problems is key in the fast-paced tourism industry, where unexpected challenges are common.

Language Proficiency: Knowing multiple languages is a significant asset, facilitating better communication with international tourists and enhancing their travel experience.

Digital Literacy: Proficiency in digital tools and platforms is necessary for marketing, bookings, staying connected with clients, and understanding industry trends.

Sales and Marketing Skills: Understanding how to market and sell travel products and services effectively is crucial for driving business success in the competitive tourism landscape.

Раздел II Направления в туризме

Text 1. The United Nations World Tourism Organization

The United Nations World Tourism Organization (UNWTO) is concerned with tourism on a global level. Its headquarters are in Madrid, Spain, and it maintains regional offices around the world.

The WTO acts as a clearinghouse for information on international and domestic travel. It encourages nations to regard tourism as a way to promote economic development and international understanding. It also advocates tourism as a way to ensure peace and protect human rights. The organization gathers and distributes statistics data on a host of tourism-related topics, including new technology, employment, and training.

In addition, it makes available information concerning travel facilities, special events and legal protection available to those who travel. Its technical department studies the economic and trading factors that influence the flow of tourists.

Basically, the UNWTO has 5 **principal responsibilities**. These are to promote the following: **the free and unhindered movement** of tourists within individual countries and between all countries of the world, the role of tourism in world trade, the economic development of all countries and **revival of declining areas** of the globe through tourism, the social and cultural functions of tourism within nations, the interests of tourists and tourism in general. In addition to promote the positive aspects of tourism, the WTO lobbies against measures that it believes would be harmful to tourism.

Text 2.

What is tourism

Tourism is **a vast and diverse industry** that has been growing steadily over the years. It is a significant contributor to the global economy, and its impact is felt across various sectors. It **involves** visiting places of interest, exploring new cultures, and experiencing different types of tourism, and each has its unique characteristics and attractions. According to The World Tourism Organization definition “tourism involves people traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes”. The term “usual environment” is intended to exclude trips within the area of **usual residence** and frequent and **regular trips** between the domicile and the workplace and other **community trips** of a routine character.

The terms tourism and travel are sometimes used **interchangeably**. In this **context**, travel has a similar definition to tourism, but implies a more purposeful journey. Travel **comprises** all journeys from one place to another. It includes all journeys made by people who enter a country for leisure, to work, reside, study or who just pass through a country without stopping. Tourism means the **temporary short-term movement** of people to destinations outside the places where they normally live and work, as well as their activities during their stay at these destinations.

Tourism can be **domestic** and international. Today, tourism is a major source of income for many countries, and affects the economy of both **the source and host countries**.

Since 1980, the United Nations World Tourism Organization has celebrated World Tourism Day on September 27. This date was chosen as on that day the Statutes of

the UNWTO were adopted. The adoption of these Statutes is considered a milestone in tourism.

Text 3.

Categories of tourism

There are various types of tourism, including **cultural tourism**, **adventure tourism**, **eco-tourism**, and **health tourism**. Each type of tourism has its **unique characteristics** and attractions, and they **contribute** to the growth of the global tourism industry.

Cultural tourism is one of the most common types of tourism, and it involves visiting places of historical and **cultural significance**. Eco-tourism is a type of tourism that focuses on the conservation of natural resources and the promotion of **sustainable tourism**. Health tourism is another type of tourism that involves travelling to destinations for medical treatment or wellness purposes. Adventure tourism is a type of tourism that involves travelling to **remote and exotic locations** outside of one's **environmental bubble**. It is characterised by **activities** that are physically and mentally challenging, and often involve an element of risk. There are many different types of adventure tourism, each with its own unique experiences and challenges. Sports tourism is a type of tourism that involves travel to participate in or observe sporting events. It is a fast-growing sector of the global travel industry, with **a wide range of activities and events** available to tourists.

Religious tourism is a type of tourism that involves travelling for religious purposes or to see things of religious importance. It is also known as **faith tourism** and **incorporates** a wide range of activities, including pilgrimages and spiritual retreats.

Educational tourism is a type of tourism that involves travelling to a destination with the primary purpose of learning something new. It is an excellent way for individuals to gain knowledge and skills while experiencing new cultures and environments.

Space tourism is a relatively new type of tourism that involves commercial space travel for recreational purposes. It has become increasingly popular in recent years, with several companies offering different types of space tourism experiences.

Tourism has **a significant impact** on the economy of many countries. The tourism industry **creates** jobs, **generates** revenue, and **contributes** to the development of infra-

structure. The economic impact of different types of tourism can vary depending on the destination and the activities undertaken by travellers.

Tourism types can vary significantly between countries and regions. For example, religious tourism may be more prevalent in countries with a strong religious heritage, while eco-tourism may be more popular in countries with [unique natural environments](#). The popularity of different types of tourism can also be influenced by factors such as climate, geography, and cultural traditions.

Text 4. Developments of Tourism in Belarus

In Belarus, the sphere of tourism industry is significant in terms of its contribution to the country's economy. The industry contributes about 2% to the country's GDP, but this is clearly not the limit. By 2040, this figure is expected to increase to 5%, as outlined in the National Strategy for Sustainable Development of the Republic until 2040. The main [legislative act](#) regulating the sphere of tourism in the Republic of Belarus is the Law of the Republic of Belarus "On tourism".

The industry employs 230,000 of people, that is 5.5% of the total number of employees in the economy. It should be noted that non-resident tourists are the main consumers of catering services (85%), recreation and sports (81%), and transport services (57%), while domestic tourists [predominate](#) foreign tourists in the consumption of travel agencies, cultural and art services, and food products during the tourist trip (60%). It is a fact that traveling around our native country [has](#) also [caught on](#). By private car or train, with an excursion tour or spontaneously, enjoying the architecture of ancient cities or listening to the sounds of nature away from noisy highways. Domestic tourism is [on the rise](#), but it would be nice [to boost related services](#). Service, catering, hotels — all this can and should bring profit to some, as well as comfort and joy to others. [Luxurious](#) palaces and estates in regions in which there is no end to guests today have not only been restored, updated and built into tourist routes. [Event tourism](#) is becoming more and more attractive. Once only the "Slavic Bazaar in Vitebsk" was famous, and now more than a dozen local events are held. Every year they receive thousands and thousands of guests "Cucumber Day" in Shklov, "Sporovskie hay-

fields," "Ivyevsky tomato," "Luninetskiya klubnitsy," "Motalsky prysmaki" and other musical, gastronomic, environmental and ethnocultural festivals.

Favorable geographical location of Belarus is the main driver of the development of the tourism sector and its [indisputable advantage](#) over other countries.

The state actively takes measures for the development of domestic tourism, especially domestic and inbound tourism. The development of tourism in the Republic of Belarus has three main directions: visiting attractions; organization of recreation in resort areas (Naroch, Minsk Sea, etc.); ecotourism, agritourism. The provided preferences actively attract [entrepreneurs](#) to the tourist industry, as well as [contribute](#) to the development of [investment activity](#) in the sector.

The growth in the number of organized foreign tourists to Belarus has led to an increase in the number of travel companies and employees involved in the tourism sector. Dynamics of organized tourist flows from countries outside the CIS, was largely facilitated by the introduction of a visa-free regime. Belarus has a well-developed and modern tourist infrastructure capable of satisfying a wide range of tourists' needs at a high level. Every year the country renews and creates new [tourist facilities](#) for comfortable [accommodation](#) and pastime of tourists.

Раздел III Атракцыі

Text 1. Tourist Attractions

People travel for pleasure, looking for [tourist resources](#), [facilities](#) and [events](#) that provide them with entertainment and interest. Any resources, facilities or events that attract tourists to a particular place are called [attractions areas](#).

An attraction is a destination that [entices](#) a person to it. In general, tourist attractions can be categorized into two types: [natural attractions](#) and [man-made attractions](#). Natural attractions: landscape, seaside, parks, mountains, flora, fauna, coasts, islands. Cultural attractions: historical sites, archeological sites, architecture, cuisine, monuments, industrial sites, museums, concerts, theatre.

Popular attractions will grow into important [tourist destinations](#). Services and facilities such as hotels, restaurants and shops would gather around the attractions for serv-

ing the tourists. Most of the world's famous destinations are developed from these major attractions.

From a geographical point of view, a tourist destination can be a resort, a city, an area within a country, the whole country or a larger area of the globe. Therefore, the development and maintenance of efficient transport is important in stimulating [tourist flows](#) between [tourist generating areas](#) and [tourist receiving areas](#).

[Natural features and scenery](#) are [fascinating attractions](#) for tourists. Mountains and hills attract tourists for their fascinating natural features and the clear and fresh air.

Coastlines with beaches, bays, lagoons, islands and reefs attract tourists for their beautiful scenery of sun, sand and sea; and activities such as surfing, swimming, diving, fishing, etc. River systems with lakes and waterfalls attract tourists for their beautiful scenery and activities such as swimming, canoeing, fishing, etc. Special natural phenomena such as volcanoes, hot springs, geysers are important attractions. Special geological formations such as karst (limestone) landscape with caves and stalactites and stalagmites are impressive enough to be major attractions on their own. There are various [wildlife attractions](#) including animals in national parks, forests and game parks/safari parks. Hunting of wildlife can be important to the tourism industry. Some countries in Africa and some Eastern European countries such as Poland and Hungary offer expensive hunting trips to western tourists.

Text 2. The World's Most Beautiful Places

What is the most beautiful place in the world? Well, beauty is subjective – it's in the eye of the [beholder](#), so they say – so that's really up to your own definition. To some, there's nowhere more beautiful than Bolivia's salt flats; to others, California's [rugged coast takes the crown](#). Luckily, the world isn't held to the same [rigid beauty standards](#) as humans are. The most [stunning spots](#) our planet by no means are [exhaustive](#). From [gigantic glaciers](#) and [shape-shifting beaches](#) to [ancient woodland](#) and [latter-lit cities](#).

There are [never-ending reasons](#) to travel, but many go to seek those [awe-inspiring moments](#) that stop them in their tracks, searching for the sights that will stay with them forever. Every day, travelers find those experiences among the ruins of Machu

Picchu or at the summit of Mount Kilimanjaro. From [sky-blue lakes](#) in Canada to [sandstone beaches](#) in Seychelles, beauty [abounds](#) in every corner of the Earth. Focusing largely on national parks, mountains, beaches, deserts, and other [natural wonders](#), we've compiled the world's most beautiful places to inspire your next dream destination.

Text 3. Attractions in Belarus

The Republic of Belarus is an amazing country in the heart of Europe, which has its own [unique features](#). [Favorable geographical location](#) of Belarus is the main driver of the development of the tourism sector and its [indisputable advantage](#) over other countries. Bordering on 5 states, at the junction of the European and Eurasian regions, Belarus has acquired its own unique national charm: [picturesque](#) nature and [unique](#) landscape, historical sites and cultural monuments, unique folklore and folk art, [exquisite](#) national cuisine, original rituals and traditions passing from generation to generation.

The most [captivating places](#) of interest in Belarus include [surprising castles](#) and family manors, [magnificent temples and monasteries](#), [unique nooks](#) of [pristine nature](#), ancient engineering constructions, interesting museums and [ethnographic villages](#), birthplaces of famous painters, writers, and scientists. You can learn about the key [places of interest](#) of all the [regions of Belarus](#), can get familiar with interesting facts and figures, can study the [intriguing history](#) and [compile](#) your own travel [itinerary](#) for the hospitable country in the center of Europe. Belarus is one of Europe's [emerging tourist destinations](#).

The Brest Fortress is an open-air museum of Soviet heroic monumental art. The fortress was built in the 19th century and its history is pretty impressive. It became really famous after the [heroic events](#) of the WWII. The territory of the Museum of the Defenders of the Brest Fortress is huge, but the most [thrilling spot](#) is the Fifth Fort, an abandoned construction with armoured doors, thin shot holes, underground passages, and complete silence.

Polesie is the largest European moor territory that occupies almost 30% of the map of Belarus. *Terra incognita* has the size of a small country with *isolated villages*. To feel all the beauty of living in Polesie you should wait for the *spring spate* of river Pripyat. Kalozha Church, or the Church of Sts. Boris and Gleb, appeared on the *pagan* temple at the Castle Hill in Grodno already in the 11th century. It's an Ancient Rus period building, although it was reconstructed. The church is not plastered, so you can look at all engineering solutions of those times. The church stands on an *abrupt bank* of the river Neman.

Novogrudok is an ancient Belarusian town that was the first capital of Grand Duchy of Lithuania. The main sightseeing in the town is a ruined castle of 12th century. It was ruined by the Swedes almost to the current state in six centuries after the first mention. Only two walls have remained of the whole building. A *charming view* opens up on the Castle hill. The memorial house of Adam Mitskevich who was born in Novogrudok is worth visiting.

Аудиовизуальные коммуникации

Описание практических занятий

LESSON 1

VIDEO ZONE: A BRIEF HISTORY OF WRITING

We write every day, on paper, on our phones and on computers. But what do you know about the history of writing? Watch this clip to find out more.

Do the preparation task first. Then watch the video and do the exercises to check your understanding.

Preparation

Match the vocabulary with the correct definition and write a–f next to the number 1–6

- 1..... a kind of soft earth
2..... a geographical area from Western Asia to Northern Africa
3..... a writing system from ancient Egypt
4..... in ancient times, a person whose job it was to write books, documents or records
5..... a language spoken in the Middle East
6..... straight upwards
- a. vertical
b. hieroglyphs
c. clay
d. Arabic
e. the Middle East
f. a scribe

1. Check your understanding: true or false

Circle True or False for these sentences.

1. The earliest examples of writing come from Europe.
2. The presenter shows a tablet which was a record of all the beer rations given to workers.

3. Although hieroglyphs look like pictures, most of them actually represent sounds.
4. In the studio, the scribe tells the presenter not to give up.
5. Nobody knows how to read the writing on the small stone seals the presenter shows from the Indus valley.
6. The oldest type of writing still in use today is Arabic.
7. The Roman tablets found in the north of England had important records written on them.
8. The presenter thinks the most amazing thing about writing is that it lets us communicate with people who are not physically present.

2. Check your grammar: gap fill – ‘what’ clauses

Complete the gaps with a clause from the list.

1 what they wrote with 2 what you might be used to 3 what's written 4 what is now Iraq 5 what you've got here 6 what you write today 7 what's going on in it

1) The earliest examples of writing come from the Middle East, in _____, about five thousand years ago.

2) If you were a leader of a big old city, you'd probably want to keep track of _____.

3) Hi Paul! Thank you very much for letting me come to your studio. Could you show me through _____ in front of you?

4) These tools were _____, back in Egypt.

5) No one knows _____ on these small stone seals.

6) Unlike _____, Arabic reads from right to left.

7) Perhaps _____ could also be read in hundreds or thousands of years' time in the future.

3. Check your vocabulary: multiple choice

Some words have several different meanings. Circle the correct meaning of the word or words as they were used in the video.

tablet (The earliest examples of writing are on clay tablets.)

a. A computer whose screen can be written on with a pen.

- b. A pill; a kind of medicine.
- c. A piece of earth or stone used for writing on.

going on (If you were a leader of a big old city, you'd need to write things down to keep track of what's going on.)

- a. starting
- b. progressing
- c. rising

record (In the video, we see a clay tablet which was a record of the beer rations given to workers. There's even a picture of somebody drinking beer on it.)

- a. The fastest, highest, longest (etc.) thing known to exist.
- b. A piece of writing that preserves information for the future.
- c. A big, black shiny disc made of vinyl used to store music.

studio (A scribe shows the presenter how to write hieroglyphs in his studio.)

- a. A workshop where someone does an artistic trade or craft.
- b. A company that makes films.
- c. A flat which has the kitchen, bedroom and living room in one single area, not separate rooms.

rush (He tells the presenter to keep the rush vertical and hold it very lightly.)

- a. A sudden forward motion.
- b. The stem of a plant that is stiff and hollow and grows by water.
- c. To go somewhere or to do something quickly.

script (Arabic script can be very beautiful. Did you know it reads from right to left?)

- a. A text for a play or drama.
- b. A written document.
- c. A system of characters for writing.

Answer the questions:

- 1) What kind of writing do you think is the most beautiful?
- 2) Do you prefer writing by hand or on the computer?
- 3) Do you think children of the future will need to write by hand, or do you think all written communication will be via computer?

WRITE a paragraph on question 2.

LESSON 2

CRIME WRITERS

Before you watch:

I answer the questions.

- 1 What types of books and stories do you enjoy reading?
- 2 Do you know any famous writers of crime fiction? Who?
- 3 Can you name any famous characters of crime fiction?

Comprehension check:

II watch the video. Choose the correct answers.

- 1 When was Arthur Conan Doyle born?
a) 1859 b) 1959 c) 1856
- 2 When was Agatha Christie born?
a) 1819 b) 1890 c) 1920
- 3 Which of the following was not one of Agatha Christie's characters?
a) Hercule Poirot b) Miss Marple c) Moriarty

III watch again. Which of the things in the video clip are to do with A.C.Doyle and which are to do with A. Christie?

Edinburgh

Torquay

two men on a train

a statue

300 million books

a fight on a cliff

some letters

romantic fiction

IV Are the sentences true or false?

1. A.C. Doyle was a teacher when he started writing.
2. Sherlock Holmes was in 56 novels by C. Doyle.

3. Holmes and Moriarty have a fight in *The Final Problem*.
4. *The Mysterious Affair at Styles* was a love story.
5. Agatha Christie didn't like being famous.
6. Agatha Christie wrote crime and romantic stories.

Vocabulary:

Complete the sentences with words below.

clue crime investigation murderer suspect thief mastermind novelist puzzle revenge

1. The detectives launched the ... after they found a dead body in the library.
2. Police arrested the ... who stole the diamonds.
3. Miss Marple interviewed the ... to find out where he was at the time of the murder.
4. Police searched the house for ... about what happened to the money.
5. The ... went to prison for 25 years for killing the chef.
6. the culprit said he committed the ... because he needed money.
7. I love all her books. In fact, I think that Agatha Christie is my favourite
8. I don't understand it. It's so complicated. There are so many things to think about. It's a real
9. She's a criminal She planned everything carefully and committed the perfect crime.
10. One day I'm going to get my I'm going to find him and take what is mine.

Extension:

- 1) Have you ever read any of Agatha Christie or Arthur Conan Doyle's books?
Which do you/would you prefer? Why?
- 2) Watch the video and complete the sentences.

https://www.youtube.com/watch?v=7toqzP16H4c&ab_channel=OxfordDigitalMedia

1. Doyle was ... in Scotland in... , he's most ... for his stories about Sherlock Holmes.
2. Sherlock Holmes was a very good ... and Conan Doyle stories about him were ..., mysterious and full of adventure.
3. Arthur Conan Doyle went to ... in Edinburgh.
4. He wrote stories about Sherlock Holmes in his
5. The first ... about Sherlock Holmes was called a Study in Scarlet.

6. And they wrote so many ... to Conan Doyle that he changed his mind.
7. He continued ... Sherlock Holmes mysteries until 1920.
8. The house at this ... is a museum and people from all over the world visit it.
9. Lots of people ... photographs outside the museum.
10. They ... in Sherlock's, famous hat and pipe.
11. The museum is open every day of the year, except ... Day.
12. There are now many ... and TV ... about The Adventures of Sherlock Holmes.
13. The BBC made a modern-day ... in a three-part TV drama.

3) Watch the video and answer the questions.

1. What is there in the centre of Edinburgh?
2. What was his main occupation?
3. How many stories did A.C. Doyle write?
4. Where did Holmes and Watson travel to?
5. What happened at the Reichenbach Waterfalls?
6. What is there at 221b Baker Street in London?
7. Where and when did A.C. Doyle die?

LESSON 3

A LONDON BUSKER

Task 1 : warm up

Read the definition: **BUSKER**, *noun* a person who performs music in a public place and asks for money. **Busking** is the practice of singing or playing an instrument in public spaces. This can be done either for fun or as a way to earn money through donations from the general public. The term "busking" originated in Great Britain around the 1860s, stemming from the Spanish root word "buscar," which means "to seek." It's a practice as old as time but only got its current name in the 19th century. Before taking your act to the streets, it's crucial to be aware of local laws and regulations. Failing to do so can result in fines or even a lifetime ban from busking in certain areas.

Do you have buskers where you live?

Do you give them money? Why? Why not?

Task 2 : lead in. Match the definitions

Waterloo, the London Eye, to get a permit to busk, to pass an audition

- 1) legal busking license to perform in certain areas,
- 2) to perform in a short performance so that a director can decide if you are good enough,
- 3) a popular tourist attraction on the South Bank,
- 4) a major London train station

Task 3 : watch the documentary *A London Busker*

Do you think Charlotte likes her job?

Task 4: watch again and mark the sentences True or False

- 1) Charlotte only busks in the morning.
- 2) Buskers usually play pop or folk songs.
- 3) Buskers can't play anywhere they want.
- 4) Charlotte always plays in the same area of London.
- 5) She only plays other people's songs.
- 6) Charlotte prefers busking in the summer to busking in the winter.
- 7) **Task 5: answer the questions**

What other busking musicians apart from Charlotte did you see in the video?

Do you think Charlotte is a good musician? Would you give her money?

Task 6: extension

What do you know about busking in other countries?

Is busking worth it? What are the main advantages of busking?

Is busking dangerous in your opinion?

Before starting your busking career, you must comply with the regulations that have been established in your nation, or you risk receiving a heavy fine or a lifetime ban from busking.

USA There are noise limitations and defined periods for when you can perform in cities like Chicago, and you will need to have a permit for each performance you give there.

Canada In Canada's larger cities, like Montreal and Vancouver, you'll need to have busking permission; otherwise, it's against the law to perform there. The consequences for breaking the law are severe; you can even have your equipment seized.

Europe In Belgium, you will need a permit to perform in Brussels, and you are not allowed to do so on the weekends. On the other hand, in Bruges, only three days a month are designated for busking, where licenses are free.

You must possess a permit in France, and they can be expensive. You may need to adhere to time restrictions and slot requirements in some of the larger towns.

Germany is a little more permissive in comparison, but if you want to play in the larger towns, you still need to apply for a permit.

Busking in Italy varies by location, and the south appears to be a little tighter than the north.

The main advantages of busking: become a better artist.

Busking gives you the chance to polish your talents and can be a tremendous aid in building your performer's confidence. Additionally, it gives you the chance to test out any unreleased songs or other original stuff. While busking can definitely polish your skills, you should also consider other methods to become a better musician. Busking can help you build a whole new following since, if done correctly, it will draw attention to you and your music. Making money is a huge advantage of street performance because you can use it to advance your musical career. For instance, you may set aside the money you get from busking to buy new studio equipment or reserve price-less studio time.

The level of danger associated with busking can vary based on several factors such as location, time of day, and the type of performance. For example, fire jugglers or acrobats may face inherent risks due to the nature of their acts. Additionally, busking in areas with low foot traffic or high crime rates can pose safety concerns, such as theft or harassment. Like any activity conducted in a public space, buskers must be aware of their surroundings and take appropriate precautions, such as keeping valuables secure and being aware of local laws and regulations. Besides physical risks, mental

health is an important consideration for buskers who are regularly exposed to the stresses of public performance.

LESSON 4

Women-inventors

Task 1 Discuss the questions.

1. What are the best and the most useful inventions of mankind in the 20th and 21st centuries?
2. What famous inventors do you know? What were their inventions?
3. How did the invention of television change people's lives? Do you think it is a useful invention?
4. Who do you think is better at inventing, men or women? Explain your choice.
5. What inventions are expected in the 22nd century?

Task 2 Guess the century and the invention.

13th century, 18th century, 19th century, 20th century

CDs, dynamite, glasses, guns, the hot-air balloon, Lego, the mobile phone, the saxophone, stamps, the wrist-watch

... was invented by/ were invented by ...

the Chinese

the Italians

two French brothers

an English teacher

a Belgian musician

a Swedish scientist

the Swiss

the Americans

a Danish businessman

a Dutch company

Task 3 Listen to the audio and check.

Task 4 Match the words and phrases with their definitions.

solar technology

a life raft

eco-friendly

disposable

biodegradable

windscreen wipers

entry phones

- a) not harmful to the environment, or trying to help the environment
- b) is intended to be thrown away after use
- c) able to decay naturally and in a way that is not harmful
- d) two long metal and rubber parts that move against a windscreen to remove rain
- e) a brand name for a phone at the entrance to a large building that people speak into when they want to speak to someone who is inside the building
- f) a type of boat that is carried on a large ship and is used in emergencies, for example when the ship is sinking, to take people to safety
- g) using the energy from the sun to produce electric power

Task 5 Watch the video *Invented by women* and match the names and their inventions.

Marion Donovan (1917–1998)

Josephine Cochrane (1839–1913)

Mary Anderson (1866–1953)

Marie Van Brittan Brown (1922–1999)

Maria Beasley (1847–1904)

Maria Telkes (1900–1995)

video entry phones, the dishwasher, the disposable nappy, the life-raft, windscreen wipers, the solar technology

Task 6 Watch the video again and answer the questions.

Marion Donovan (1917–1998)

What did her father and uncle do?

What were nappies made before?

What happened to her invention in 1951?

Josephine Cochrane (1839–1913)

What often happened after her dinner parties?

Who were the first customers for her invention?

Mary Anderson (1866–1953)

When and where did she get the idea for her invention?

What did the drivers have to do at that time when it was raining?

Marie Van Brittan Brown (1922–1999)

What was her job?

What kind of neighbourhood did she live in?

Who helped her with her invention?

What could you do if you saw an unwelcome stranger at the door?

Maria Beasley (1847–1904)

What famous ship were her inventions used on?

How many survivors had used her invention?

Maria Telkes (1900–1995)

What nationality was she?

What was her nickname?

What did she design in 1948?

Task 7 Match the words with the definitions.

To showcase

Disgust

To patent

To catch on

- 1) To get the legal right to be the only person or company to make or sell a product for a particular number of years.
- 2) Strong feelings of dislike.
- 3) To become popular.

- 4) To show someone or something in a way that attracts attention and emphasizes their good qualities.

Task 8 Read the article and answer the questions.

Women inventors may have had limited opportunities to showcase their abilities. But that doesn't mean they haven't left their mark in history. Some of these brilliant minds have imagined, made discoveries, and invented things that have made life better for us.

Let's look at the top women inventors responsible for some of the things we use every day.

In 1843, Nancy from Philadelphia became one of the most important people in history by patenting a design for a hand-operated ice cream maker. It's still used to the current day.

In 1944, US-born Grace Hopper and Howard Aiken designed the Harvard Mark I computer, a five-tonne, room-sized machine. Hopper invented the compiler that translated written language into computer code and coined the terms "bug" and "debugging".

In 1850, Joel Houghton patented a wooden machine with a hand-turned wheel that splashed water on dishes. It was hardly a workable machine, but it was the first patent. In 1886, Cochran proclaimed in disgust "If nobody else is going to invent a dishwashing machine, I'll do it myself." And she did. Cochran invented the first practical dishwasher. At first, only hotels and large restaurants were buying her ideas. It was not until the 1950s that dishwashers caught on with the general public.

1. When was the ice cream maker invented? How much do you think its design has changed compared with today's?
2. What was the difference between the first patent of the dishwasher and the one Cochran made?

Task 9 Discussion.

1. Which of these inventions do you think was the best?
2. Do you think you could live without these inventions? Why?
3. Do you use a dishwasher? Does it wash your plates and glasses safely?

4. What do you think are the advantages and disadvantages of disposable diapers (nappies)?
5. Is there anything important that was pioneered in your country?

LESSON 5

INSECT EXTINCTION

TASK I. Warm up: match the words with the definitions.

a decade, deforestation, to go extinct, a species, a food web, a pesticide, native plants, climate change

a group of plants or animals that are the same and can reproduce;

cutting or burning down trees in a particular area;

a chemical that can kill insects and other living things; ten years;

the warming of the world and changes in weather;

when a type of animal or plant doesn't exist any more;

the way the living things in a particular area eat each other;

plants which are originally from the place where they're growing;

TASK II. Watch the video.

https://www.youtube.com/watch?v=oVB51bU6YQk&ab_channel=BehindtheNews

1. Put the words in the correct groups: *bee, pollution, butterfly, creepy, deforestation, pesticides, beetle, climate change, wriggly, crawly, fly, crawly*

1-names of insects, 2-words to describe insects, 3-things that are bad for insects

2. Put the words in the correct order.

1) insect species, there are, different, in the world, at least 30 million.

2) in the world, a lot more than, all the insects, all the humans, weigh.

3) insect populations, the world's, by 41 per cent, over the past decade, have reduced.

4) over the next, could go extinct, of insect species, few decades, forty per cent.

5) food webs, insects, important, are, for

6) a world, insects, without, we wouldn't have, Ben thinks.

7) our environment, important, it's, Ben says, to take care of

8) help, native plants, you can, by planting, insects.

3) Put the sentences in the correct order.

- a) Scientists say habitat loss from deforestation, pollution and pesticides and climate change are some of the biggest factors.
- b) It's a pretty scary idea to think about a world without insects.
- c) Ben is an entomologist. That's a scientist that studies insects.
- d) Some easy things you can do around the home is reduce your reliance on insecticides, spraying them in and around the house.
- e) It's so important to take care of our environment and to keep a close eye on how insects are going.
- f) There are lots of different ways to describe insects because there are 30 million different insect species in the world.

TASK III. Write a paragraph about the insects you can see where you live.

LESSON 6

SOFT SKILLS

Task 1. Warm-up

A. Look at the types of skills. Can you put them into the correct category: Hard skills or Soft skills?

Computer skills, problem-solving, time management, marketing skills, decision-making, organisational, Microsoft Office skills, critical thinking, analytical skills, presentation skills, stress management.

B. Having put the skills into the correct category let's try to give the definitions of hard and soft skills. How would you define them?

Task 2. Watch the video and compare the definitions with your own ones. Then answer the questions.

https://www.youtube.com/watch?v=0FFLFcB9xfQ&t=5s&ab_channel=GCFLearnFree

1. What role do hard and soft skills play at work/in life?
2. What skills do you need for your job?

3. How can a person improve their soft skills?

Task 3. Find the definitions of new words in the dictionary and make up your own examples.

Glimpse, evolve, obsolete, instantly, pace, at its core, cultivate

Task 4. Watch the video till 04:00 and mark *True, Falls, Not mentioned*.

https://www.youtube.com/watch?v=74S8h3BpBPs&t=3s&ab_channel=TEDxTalks

1. In Arabian Aloha means breath of life — a way of treating each other with love and respect.
2. Soft skills are vital in human culture because they serve as the foundation for community building.
3. Emotional intelligence relates to your capacity to regulate your emotions in the presence of others.
4. People who did a great job and had the best technical skills at work are printed in our memories best.
5. Robots can speak as clearly as people.

Task 5. Watch the video from 04:00 till the end. What does the speaker say about...

job search process, online dating, convenience, danger of extinction, Hawaii, parent, saving soft skills from extinction.

Task 6. Fill in the gaps in the appropriate words: *glimpse, evolve, obsolete, instantly, pace, at the core, cultivate*.

1. She has ___ an image as a tough negotiator.
2. The company has ___ over the years into a multi-million dollar organisation.
3. Gas lamps became ___ when electric lighting was invented.
4. The lack of government funding is ___ of the problem.
5. We can now communicate ___ with people on the other side of the world.
6. We ___ the ruined abbey from the windows of the train.
7. When she thought she heard someone following her, she quickened her ___.

Task 7. Discuss the questions using new vocabulary: *glimpse, evolve, obsolete, instantly, pace, at its core, cultivate*.

- What might happen if your employer or co-worker has poor interpersonal skills?
- Do you think soft skills can somehow be taught through courses or real-life simulations? Why (not)?
- Why is it important to keep in mind that soft and hard skills are equally important?
- Do you think we communicate less in real life nowadays? Explain your choice.
- What role does EQ play in our life? Do you think children must master this skill at school?

Task 8. Read the statements and then discuss the questions below.

Soft skills may be learned or practiced over time.

VS

Soft skills are innate or based only on our upbringing.

1. Which point do you agree with? Why?
2. Which soft skills do you think can be taught? Which can't be taught?

Critical thinking, problem solving, teamwork and collaboration, communication skills, positive attitude, leadership.

LESSON 7

BULLYING – HOW TO STOP IT

Task I: watch the video and make a glossary of the unknown words.

https://www.youtube.com/watch?v=FYVvE4tr2BI&ab_channel=TheChurchofJesusChristofLatter-daySaints

Task II: match the two halves.

contention –

revenge –

resentment –

1) harm done to someone as a punishment for harm that they have done to someone else

2) to feel angry because you have been forced to accept someone or something that you do not like

3) the disagreement that results from opposing arguments.

Task III: choose the correct options.

What was written on the teen's phone screen?

I don't always look in the mirror but when I do ...

I don't always look in the mirror ...

I always look in the mirror before I go out

2 How do the peers refer to Jessica? Choose the most suitable answer.

they laugh at her

they chat with her

they bully her

they don't talk with her

3 Why does not Jessica want to go to the meeting? Choose the most suitable answer.

She's got homework.

She's upset.

She doesn't want to go with her brother.

She hates her mom.

4 How do you think Jessica's brother felt like?

He was sorry they'd been caught.

He didn't care.

He was ashamed.

He was confused.

Task IV: How did the teenager object to the accusations against him?

What was the author's advice that is the best when it comes to hating, gossiping, ignoring, ridiculing or wanting to cause harm?

LESSON 8

EMILY IN PARIS <https://hdrezka.co/series/drama/35729-emili-v-parizhe-2020.html#:t:238-s:1-e:1>

American comedy-drama “Emily in Paris” represents a romantic city with superb views. The movie is a live postcard with such places as the Louvre and the Eiffel Tower, Place de Vosges and Tuileries Garden, Atelier des Lumières with the digital exhibition of Van Gogh’s “Starry Night”. Despite the fact that it has been blasted by French critics, the movie has its educational values. If you want to learn some marketing tricks and enjoy a light plot at the same time, the TV series “Emily in Paris” and the worksheet to it give that opportunity.

Worksheet (the first episode of the TV series)

TASK 1: Warm- up

Answer the questions:

- 1) Have you ever been to Paris? If not, would you like to?
- 2) What do you think of French movies? What about American movies filmed in France? What do you like and dislike about them?
- 3) Is it real for a non-French film-maker to show Paris atmosphere and present its culture in an appropriate way?
- 4) Have you watched this series? If so, did you like it? Why? / Why not? If not, what do you think it is about?

TASK 2: Working with idioms

Read the idioms and guess their meanings.

1. Look, you're going to have **to step on a few peoples' toes** if you want to get ahead in this business.
2. He failed to notice the ambitious young men waiting **to step into his shoes**.
3. Betsy is such a talented singer that I'm sure she'll **have the world at her feet** one day.

Make up your sentences with these idioms.

TASK 3: Watching the video

Put the sentences in the correct order to make a story. Watch the episode till 21:46 minutes and check your answers.

- A) She soon discovers that her new co-workers aren't impressed by her lack of French and find her enthusiasm off-putting.
- B) Emily gazes out of all the windows as she arrives in Paris and goes to her fifth-floor walk-up.
- C) Chicago marketing executive Emily Cooper moves to Paris for an unexpected job opportunity.
- D) She is thrilled by the prospect and eager to begin working.
- E) She is tasked with bringing an American point of view to a French marketing firm.
- F) Upon returning home after work, Emily goes to the wrong apartment and meets a French guy named Gabriel.
- G) At Savoir, a French marketing firm, Emily shows up for her first day in an adorable pair of Christian Louboutin low boots, an Alice + Olivia Eiffel Tower shirt and a Re Done cropped top.
- H) She's introduced to her new boss Sylvie and her co-workers who don't want to give a warm welcome.

TASK 4: Watching the video

Choose the correct answers:

1. Emily is guaranteed to become _____ when she is back.
a) an executive director b) a senior brand manager
2. Emily's job experience in Chicago was with:
a) vogue b) healthcare
3. Workers in the office greeted calling her:
a) bumpkin b) provincial
4. The founder of Savoir is:
a) a man b) a woman
5. Gabriel lives:
a) right below Emily's new apartment b) upstairs

TASK 5: Marketing ideas

Match Emily's marketing ideas to the appropriate headings.

1. Create a poll on Twitter to get to know the public's opinion and encourage them to be part of the campaign.
 2. Use strategic contacts to create partnerships between brands and generate business opportunities.
 3. Innovate and find creative solutions to promote the products.
 4. Provoke the senses to awaken memories and feelings.
 5. Create a sub-brand so as not to impact the sophisticated image of the current.
 6. Transform crisis and unforeseen situations into an opportunity.
- a) Olfactory branding
 - b) Think outside the box
 - c) Co-branding
 - d) Brand image
 - e) Crisis management
 - f) Research public opinion

TASK 6: Discussion

Continue watching the episode from 21:46. Answer the questions:

1. What do you think of this TV series?
2. What did you like or dislike about "Emily in Paris", episode 1?
3. Would you agree to change your place of living if you got such an offer from your work? Why (not)?
4. Name 3 most important things that a person must know before moving to another country.

TASK 7: Continue watching

What do you think will happen:

- in the next episodes (if you haven't seen them yet)?
- in the next season (if you have already seen the first)?

Watch the last few minutes of the last episode and make your guesses about the second season.

Optional tasks:

1) Watch the video from NETFLIX about “Emily in Paris” and spot the lie.

https://www.youtube.com/watch?v=jbkhDcmTCP0&ab_channel=Netflix

2) Read some behind-the-scenes facts about the series. Which fact surprised you the most? Make a list of new words. Make sentences with them.

https://www.instagram.com/p/CGdO3uinVgF/?img_index=2

Fan fact 1 All of the iconic landmarks are real. The series was filmed entirely in Paris and the nearby Loire Valley, home to Camille’s family estate.

Fan fact 2 Legendary costume designer Patricia Field was heavily influenced by the 1951 movie *An American in Paris*.

Fan Fact 3 Lily Collins is a dead ringer for Audrey Hepburn. The outfit Emily wears to the opera in Episode 6 pays tribute to Audrey in *Funny Face*.

Fan fact 4 Noticed hints of *Sex and the city* throughout *Emily in Paris*? Lily believes that Emily probably grew up watching the show and was inspired by Carrie’s style.

Fan fact 5 The black tulle skirt that Emily wears in Episode 2 pays homage to Carrie Brandshaw’s tulle skirt in the series finale of SATC, also set in Paris.

Fan fact 6 The Pierre Gadault dress that Emily models in Episode 9 is by Stephane Rolland Haute Couture. The dress used in the scene gets splattered with paint, but Rolland sent a clean one of the dress and shoes for Lily to keep after filming.

3) Match the words and phrases in bold to their definitions:

A. Chicago-based Gilbert Group expands its international portfolio with **acquisition** of French luxury marketing company Sovoir.

B. It’s a **social initiative** to add meditation to your medication.

C. To build a brand, you must create meaningful **social media engagement**.

D. It was one of the **terms of the sale**. They send us one of their people.

E. Until she got completely nauseous sniffing this perfume she was planning **to promote**.

F. I have some ideas about how we might **enhance** our social media engagement.

G. I enjoy work and **accomplishment**. It makes me happy.

- H. They make a diabetes drug that we **marketed the heck out of**.
- I. All of the brands we market here are all to do with beauty and **refinement**.
- J. I really feel like I could be a big **asset** here.
- A. acquisition
- B. social initiative
- C. social media engagement
- D. terms of the sale
- E. to promote
- F. to enhance
- G. accomplishment
- H. to market the heck out of
- I. refinement.
- J. asset

- 1) some form of interaction between the customer and the brand, which takes place within social media networks
- 2) the act of acquiring possession of something
- 3) to support or encourage something publically
- 4) to make something better in some aspect
- 5) any purposive action aimed at addressing social problems
- 6) the quality of excellence in thought and manners and taste
- 7) the agreement between the buyer and seller of goods and services
- 8) something successful or impressive that is achieved after a lot of hard work
- 9) to sell a product intensely
- 10) a person, skill or quality which is useful or helps you to succeed

LESSON 9

AUDIO-VISUAL COMMUNICATION

Worksheet: English Comprehension and Language Practice – *Elemental* Pre-Watching Task

1. Vocabulary Preview Before watching *Elemental*, familiarise yourself with these words that will appear in the movie. Match the words with their correct definitions:

1. **Element**

2. **Metropolis**

3. **Fiery**

4. **Unexpected**

5. **Self-discovery**

- A. A large and densely populated urban area
- B. A journey to learn about oneself and one's identity
- C. Something surprising or unforeseen
- D. A basic substance of nature like water, fire, air, or earth
- E. Full of intense emotion, often related to fire

2. Predicting the Plot

Based on the title and your understanding of the elements (fire, water, earth, air), answer the following questions:

1. How do you think the elements (fire, water, earth, and air) will interact in the movie?
2. What challenges might arise when different elements meet or try to work together?

3. Discussion – Elemental Traits

Consider the characteristics of the four elements: fire, water, earth, and air. Think of how people's personalities can be like these elements. For example, someone might be "fiery" if they have a strong, passionate personality. Discuss the following:

1. Which element do you think best represents your personality? Why?
2. Do you know someone who reminds you of one of the elements? Describe how their personality connects to that element.

After-Watching Tasks

1. Comprehension Questions After watching *Elemental*, answer the following questions based on the movie.

Read the summary of *Elemental* below and answer the questions that follow:

Elemental is set in a world where four elements – fire, water, earth, and air – live together in a bustling metropolis. The story follows Ember, a fiery young woman from a family of fire elements, and Wade, a water element, who form an unexpected friendship. Despite their differences and the challenges they face, Ember and Wade learn that when they come together, they can create something unique and beautiful. Along the way, they discover how their elemental traits both unite and separate them in their journey of self-discovery and understanding.

1. Main Characters:

- Who are the two main characters in the movie?
- Which elements do they represent?

2. Conflict:

- What is the main challenge or problem that Ember and Wade face?
- How do they try to solve this problem?

3. Lesson:

- What is the central message or lesson that the movie teaches about relationships and differences?

4. Character Development:

- How does Ember change by the end of the movie?
- How does Wade help her see things differently?

5. Setting:

- In what kind of world is the story set?

- Name the four elements living in the city.

6. Themes:

- What important lesson do Ember and Wade learn during their journey?
- How do the elemental traits of the characters affect their relationship?

7. Vocabulary:

- Define the following words as used in the summary:
 - Bustling
 - Metropolis
 - Unexpected

2. Understanding Idioms and Expressions In the movie, different expressions are used to describe elemental traits. Match the expressions below with their meanings:

- “Walking on air”
- “Adding fuel to the fire”
- “Go with the flow”
- “Hit rock bottom”

A.	To	make	a	situation	worse
B.	To	feel	very	happy	
C.	To	face	the	worst	situation possible
D.	To adapt to the situation				

3. Critical Thinking: Answer the following questions in full sentences.

- If you were living in the world of *Elemental*, how do you think your element would interact with others? Would it be easy or challenging?
- What message do you think the movie gives about accepting people who are different from you?
- Ember and Wade come from different worlds. Do you think their relationship shows that differences can strengthen a friendship? Why or why not?

4. Vocabulary in Context Now that you've watched *Elemental*, try to use the new vocabulary in sentences related to the movie.

1. The city of Element City is a _____ where all the elements live together.
2. Ember has a _____ personality, and it makes her very passionate about her family's business.
3. Wade's personality is very _____ , as he often surprises Ember with his emotions.
4. By the end of the movie, Ember goes on a journey of _____ as she learns more about who she is.

5. Discussion Prompts Answer the following in complete sentences:

1. Do you think it's possible for people with very different backgrounds to become close friends? Why or why not?
2. How does *Elemental* reflect the idea of understanding and accepting differences in society?
3. Which element (fire, water, earth, air) do you think represents your personality? Explain why.

LESSON 10

BLIZZARD OF THE CENTURY HITS US

1 Warm up: discuss the questions in pairs or small groups.

1. Does it snow much in your country?
2. In general, do you associate snow with positive or negative things?
3. Have you ever had any travel problems due to extreme weather?
4. Would you know what to do if you were caught in a blizzard?
5. Have you ever had holiday plans ruined by circumstances out of your control?

2 Pre-listening task: vocabulary focus.

Part A: match the words with the correct definition.

- | | |
|--------------|--|
| 1. epic | a. very great and impressive |
| 2. outage | b. keep hitting smb/smith hard, especially with your fists |
| 3. knock out | c. a decision to stop smth that has already been arranged from happening |

4. snarl d. make or become stuck, knotted or blocked and so unable to move easily
5. pummel e. stop a piece of equipment, by damaging it or destroying
6. cancellation f. a record of the number of something, especially one that you can keep adding to
7. tally g. a period of time when the supply of electricity is not working
8. frigid h. very cold

Part B: complete the sentences with the missing words from Part A in the appropriate form.

1. The conditions in northern Finland can only be described as _____ during winter.
2. After an _____ struggle, my cat managed to _____ scare away the fox.
3. Over the course of its history, the Earth has been _____ by all sorts of objects from space.
4. When on holiday, it's a good idea to keep a _____ of how much you are spending each day.
5. The brush became _____ in my dog's fur, and we had to cut it out.
6. I was intending on returning home for Christmas, but the flight _____ meant that I had to rethink my plans.
7. During a power _____, it's best to keep the fridge closed to try to keep the temperature down.
8. The enemy decided to try to _____ our generators so that civilians would be left without power.

3 Watching and listening for specific information. Listen to the report. Write down the missing information.

1. Where the blizzard trapped people in their cars: _____
2. The death toll in Erie County: _____
3. The death toll across the US: _____
4. The number of flights that were cancelled as of midday on Sunday: _____

4 Listening comprehension: listen to the report again. Answer the questions true (T), false (F) or not given (NG).

1. The skies had cleared by Christmas morning. _____
2. Kathy Hochul is from Buffalo. _____
3. This is the first major storm to have hit Buffalo. _____
4. After hitting Buffalo, the storm was reported to be moving towards the Mexican border on Sunday. _____
5. The storm has also affected Canada. _____
6. By midday on Sunday, flights were back to normal. _____

Why do you think that Kathy Hochul said that "this is a war with Mother Nature"? Discuss in pairs.

5 Reading: general vocabulary.

Part A: Match the words and phrases in bold with the correct definitions.

1. The **paramedics** were great – they looked after me all the way to the hospital. (n)
2. **Prolonged** exposure to chemicals used in cleaning can lead to health issues. (adj.)
3. Many of us are familiar with **meteorology** on a daily basis through weather forecasts. (n)
4. In England, a **general practitioner** often makes a good salary but may have to work long hours. (n)
5. The **strain** of my father's job wasn't good for his health at all. Fortunately, he seems a lot better since he retired. (n)
6. I'm beginning **to question** my friend's intentions. I think he might want something more than friendship. (v)
7. When I **dropped** my daughter **off** at school this morning, I saw my old teacher. I can't believe he still works there! (phr. v)
8. Certain medicines may be harmful for your **vascular system**. (n)
 - a. the scientific study of the earth's atmosphere and its changes, used especially in predicting what the weather will be like
 - b. take someone to a place and leave them there
 - c. a person trained to give emergency medical care, often working in ambulances

- d. of or containing the tubes that carry liquids around the bodies of animals and plants
- e. continuing for a long time
- f. have or express doubts about something
- g. pressure on a system or relationship because great demands are being placed on it
- h. in Britain and the Commonwealth countries, a doctor who is trained in general medicine and who works in the local community, not in a hospital (in the US, a physician)

Part B: complete the dialogue below with the words from the above exercise. You may need to change the tense of the word. After completing the dialogue, read it out with a partner, focusing on pronouncing the key vocabulary correctly.

Matt: Is Tim okay? I heard what happened!

Lynette: I think so. Apparently, the _____ found him wandering around outside his car in the middle of a blizzard. They _____ him _____ at the nearest hospital, and he's still there.

Matt: If he was walking around, he must be fine, right?

Lynette: Well, it's not quite that simple. I studied medicine for a few years, and I remember learning about how the _____ that _____ exposure to intense cold can put on your body is quite dangerous for your organs and _____. Still, he's young and he's in good hands!

Matt: I hope so, I didn't realise that cold weather could be so dangerous! I guess I should read up on _____. You know, when I was a kid, I wanted to be a weather forecaster.

Lynette: Well, you might be better off asking a _____ for advice on the effect of cold on the body! Why did you change your mind?

Matte: I suppose, as a teenager, I just started _____ everything. I thought education was for losers. I wish I'd studied harder, now.

Discuss these questions in pairs.

1. Do you think that meteorology should be taught at school, or is it too specific?

2. Do you question everything you read in the news, or do you usually trust certain sources?

6 Pre-reading task: reading for general understanding.

You are going to read a text about people's experiences and advice regarding winter storms. Scan the text quickly and match the profession with the correct speaker. One profession cannot be matched to any of the four speakers in the text and should be marked 'Not given'.

Surgeon meteorologist paramedic musician waitress

Ken Clive Sofia Marianne Not given

Winter storms: how have they affected you?

Four members of the public share their experiences

A. Ken, 26

Well, Christmas has been a bit of a disaster for me this year, unfortunately! I'm a guitarist based in New York, but my family live on the other side of the country – over in California – and I usually fly home for the holidays. This year, I had my new girlfriend with me, and we booked our tickets a few months in advance. We got to the airport in the middle of a snowstorm to find that our flights had been cancelled. We were advised to find alternative means of transport. We then decided, somewhat foolishly, to drive part of the way and try to fly from an airport in another state. We made it about 50 miles before getting stuck in the snow. At this point, we had a big argument, during which my girlfriend questioned my intelligence. We broke up then and there, but we were still trapped in the car. Luckily, we got rescued, and I ended up spending Christmas by myself in a motel. At least I got to chat with my parents over Zoom, though.

B. Clive, 58

I started working in meteorology almost twenty years ago, and this is one of the worst storms I've seen. My first job as a weather forecaster was back home in the UK, where we don't usually experience extreme conditions. I then moved to Los Angeles, where I lived for almost a decade. I've seen earthquakes, wildfires, hurricanes, and – more recently – blizzards. I moved to the East Coast two winters ago,

and the cold is just something else. This year it's been different, though: the snow came so suddenly that some people were buried in their cars, and in these sorts of conditions, there's very little you can do to prepare for the worst-case scenario. From a professional point of view, I would, of course, advise everybody to check the weather forecast before setting off on a journey, and to avoid inessential travel, which is difficult during the holidays!

C. Sofia, 23

I came to the United States in 2018. I wanted to be a singer, but I found it very difficult to get work in the music business, and my English wasn't very good, so I ended up working as a waitress. I send some money home every month, and each Christmas I return home to Mexico with an armful of presents for my family. I was very close to my mother growing up, and we haven't spent Christmas apart – until this year. After my flight was delayed, I booked a coach from Texas across the border, but the temperature dropped and we were told it would be too dangerous, with ice on the road. I went back to my little flat feeling very sad. Thankfully, my friends decided to invite me to their apartment for Christmas. I was well-fed and looked after, and after dinner we played games around the open fire. That evening I got a call from my mum – she said she's going to fly up to see me next week!

D. Marianne, 39

The hospital is busy this time of year. We have a lot of people needing urgent care, and ambulances are often queuing to drop off patients. Unfortunately, we also have to deal with power outages and ice on the roads, which can be dangerous for paramedics as well as the public. Yesterday, I had to operate on a young man who had skidded off the road and into a tree. We're confident he'll make a full recovery. Sometimes, friends ask me for advice for staying safe during winter. Although I'm not a general practitioner, I can think of a couple of tips which may be worth remembering. Firstly, try to avoid strenuous activity during cold weather, especially in the mornings. The strain that this can put on the heart has led to a large number of cardiac arrests among people shovelling snow off their driveways in the winter. Sec-

only, try to keep warm at home, even if it's expensive to turn the heating on. Prolonged exposure to severe cold can be very bad for your vascular system.

Sources: BBC, The Guardian, CNN

7 Reading comprehension: Part A: read the article again. Match statements with the correct speakers. Some statements can be matched to more than one speaker. One of the statements cannot be matched to any of the speakers and should be marked 'Not given'.

1. They offer advice on what to do if you get caught in a storm. → _____
2. Their plans to return home for the holidays have been ruined by bad weather. → _____
3. They are doing a different job from the one that they wanted to do. → _____
4. They know somebody who died during a winter storm. → _____
5. They became trapped in the snow when trying to travel. → _____

Part B: for each question, choose the answer you believe best suits the speaker.

1. Why did Ken end up spending Christmas alone in a motel room?
 - a) His girlfriend went home to see her family, and he checked into a motel on the way back.
 - b) He couldn't get home to see his family and his girlfriend broke up with him.
 - c) It was the cheapest option.
2. Where does Clive live at the moment?
 - a) He's British, and used to live on the West Coast of the US, but now lives on the East Coast.
 - b) He's American, and used to live on the East Coast of the US, but now lives in the US.
 - c) He's British, and used to live on the East Coast of the US, but now lives on the West Coast.

3. What is Sofia looking forward to in the future?
 - a) She is going to start a new job as a singer and is very excited.
 - b) She's looking forward to going back to Mexico to see her family.
 - c) She is excited because her mum is going to come and visit her next week.
4. Why does Marianne recommend that people should try to keep warm at home?
 - a) She says that exposure to extreme cold for long periods could affect your vascular system.
 - b) She recommends trying to stay warm because the cold can affect mental health.
 - c) She says that prolonged exposure to severe cold can cause memory loss.

8 Talking point: in pairs or small groups, discuss the following questions.

1. Should airlines offer passengers a refund if their flights are cancelled due to bad weather? Why/why not?
2. Apart from blizzards, what kinds of extreme weather can you think of?
3. Do you think that extreme weather events will become more common in the future?
4. Can authorities ever truly prepare for a blizzard or storm?
5. Should people who have jobs that involve working outdoors be forced to work during bad weather?
6. Do you check the weather forecast every day? Why/why not?
7. Why do you think that, in the 21st century, we aren't better at predicting the weather?

9 Extended activity: write a discussion essay on the topic below. Your essay should discuss arguments for and against the statement and should be between 260 – 320 words.

The Statement: *Governments should invest significant amounts of money in order to prepare for extreme weather events, no matter how rare they might be.*

Alternative extended activity:

In pairs or groups, think of seven tips for dealing with cold weather.

LESSON 11

EMERGENCY RESPONSE CONTINUES IN TURKEY AND SYRIA

1 Warm up: in pairs, discuss the following questions.

1. Have there been any natural disasters in your country? What happened?
2. How are the authorities able to help people in a natural disaster or an extreme emergency situation in your country? What has happened in these situations previously?
3. What do you think your reaction would be if you were faced with a natural disaster?

2 Focus on vocabulary

Part A: Complete the vocabulary with the missing vowels (a, e, i, o, u).

1. _ p _ c _ ntr _ (n) – the central point in an earthquake where the effects are the strongest
2. m _ gn _ t _ d _ (n) – a measurement of how strong an earthquake is
3. _ ft _ rsh _ ck (n) – a smaller earthquake that happens once the main one has already happened
4. r _ g _ st _ r (v) – officially record some information
5. d _ v _ st _ t _ n (n) – along amount damage, usually over a wide area
6. _ nfr _ str _ ct _ r _ (n) – the systems in a country which allow it to run properly, such as roads and energy
7. str _ ct _ r _ l (adj.) – being connected to how something is made or built
8. h _ mp _ r (v) – make something more difficult to do
9. r _ _ n (v) – damage something in a way that makes it lose its value or ability to work

Part B: Complete the gaps in the following sentences with SIX items of vocabulary from Part A. You may have to change the form of the words.

1. The poor transportation links, in my opinion, are due to the government's lack of investment in _____ over the past ten years.
2. My cousin fell in the river while she was out walking. She managed to get out luckily, but her shoes were _____ .

3. The buildings that weren't destroyed during the earthquake were severely damaged by the _____ some hours later.
4. The tsunami was caused by an earthquake under the ocean which had a _____ of 7.9 and led to enormous damage to buildings next to the water.
5. All of the buildings within three miles of the _____ were completely destroyed.
6. Authorities say that the earthquake was the largest ever _____ in the country.

3 Listening for details: listen to the news report and match the following numbers to their meaning.

15 21 243 7.5 7.8 80

- a. ____ → The distance the city of Gaziantep was from the epicentre of the earthquake.
- b. ____ → The magnitude of the main earthquake.
- c. ____ → The number of aftershocks recorded following the earthquake
- d. ____ → The magnitude of one of the aftershocks.
- e. ____ → The number of countries that have offered help to Syria and Turkey.
- f. ____ → The number of charities that are working together to provide help.

4 Listening comprehension: decide if the following statements about the news report are True (T) or False (F).

1. The centre of the earthquake was closest to the city of Gaziantep. ____
2. The earthquake happened in the north of Turkey. ____
3. This earthquake was equal to only one other earthquake in Turkish history. ____
4. One of the aftershocks was more powerful than the actual earthquake. ____
5. Turkey and Syria were the only countries to experience damage to buildings. ____
6. Further problems were caused by extremely cold weather. ____
7. There are people who now don't have anywhere to sleep. ____
8. Only countries that were neighbours with Turkey and Syria wanted to send help. ____

5 Scanning for vocabulary: you are going to read the article "How animals can help in a disaster" (page four). Try to find vocabulary with the same meaning as the following definitions.

1. _____ a person who looks after and trains animals, often for special situations (n, paragraph A)
2. _____ a person who was almost killed in an accident or disaster, but managed to live despite the danger (n, paragraph A)
3. _____ breathe air in through your nose quickly to see what something smells like (v, paragraph B)
4. _____ fall down and break apart into many pieces (v, paragraph B)
5. _____ related to dogs (n, paragraph B)
6. _____ the act of finding something that was lost previously (n, paragraph B)
7. _____ notice something, especially if it's hard to see or hear (v, paragraph C)
8. _____ a very large wave in the sea which often causes a lot of damage and is often caused by an earthquake under the water (n, paragraph C)
9. _____ a place to stay which protects you from danger and poor weather conditions (n, paragraph C)

A helping hand: how animals can help in a disaster

A. Less than 24 hours after a devastating earthquake hit C. Turkey and Syria, a team of 16 dogs and their handlers took off from Mexico City, the capital of Mexico, to help find survivors of the disaster. The dogs became famous in Mexico during the 2017 earthquake in their home country when they helped to save the lives of several people. One of the dogs, Frida, saved

12 people and found the bodies of 40 victims gaining her a great degree of national attention. It was even suggested that her image be used on the Mexican flag instead of the eagle. Although she died last year, other dogs that worked alongside Frida are on their way to Turkey.

B. Before they start work, the dogs spend a year in special training. Due to their very sensitive sense of smell, the dogs are able to sniff around disaster areas and take their handlers to places where people are still alive or bodies can be recovered. They are particularly useful in places where the heavy machines, which are often used to clear buildings which have collapsed, can put survivors at risk. Although Mexico's dogs

have received more media attention, ten other countries, including Poland, Switzerland, Greece, and the Czech Republic are also sending canine units to help with rescue and recovery. It is hoped that due to the fast reaction to the disaster, the dogs will find many more people before it is too late.

C. Animals can help with natural disasters in other ways too. One of the biggest problems for humans is knowing where and when these events are going to happen. However, animals often seem to have an inbuilt ability to detect when something is wrong and can act as early warning systems in situations where human communication can easily fail. In 2004, a tsunami in the Indian Ocean hit Sri Lanka resulting in over 30,000 deaths. However, in the days before it happened, there were reports of elephants acting strangely and making their way to higher ground. Dogs in the area refused to go outdoors and flamingos left their homes close to the sea. Zoo animals were also said to be staying inside their shelters and refused to come out.

D. In 1975, authorities in China noticed that snakes kept in farms in the area of the city of Haicheng had changed their behaviour. This caused them to encourage people to leave the city just before a huge earthquake hit which was thought to have saved thousands of lives.

E. Working closely with animals and understanding their reactions could be an important way of saving many more lives in the future, both before and after disasters occur.

6 Scanning for details: scan the article again and find the significance of the following numbers.

- a. 16 → _____
- b. 2017 → _____
- c. 12 → _____
- d. 10 → _____
- e. 2005 → _____
- f. 30,000 → _____
- g. 1975 → _____

7 Reading comprehension: read the article more carefully and answer the questions.

1. Why were the dogs well-known in Mexico?
2. Which animal appears on the Mexican flag?
3. What can the dogs do after earthquakes that humans can't?
4. What is the danger of using machines instead of the dogs?
5. What difficulty do humans have with natural disasters?
6. How did Chinese authorities know an earthquake was going to happen in Haicheng in 1975?

8 Talking point: in pairs, discuss the following questions.

1. Do you think it's fair to use animals in emergency situations such as earthquakes? Why/Why not?
2. What do you think about the idea of using animals as an early warning system for natural disasters? What do you think the pros and cons are?
3. What do you think the responsibility of the authorities in a country are in the event of a natural disaster? Do you think the authorities in your country do enough to prepare? Why/Why not?

9 Extended activity/Homework: write about a natural disaster that happened in history. Consider the following questions.

1. What caused the natural disaster?
2. Where did it happen?
3. What was the effect of the disaster?
4. What efforts were made to help victims of the disaster?
5. What could have been done to prepare for the disaster?
6. Did the authorities provide enough help?
7. How did the disaster change the area afterwards?

You should:

- Write at least 250 words.
- Check your grammar, spelling and punctuation.

7 tips to help you deal with cold weather effectively

1. Layer Your Clothing Wear multiple layers: a moisture-wicking base layer, an insulating middle layer (like fleece or wool), and a waterproof outer layer.

2. Keep Extremities Warm Wear gloves, a warm hat, thermal socks, and insulated boots to prevent heat loss.

3. Stay Dry Wet clothing can make you lose heat rapidly. Use waterproof shoes and a windproof jacket.

4. Eat Warm & Nutritious Foods Soups, stews, and hot drinks (like tea or hot chocolate) help keep your body warm.

5. Stay Active Physical movement, like walking or light exercises, can help generate body heat.

6. Protect Your Skin Use moisturizer to prevent dry, cracked skin and wear sunscreen to protect against winter sunburn.

7. Be Mindful of Frostbite & Hypothermia Watch for numbness, tingling, or discoloration on your fingers, toes, or nose. If you feel extremely cold and tired, seek warmth immediately.

LESSON 12

INTERNATIONAL WOMEN'S DAY

Task 1: warm - up

- 1 What are the 5 most popular gifts for International Women's Day?
- 2 Do you personally see this day as a holiday or is it just a regular day for you?
- 3 Do you present postcards to women?
- 4 What gifts do you give to your friends on this day?
- 5 Who is the greatest woman you know?

Task 2: vocabulary. Match the words with the correct definition

- 1 penny farthing
- 2 depraved
- 3 bloomers
- 4 to deter

5 restrictive

6 suffragette

7 garment

8 to emancipate

9 unwieldy

10 to advocate

11 suffrage

a) to give people social or political freedom and rights

b) difficult to move or control because of its size, shape or weight

c) to make someone decide not to do something

d) to publicly support or suggest an idea, development, or way of doing something

e) preventing people from doing what they want

f) completely evil or morally unacceptable

g) a piece of clothing. This word is used especially when talking about the production and sale of clothes

h) an old-fashioned bicycle with a very large wheel in front and a very small wheel at the back

i) in the past, long, loose trousers made to fit tightly around the ankles, worn by women under a skirt or for sports

j) a member of a group of women who, in the UK and the US in the early part of the 20th century, organized a campaign for the right of women to vote in political elections

k) the right to vote in political elections

Task 3: vocabulary practice. Complete the sentences with the words from the list *depraved; restrictive; emancipating; suffrage; bloomers; deter; suffragettes; unwieldy; advocate; penny-farthing; garments*

1 They hoped that the new law would _____ advertisers from making false claims.

2 If that road had been followed we would still be manufacturing steam locomotives and _____ bicycles.

- 3 She wrote a book about the women's _____ movement in America.
- 4 Through introducing _____ measures like anti-takeover legislation, corporate executives bolstered their own positions.
- 5 The responsibility for these _____ acts lies with the perpetrators and no one else.
- 6 Many of the _____ have the customer's name tags sewn into the linings.
- 7 Heart disease specialists _____ a diet low in cholesterol.
- 8 Ms Alinejad says she is _____ Iranian women, as well as the men who support them.
- 9 She posed proudly in her athletic _____, gathered at the knee.
- 10 We set about towing the _____ structure into the shelter.
- 11 The longest — and most controversial — chapter in the book is devoted to the _____.

Task 4: watching. Watch the video and match the people with their descriptions

https://www.youtube.com/watch?v=LPLJgkVsXpE&t=7s&ab_channel=Vox

How bicycles boosted the women's rights movement

- 1 John Kemp Starley
 - 2 Susan B. Anthony
 - 3 Annie Londonderry
 - 4 Sue Macy
 - 5 Elizabeth Cady Stanton
- a) made a journey around the world on a bicycle.
 - b) and Susan B. Anthony said that a bicycle brought women closer to suffrage.
 - c) said that riding a bicycle in voluminous skirts was not convenient.
 - d) created the «Rover safety bicycle» which was a prototype of a modern bicycle.
 - e) believed that a bicycle did a lot to emancipate women.

Task 5: details. Watch the video again and mark the statements as True or False.

Correct the false statements.

- 1) Penny-farthing bicycles were very comfortable and safe.

- 2) Fashionable in the 19th century female garments didn't let them ride the bicycle comfortably.
- 3) Americans hated the "Rover safety bicycle" released by John Kemp Starley.
- 4) The hype around bicycles pushed women to begin a "rational dress movement".
- 5) "The bicycle face" syndrome discovered by doctors of that time deterred women from wearing pants.
- 6) New types of garments increased mobility and the sense of autonomy of women.
- 7) The National American Woman Suffrage Association was founded 50 years after the "Rover safety bicycle" was launched.
- 8) In the USA, in 1920 Suffragettes achieved the right to vote.

Which of the facts in the video was the most surprising to you?

Would you describe yourself as a feminist? Why/Why not?

Why are there so many people opposing feminism?

Which countries have poor records on women's rights?

Task 6: more facts. Mark the statements as True or False and explain your opinion.

- 1) International Women's Day is more than 100 years old.
- 2) It has always been celebrated on the 8th of March.
- 3) The first International Women's Day was marked by the protest of female workers demanding better working conditions.
- 4) People all over the world celebrate this holiday in the same way.
- 5) Every International Women's Day has an official theme chosen by the United Nations.
- 6) Purple is the official color of International Women's Day.

https://www.youtube.com/watch?v=qEGB82ZMW_4&t=29s&ab_channel=TheIndependent

Article "6 Facts About International Women's Day"

1. International Women's Day originated more than 100 years ago.

For more than 100 years, March 8 has marked what has come to be known as International Women's Day in countries around the world. While its purpose differs from

place to place—in some countries it’s a day of protest, in others it’s a way to celebrate the accomplishments of women and promote gender equality—the holiday is more than just a simple hashtag. Let’s take a moment to explore the day’s origins and traditions.

On February 28, 1909, the now-dissolved Socialist Party of America organized the first National Woman’s Day, which took place on the last Sunday in February. In 1910, Clara Zetkin—the leader of Germany’s Women’s Office for the Social Democratic Party—proposed the idea of a global International Women’s Day, so that people around the world could celebrate at the same time. On March 19, 1911, the first International Women’s Day was held; more than 1 million people in Germany, Switzerland, Austria, and Denmark took part.

2. The celebration got women the vote in Russia.

https://www.youtube.com/watch?v=LLOQASmngre&t=105s&ab_channel=DavisCenterforRussianandEurasianStudies

Silent video

In 1917, women in Russia honored the day by beginning a strike for “bread and peace” as a way to protest World War I and advocate for gender parity. Czar Nicholas II, the country’s leader at the time, was not impressed, and instructed General Khabalov of the Petrograd Military District to put an end to the protests—and to shoot any woman who refused to stand down. But the women wouldn’t be intimidated and continued their protests, which led the Czar to abdicate just days later. The provisional government then granted women in Russia the right to vote.

3. The United Nations officially adopted International Women’s Day in 1975.

https://www.youtube.com/watch?v=7gb3ioatsSc&t=5s&ab_channel=Cogito

The History of Women’s day

In 1975, the United Nations – which had dubbed the year International Women’s Year – celebrated International Women’s Day on March 8 for the first time. Since then, the UN has become the primary sponsor of the annual event and has encouraged even more countries around the world to embrace the holiday and its goal of

celebrating “acts of courage and determination by ordinary women who have played an extraordinary role in the history of their countries and communities.”

4. International Women’s Day is an official holiday in dozens of countries.

International Women’s Day is a day of celebration around the world, and an official holiday in dozens of countries. Afghanistan, Cuba, Vietnam, Uganda, Mongolia, Georgia, Laos, Cambodia, Armenia, Belarus, Montenegro, Russia, and Ukraine are just some of the places where March 8 is recognized as an official holiday.

5. International Women’s Day is a combined celebration with Mother’s Day in several places.

In the same way that Mother’s Day doubles as a sort of women’s appreciation day, the two holidays are combined in some countries, including Serbia, Albania, Macedonia, and Uzbekistan. On this day, children present their mothers and grandmothers with small gifts and tokens of love and appreciation.

6. Each year’s International Women’s Day festivities have an official theme.

https://www.youtube.com/watch?v=BgXQe1kdzps&t=5s&ab_channel=KazuriConsulting

Embrace equity - decoding the theme of IWD 2023

In 1996, the UN created a theme for that year’s International Women’s Day: Celebrating the Past, Planning for the Future. In 1997, it was “Women at the Peace Table,” then “Women and Human Rights” in 1998. They’ve continued this themed tradition in the years since; for 2023, it’s #EmbraceEquity.

Task 7: discussion.

1 What do you think of International Women’s Day? Have the things you learned today changed your view of the holiday?

2 Do you celebrate it?

a) If so, how? b) If not, why?

3 How do people celebrate Women’s Day in your country?

4 In your opinion, is this holiday important? Why (not)?

5 Can you name some of the most notable women in your country’s history?

LESSON 13

Imagining the future of artificial intelligence and its potential impact

Task 1. Warm - up: read the predictions. This is how people imagined life in the future in 1900. Say which of the predictions have come true.

1. Robots will do all the housework.
2. People will stay underwater for a long time.
3. It will be possible to transmit wireless messages all over the world.
4. Air travel will be possible.
5. People will learn with the help of special machines.
6. People will use underwater public transport.

Now look at the predictions for 2050. Say if you agree or disagree with them and give reasons for your answers.

1. Robots will take all routine and repetitive human jobs.
2. Doctors will have sensors in their hands to diagnose different illnesses.
3. There will be flying cars.
4. People will have virtual assistants who look after their owner's lifestyles.
5. People will spend most of their time at home.
6. Schools will be completely digital and online.

https://www.youtube.com/watch?v=gJrrfekQpqA&ab_channel=SiliconValleyGirl

Task 2. Lead-in

How do you use AI (artificial intelligence) in your everyday life? Give a few examples of AI use in daily life.

Look at some other AI tools. Do you know what they are for? Which of the following have you already used?

ChatGPT

Midjourney

Captions

Stable Diffusion

Ollang

GitHub Copilot

Pipefy

Tableau

HeyGen

ChatGPT is designed to process natural language and generate human-like responses to a wide range of requests.

Midjourney generates images from natural language descriptions.

Captions is an app which helps to do captions and allows you to enable the Eye Contact feature and no longer requires you to memorize text.

Stable Diffusion helps to draw a photo-realistic cover for videos in minutes.

Ollang is an AI-powered service that creates an audio track and subtitles in the selected language.

GitHub Copilot turns prompts in natural language into coding recommendations across dozens of languages.

Pipefy gives every «doer» the ability to organize and control their work in a single space, streamline, and automate any process, without writing any code.

Tableau is a platform for analytics and data visualization that enables users to interact with their data.

HeyGen allows you to translate a video into another language, and also clones voice, accent and even lip movements.

- 1) Which of them would you like to use? Why?
- 2) What problems can they help to solve?
- 3) Are there any disadvantages you can think of?

For example, With the help of HeyGen people won't need to learn languages in order to speak it. If you are a YouTuber and you want to go global, you can do it easily without spending time on recording videos in different languages. The network does it for you.

But it also has bad effects, e.g. if people stop learning languages, they will also stop acquiring in some sense.

Task 3. Vocabulary: match the words with definitions.

1 to predict

2 a workload

3 a request

4 to detect

5 to prevent

6 repetitive tasks

7 to overestimate

8 to underestimate

9 pervasive

10 on the flip side

a) to take action to stop something from happening or becoming worse;

b) to analyze data and make informed guesses about future outcomes or trends;

c) to think or guess that something is less, fewer, or lower than it really is;

d) something that is done on a regular basis;

e) a user's or client's formal demand for a specific service or support;

f) the amount of work that needs to be done, usually within a specific time frame;

g) to discover or notice the presence of something, often by using one's senses or instruments;

h) referring to the opposite or contrasting aspect of a situation or argument;

i) to think or guess that something is more, greater, or higher than it really is;

j) widespread and present everywhere, often referring to something that has a strong influence or presence across various areas or situations.

Task 4. Watching: watch the video “Imagining the future of artificial intelligence and its potential impact” and choose the correct options.

https://www.youtube.com/watch?v=l-jtTv5DSY&ab_channel=ABCNews

1. According to Dr. Kai-Fu Lee, we usually think technology

a) will achieve more in 20 years than it actually can.

- b) will achieve more in 5 years and less in 20 years than it actually can.
- c) will never be able to replace humans.

2. Dr. Lee predicts that in 2041

- a) people will still be driving.
- b) mainly robots will do the routine or repetitive jobs.
- c) people won't do any jobs that now make them feel nervous.

3. Among the positive impacts that AI might have, Dr. Kai-Fu Lee mentions

- a) AI becoming a human's companion.
- b) AI replacing human-human interaction.
- c) AI making humans spend more time at home.

4. One misconception people have about AI is that it

- a) might be human-like and possess emotions or even hurt people.
- b) can overperform people in many ways.
- c) will evolve in an unpredictable way.

5. AI can optimize processes

- a) only if not given too much data.
- b) worse than people can.
- c) better than people can.

Task 5. Discussion.

1. Do you agree with the idea that we overestimate the short-term potential of technologies and underestimate their long-term potential? Why (not)?
2. Where do you think we are in our understanding of AI and its impact on our long-term future?
3. In what spheres is AI definitely beating humans?
4. Imagine yourself in 2041. What are the roles of AI?

Task 6. Extended.

Summarize the benefits and risks of AI.

Focus on AI applications and their benefits.

Mention its risks in terms of your profession in the future.

LESSON 14

Reese Witherspoon: From a movie star to a businesswoman

Many Hollywood actresses fight for the clean environment, others for women's rights, and some build animal shelters. American actress and producer Reese Witherspoon, who was recognized as the richest actress in the world in 2023, is doing all this. Her main goal is to show women's stories in cinema on an equal basis with men's.

1 Warm up. Watch the film where Reese Witherspoon gives Nature a voice.

<https://youtu.be/mkjwxmcd0E?si=P1L6JjApd3RYd0y5>

Nature is speaking

Do you know this actress? What do you know about her?

Watch one more video and find out more facts about Reese Witherspoon.

https://www.youtube.com/watch?v=QYB6Ad3hIX4&ab_channel=Vogue

73 questions with Reese.

2 Lead-in.

All famous people are rich. Do you agree with it?

Do you think that being an actress is an easy job?

How can people become rich?

How do you think Reese Witherspoon has become the world's richest actress?

3 Reading. Read the article from Forbes and check your guesses. Give the Russian equivalents to the English ones in bold.

How Reese Witherspoon Has Become The World's Richest Actress

Reese Witherspoon's decision **to bet on herself** and women-led stories is **paying off richly**: The actress is now worth \$400 million, Forbes estimates, following Monday morning's news that a Blackstone-backed media company is purchasing a majority stake in her production company Hello Sunshine.

The deal values Witherspoon's Hello Sunshine, which was founded in 2016 to tell women-driven stories, at \$900 million, thanks to **its track record of hits like** Big Little Lies, The Morning Show and Little Fires Everywhere, and a promising pipeline of adaptations of popular books. The new media firm, which will be run by former Disney execs Kevin Mayer and Tom Staggs, **bought out** existing investors in Hello Sunshine, including AT&T and Laurene Powell Jobs' Emerson Collective, as well as a piece of Witherspoon's stake.

Witherspoon will **retain an ownership stake** of at least 18% and will collect an estimated \$120 million, after taxes, from the sale of about half of her **preexisting** roughly 40% stake in the company. **The rest of her fortune** is tied to her (after tax) earnings from her 30-year-long career as a successful actress and producer. Witherspoon is one of Hollywood's most **bankable stars**, and can command sky-high pay. She earns at least \$1 million an episode for her television work—she's getting \$1.2 million per episode for producing and starring in Apple TV+'s The Morning Show, according to industry insiders—and millions more for film roles. She's a popular endorser, earning top-dollar for her work in commercials for companies like Crate & Barrel.

Prior to the #MeToo movement and widespread calls for gender equity in show business, Witherspoon was frustrated by the roles offered to her and **the dearth of women-led stories** in Hollywood. In 2012, she founded Pacific Standard, which produced the films Wild and Gone Girl. In 2016, her production efforts **morphed into** Hello Sunshine. The company has a number of projects in development, including the forthcoming Netflix series From Scratch, starring Zoe Saldana, and Apple TV+'s The Last Thing He Told Me, starring Julia Roberts. On the film side, Hello Sunshine is adapting **the best-selling novel Where the Crawdads Sing**.

Witherspoon has expanded her media empire to include Reese's Book Club, a natural move given the fact that a number of her projects are **adaptations of female-penned novels**. The club has 2.1 million followers, and 42 out of its 50 picks have made their way onto the New York Times Best Sellers list—meaning the future film and television versions have a built-in audience.

“I started this company to change the way all women are seen in the media,” Witherspoon said in a statement.

Hello Sunshine will serve as the cornerstone of the new media company created by Mayer and Staggs. The pair have been on the hunt for assets. With the dawning of the streaming era, the executives saw a chance **to capitalize on** Hollywood’s nearly insatiable demand for recognizable entertainment franchises and projects featuring top talent.

This hunger for marquee entertainment brands that can stand out in an increasingly cluttered streaming landscape is what fueled Amazon’s \$8.45 billion bid to acquire MGM, home of James Bond, Robocop and Rambo; and smaller but notable transactions like Universal Pictures’ \$400 million-plus deal to create a new movie trilogy based on the classic Exorcist horror franchise.

Mayer and Staggs saw an opportunity in Witherspoon’s Hello Sunshine, whose major stakeholder, AT&T, is looking to exit the entertainment business. The telecommunications giant announced plans in May to spin off WarnerMedia and merge it with Discovery, a transaction that followed its earlier sale of DirecTV to a private equity firm. AT&T seized upon a transaction that would afford an easy exit, and Witherspoon was interested in a deal that would provide cash to fuel Hello Sunshine’s continued growth. An agreement was struck quickly over the summer.

“Hello Sunshine is a perfect fit for our vision of a new, next-generation entertainment, technology and content company,” said Staggs and Mayer in a statement. “We seek **to empower** creators with innovation, capital and scale to inspire, entertain and delight global audiences.”

Witherspoon will join the new media company’s board, along with Hello Sunshine CEO Sarah Harden. They will continue **to oversee day-to-day operations of the company**.

4 Watching. Watch the video and answer the questions.

https://www.youtube.com/watch?v=qAgpJkgqqxA&ab_channel=TIME

Define these words from the video: differently-abled people, a nerd, to shift one mind, reinvention.

1. What's "Hello Sunshine" and what's its aim?
2. How was the idea of creating "Hello Sunshine" born?
3. Why was the movie "Wild" radical when it first came out?

5 Role-play. Watch the video again and make up the questions based on Reese's answers. They must be short and suit the interview. Then role play the interview.

6 Research. Make a presentation. **Topic "Gender and Cinematography"**

LESSON 15

THE INTERN

I Watch the first 02:53 minutes (The intern 1) and get ready to answer the following:

https://www.youtube.com/watch?v=GSoJ_BhRgCE&ab_channel=%EB%8B%A4%EB%93%A4%EB%A6%B0%EB%8B%A4

- 1) What have you learnt about Ben so far?
- 2) What things has he done to keep moving?
- 3) Is he an unhappy person? Why? Why not?

II Watch from 02:54 and answer the following:

- 1) Why does Ben want to apply as an intern?
- 2) What qualities does he offer for the job?
- 3) What does Ben mean when he says: "I still have music in me".

III Recording a cover letter video for an internship vacancy. Watch the first minute and choose the correct options:

https://www.youtube.com/watch?v=324pojJHOI&ab_channel=WarnerBros.Entertainment

- 1) What position is Ben applying for?

intern

CEO

receptionist

- 2) Why does he want the position?

He wants to be challenged.

He has good connections.

He needs some more money.

3) Who did he call about the 'tech stuff'?

his 9-year old son

his grandson

his technician

4) Which positive qualities DOESN'T he mention?

He's a company man.

He's eager to learn.

He can predict crisis.

5) Where is the company based in?

In a place called Hip.

In the same city where he lives.

In New Brooklyn.

6) According to Ben, when do musicians retire?

When they don't have any more music in themselves.

They never retire at the age of 70.

They stop whenever they want.

IV Fill in the gaps:

1) So here I am applying to be one of your interns, because the more I think about this idea, the more I think it is.

2) I want the connection, the excitement, I wanna be and I guess I even wanna be needed.

3) I'm loyal, I'm and I'm

V Ben and the other interns' first day at the company. Watch from 03:35 and match the two halves:

1) She thinks that biking in the office... ... on her bike while talking on the phone.

She doesn't like... ... is a form of work-out.

Jules Osten is... ... wasting time.

2) She increased the number of her staff... ... less than two years ago.

She went online with her business... ... nearly ten times since the start-up.

Jules started the company... ... after only four months.

3) The interns might... ... to dress elegantly for work.

They ring a bell and clap their hands... work for a department or a person or just be a 'floater'.

Ben intends... ... when something positive happens in the company.

4) Ben is assigned to Jules to switch on his laptop.

Unlike the others, David which won't be easy based on the reactions.

Ben's first challenge is becomes 'a floater'.

VI Meeting the Boss. Watch from 07:00 and say True or False:

- 1) Becky is a tidy person who seems to have everything under control.
- 2) Becky advises Ben to speak quickly and to blink while in a meeting with Jules.
- 3) Ben rejects Jules' proposal of a transfer to a department.
- 4) Ben starts blinking in embarrassment because he called Jules 'Sir'.
- 5) They both think that Ben's outfit helps him stand out.

VII Give the Russian Equivalents to the following:

I'm eager to learn! –

It's a breakthrough! –

I want to be challenged –

It's a win-win –

VIII Match the definitions:

novelty - , to play hooky - , a rain check - , Mandarin - , you nailed it - , a floater - , a vendor - , to stand out - ;

a promise to do something another time; something new, original or unusual; to be different, noticeable from the others; to do nothing; a worker with no exact post, but helping with different tasks; Chinese; a person or organisation which sells some goods; you made it.

IX Write a paragraph explaining whether “The Intern” is worth watching.

LESSON 16

DEPRESSION – A HISTORY THROUGHOUT TIME

1 Warm up: discuss the following questions.

1. What's the difference between 'sadness' and 'depression'?
2. What's the difference between 'melancholy' and 'grief'?
3. What do the following words mean in the context of emotions? temperament (n), withdrawn (adj.), thrive (v), suffering (n)

2 Lead in: Depression - a history:

<https://www.linguahouse.com/esl-lesson-plans/general-english/depression-a-history-throughout/videoplayer/melancholy>

Watch Part 1 of the video (00:00 - 00:36) and number the sentences in the correct order from 1 - 8.

The first one is done for you.

___ and what, if anything, to do about it.

___ as the natural reaction to a difficult situation.

___ but for centuries there has been vast disagreement over what exactly it is

___ But your assumption that sadness has an external cause outside the self is a relatively new idea.

___ In its simplest terms, sadness is often thought of

1 Sadness is part of the human experience

___ When a friend says, 'I'm sad', you often respond by asking, 'What happened?'

___ You feel sad when a friend moves away or when a pet dies.

Discuss the following questions.

1. What was the last thing that made you sad?

2. If you're feeling sad, what do you usually do to try and improve your mood?

3 Focus on vocabulary

Part A: Match the words to the definitions.

- | | |
|-----------------------|--|
| 1. bile (n) | a. an academic who studies the human race and how it developed |
| 2. resonate (v) | b. a thick liquid produced in the body |
| 3. discern (v) | c. existing in a clear and real way |
| 4. tangible (adj.) | d. to attempt to understand or recognise something that isn't easy to identify |
| 5. anthropologist (n) | e. to effectively put an idea into words |
| 6. versus (prep.) | f. to make someone think and remind them of a similar thing |
| 7. articulate (v) | g. to stand or sit on a branch or small surface, often used with birds |
| 8. perch (v) | h. usually used between two nouns to show that they are in opposition |

Part B: Now write the words from Part A in the correct gap in the following sentences.

1. When I came out of the office, my son was _____ on top of the wall waiting for me.

2. Big crowds are expected tonight for the Boston Red Sox _____ New York Yankees game. That rivalry will never die down!

3. Ernest Hemingway suffered from depression too, and I found his writing really _____ with me.

4. ... and my eldest son is an _____. He's in the Amazon at the moment studying one of the tribes who live there.

5. I threw up last night and I can still taste the _____ in my mouth. It's disgusting!

6. I've lived in Makassar for a few years now, but I still find it hard to _____ between

Makassarese words and words from Bahasa Indonesia.

7. I enjoy talking to my counsellor, but there are times when I find _____ how I feel about events in my life to be really difficult.

8. Unfortunately, the pandemic has had a _____ effect on local businesses, with many of them shutting down and leaving.

In pairs, answer the following questions.

1. Which books or films really resonate with you?

2. When you need to talk about your feelings, do you find it hard to articulate your thoughts? Why/Why not?

3. Are there any words in English that you find it difficult to discern the difference between?

4. What event in your life made the most tangible difference to the way your life progressed after that?

Depression - a history:

Watch Part 2 of the video (00:36 - 01:42) and complete the gaps in the following summary with one word.

Doctors in Ancient Greece believed the body and (1) _____ were regulated by (2) _____ humours, which were types of fluids. The humour responsible for sadness was believed to be (3) _____ bile, which was where we get the word melancholy from. The way to balance the humours was via changing your (4) _____ and certain (5) _____ practices. While we understand much more about the body now, those early ideas are in line with current thinking about the causes of clinical (6) _____ .

Modern Day doctors believe that unexplained emotions are due, in part, to brain (7) _____. The way in which we respond to different circumstances can depend on the (8) _____ of these different chemicals.

Depression – a history: Part 3

Look at the following missing sentences from Part 3 of the script on page four. *Skim through the script and number them from 1–6.*

- (A) He calls his project 'paradise engineering'.
- (B) But is there something sad about a world without sadness?
- (C) If you've never felt melancholy, you've missed out on part of what it means to be human.
- (D) Perhaps sadness helped generate the unity we needed to survive, but many have wondered whether the suffering felt by others is anything like the suffering we experience ourselves.
- (E) When we talk about heartbreak, the feeling of brokenness becomes part of our experience, whereas in a culture that talks about a bruised heart, there actually seems to be a different subjective experience.
- (F) The Romantic poets of the early 19th century believed melancholy allows us to more deeply understand other profound emotions, like beauty and joy.

Depression: A history - Part 3

1. There's also a long tradition of attempting to discern the value of sadness, and in that discussion, you'll find a strong argument that sadness is not only an inevitable part of life but an essential one. (1) _____. Many thinkers contend that melancholy is necessary in gaining wisdom. Robert Burton, born in 1577, spent his life studying the causes and experience of sadness. In his masterpiece *The Anatomy of Melancholy*, Burton wrote, 'He that increaseth wisdom increaseth sorrow.' (2) _____ To understand the sadness of the trees losing their leaves in the fall is to more fully understand the cycle of life that brings flowers in the spring. But wisdom and emotional intelligence seem pretty high on the hierarchy of needs.

2. Does sadness have value on a more basic, tangible, maybe even evolutionary level? Scientists think that crying and feeling withdrawn is what originally helped our ances-

tors secure social bonds and helped them get the support they needed. Sadness, as opposed to anger or violence, was an expression of suffering that could immediately bring people closer to the suffering person, and this helped both the person and the larger community to thrive. (3) _____ .

3. The poet Emily Dickinson wrote, 'I measure every grief I meet with narrow, probing eyes - I wonder if it weighs like mine - Or has an easier size.' And in the 20th century, medical anthropologists, like Arthur Kleinman, gathered evidence from the way people talk about pain to suggest that emotions aren't universal at all, and that culture, particularly the way we use language, can influence how we feel. (4) _____ .

4. Some contemporary thinkers aren't interested in sadness's subjectivity versus universality, and would rather use technology to eliminate suffering in all its forms. David Pearce has suggested that genetic engineering and other contemporary processes cannot only alter the way humans experience emotional and physical pain, but that world ecosystems ought to be redesigned so that animals don't suffer in the wild. (5) _____ .

5. (6) _____ Our cavemen ancestors and favourite poets might not want any part of such a paradise. In fact, the only things about sadness that seem universally agreed upon are that it has been felt by most people throughout time, and that for thousands of years, one of the best ways we have to deal with this difficult emotion is to articulate it, to try to express what feels inexpressible. In the words of Emily Dickinson, "'Hope" is the thing with feathers - that perches in the soul - And sings the tune without the words - And never stops - at all -'

Watch Part 3 of the video (01:42 - 05:12) and check your answers.

6 Reading comprehension: decide if the following statements are True, False or Not Given.

Some people argue that feeling deep sadness is an essential part of the human experience. 1.

Robert Burton's theory was that depression was essentially connected to those with low intelligence. 2.

Poets in the 19th Century wrote about the cycle of life and how death and life were connected. 3.

It is thought that displaying feelings of sadness helped our ancestors to bond and strengthen relationships. 4.

20th-century research concluded that while languages are different, emotions are shared by everyone in a very similar way. 5.

David Pierce was a vegetarian and argued for animal rights. 6.

It is unlikely that the people we are all descended from would have agreed with the ideas of David Pierce. 7.

One of the best methods we've had to date for dealing with depression is to do our best to talk about it. 8.

7 Talking point: discuss the following questions.

1. In your culture, do people talk about depression or not? Why?
2. What do you believe to be the causes of depression generally?
3. Do you think society has a responsibility to reduce the causes of depression, or is it down to the individual?
4. What do you think is the best advice for someone suffering from depression?
5. What action do you think people should take to avoid suffering from depression?

LESSON 17

'My Life in Ruins'

Introduction: The movie *My Life in Ruins* (2009) is a romantic comedy that follows Georgia, an American tour guide in Greece, as she rediscovers her passion for life, history, and her job.

The film "*My Life in Ruins*" could be considered valuable for students studying tourism and different cultures for several reasons:

1. **Real-Life Insights into Tourism:** It presents a relatable narrative about the challenges and experiences faced by a tour guide, which is valuable for students learning about the tourism industry. They can see firsthand the complexities of

guiding, interacting with tourists, and managing expectations, offering a practical perspective beyond textbooks.

2. **Cultural Exposure:** The story likely delves into diverse cultural experiences, not just for the tourists, but also how the guide navigates their personal life in a foreign or culturally rich setting. This can help students understand the nuances of cultural differences, the importance of cultural sensitivity, and how these factors play a role in tourism.
3. **Tourism as a Profession:** The show could depict the behind-the-scenes aspects of a tour guide's role, shedding light on the skills, attitudes, and emotional intelligence required to succeed in this profession. Students can relate this to what they might face in their future careers in tourism.
4. **Humor and Humanity:** It may use humor to show the human side of tourism, demonstrating how humor can be an essential tool in bridging cultural gaps and easing tension, which is an important skill for anyone in the tourism industry.
5. **Conflict and Resolution in Cultural Contexts:** The challenges the guide faces, along with the interactions with tourists from different backgrounds, can help students grasp the dynamics of cultural misunderstandings, conflict resolution, and the importance of empathy and adaptability in the tourism industry.

Part A: Comprehension Questions

1. Who is the main character in the movie, and what is her job?
2. What challenges does Georgia face as a tour guide?
3. How do the tourists in her group initially behave?
4. What changes Georgia's perspective on her job?
5. Who is Poupi, and what role does he play in Georgia's journey?
6. How does the movie showcase Greek culture and history?
7. Describe how Georgia's approach to guiding changes by the end of the movie.
8. What message does the movie convey about finding joy in work and life?
9. How does the relationship between Georgia and her tourists evolve throughout the film?

10. What lessons can professionals in the tourism industry learn from Georgia's experience?

Part B: Vocabulary & Expressions Fill in the blanks using words from the movie related to tourism and multiculturalism:

1. Georgia works as a _____, leading groups of tourists in Greece.
2. A professional who explains historical sites and culture to visitors is called a _____.
3. The tourists on Georgia's bus come from different _____ backgrounds.
4. In Greece, famous ruins like the _____ are major tourist attractions.
5. Effective tour guides must have strong _____ skills to interact with different people.
6. The film highlights the beauty of Greek _____, including food, music, and traditions.
7. A _____ is an itinerary or schedule that guides follow during a tour.
8. In the movie, Georgia learns that enjoying the moment is more important than just following a strict _____.
9. A _____ is a person who travels for leisure or exploration.
10. Good tour guides create an engaging and _____ experience for travelers.

Additional Vocabulary Tasks:

1. **Matching Exercise:** Match the words on the left with their correct definitions on the right.

- | | |
|--|--|
| ☐ a) Guide | 1) A planned route or schedule for a tour |
| ☐ b) Tourist | 2) A professional who provides information to visitors |
| ☐ c) Itinerary | 3) A person traveling for leisure or exploration |
| ☐ d) Multicultural | 4) Involving many different cultural backgrounds |

- e) Communication 5) The exchange of information between people

2. Sentence Completion: Complete the sentences with the correct vocabulary word.

- a) A good _____ makes a tour interesting and informative.
- b) Many _____ visit Greece to see the Parthenon and ancient ruins.
- c) Before traveling, it is useful to check the _____ to know the daily schedule.
- d) Working in tourism requires strong _____ skills to connect with different people.
- e) Greece is known for its rich _____ heritage, including mythology and architecture.

3. Word Scramble: Unscramble the words related to the movie.

- a) DGUIE → _____
- b) OTUIRST → _____
- c) EMOCNUCATIONIM → _____
- d) YRTINAEIR → _____
- e) RULTUACULTIM → _____

Part C: engage deeply with the themes of tourism, cultural exchange, and the role of humor and communication in guiding.

1. Understanding Tourism Profession and Personal Growth

- How does "*My Life in Ruins*" depict the role of a tour guide in the tourism industry? What specific skills are highlighted in the show that are important for a successful tour guide?
- In what ways does the main character's personal growth throughout the show reflect the challenges of working in the tourism industry? What are the key lessons they learn about cross-cultural communication?

2. Exploring Cultural Sensitivity and Diversity

- How does the show address the theme of cultural differences between tourists and the guide? What are some examples of cultural misunderstandings or challenges that arise, and how are they resolved?
- What role does cultural sensitivity play in the interactions between the guide and the tourists? How can these lessons be applied to the broader tourism industry?

3. Humor and Emotional Intelligence in Tourism

- How is humor used as a tool for bridging cultural gaps in the show? Why is humor an effective way of easing tension between tourists and guides from different backgrounds?
- What examples from the show demonstrate the importance of emotional intelligence in managing difficult or uncomfortable situations with tourists?

4. Tourism as a Career

- How does *"My Life in Ruins"* challenge or reinforce the idea of tourism as a routine, monotonous job? What are the different perspectives on the tourism profession presented in the show?
- Do you think the show presents a realistic view of the everyday responsibilities of a tour guide? How does this compare to what you expect from a career in tourism?

5. Conflict Resolution and Communication

- How are conflicts between tourists and the guide resolved in the show? What communication strategies are used to address misunderstandings or disagreements?

- How can students studying tourism use the examples from the show to prepare for handling conflicts that may arise while working with tourists from different cultural backgrounds?

6. The Role of Local Culture in Tourism

- How does *"My Life in Ruins"* incorporate local culture into the tourism experience? What cultural elements are introduced to the tourists, and how does this influence their perception of the place they are visiting?
- How does the show emphasize the importance of preserving cultural heritage and traditions in the context of tourism? How can guides and tourism professionals ensure they are representing the culture in a respectful and engaging way?

7. Tourists' Expectations vs. Reality

- In the show, what are some of the unrealistic expectations that tourists may have about their travels, and how does the guide help manage these expectations?
- How do you think the show highlights the importance of setting realistic expectations for tourists, and why is this an essential skill for those working in tourism?

8. Reflection on the Tourism Industry

- After watching *"My Life in Ruins"*, how do you think the tourism industry has evolved in recent years? What changes do you foresee in the future of tourism based on the issues discussed in the show?
- What insights can tourism students take away from the character's experiences in the show regarding the balance between professional responsibility and personal well-being?

PART D: Transformation of Georgia and Establishing Contact with Tourists

Part 1: Reading Comprehension

Read the following text carefully and answer the questions below:

"Georgia has undergone a transformation in how it connects with tourists. The guides now incorporate humor, engage tourists in various entertainments, and introduce them to cultural traditions. As a result, the relationship between the tourists and the guide has significantly improved. Georgia no longer views its tourism industry as a routine task but as an exciting and engaging experience for both locals and visitors."

Questions

1. What change has occurred in how guides in Georgia interact with tourists?
2. How has the relationship between tourists and guides improved?
3. What does Georgia no longer perceive its tourism industry as?

Part 2: Vocabulary Match the words with their meanings:

1. Humor
 2. Engage
 3. Routine
 4. Entertainments
 5. Traditions
-
- A. The ability to make others laugh or smile
 - B. Involving or drawing in people's interest
 - C. Something done regularly or habitually
 - D. Activities designed to amuse people
 - E. Introducing elements of local culture

Part 3: Discussion

1. How do you think humor can improve a guide's relationship with tourists?

2. Why do you think Georgia now finds its tourism industry more exciting and less of a routine?

LESSON 18

WOMEN AND TECH

I Lead In. Match the words with the definitions.

- 1) To stick with it –
- 2) a cheerleader –
- 3) a stereotype –
- 4) a perspective –
- 5) to feel intimidated –
- 6) to crack up –
 - a) a point of view or way of looking at something
 - b) a general idea about what a group of people is like
 - c) a person, usually an attractive girl, who encourages applause for a sports team
 - d) to suddenly start laughing
 - e) to feel afraid and lose self-confidence
 - f) to keep going and not give up

II Watch the video and do the tasks that follow it.

https://www.youtube.com/watch?v=Rj04gU_bwvI&t=5s&ab_channel=Facebook

III Check your understanding: multiple choice. Circle the best answer to complete these sentences.

1. Sara wants to have a group of friends / school classroom / workplace that looks like the world, with both men and women in it.
2. Lori says that women have a different goal in life / perspective on technology / way of working to men.
3. Nair says the problems of the future are huge / women / human problems, not just 'men problems'.
4. Sophia tells a story about a time she went to class wearing a school uniform / a cheerleader uniform/ a suit .

5. It was a computer programming / maths / history class, and Sophia's teacher thought it was funny to see a cheerleader there.
6. But Sophia changed his mind when she made an impressive presentation / she started working for Facebook / she got the highest grade in a test .
7. Alan says that to build a great product, you need a team that understands the product's audience / works well together / has a lot of experience .
8. Sheryl says there's nothing you can't do if you have enough money / believe you can do it / go to university.

IV Check your grammar: gap fill – prepositions and adverbs. Complete the gaps using the words in the list: *about, back, into, with, down, in, up*

Sophia: 'It was an "Introduction to Programming" class, and I walked _____ the class wearing a cheerleader uniform, and the teacher just cracked _____. He thought it was the funniest thing to see a cheerleader _____ a programming class. That day, he also passed _____ the first test from that term. And he announced that the person _____ the highest grade in that class, with 100%, was me, the cheerleader. I kind of broke _____ the stereotype for him at that moment, where the idea that girls can't programme, that cheerleaders are stupid, that women shouldn't be in technology ... it just takes a moment like that to really change someone's mind-set _____ where women belong in technology.'

V Check your vocabulary: gap fill – compound words. Compound words are words which are made up of two other words. Use two words from the list to make a compound word to fill each gap.

mind, Face, cheer, world, work, book, place, set, leader, wide

1. The people in the video all work for _____.
2. Sophia: 'The person with the highest grade in that class, with 100%, was me, the _____.'
3. Sophia: 'It just takes a moment like that to really change someone's _____ about where women belong in technology.'

4. Sara: 'We want to have people in the _____ that look like the world!'

5. Sheryl: 'I think it's really critical that we get more people _____ and particularly in the United States into technical fields, and more women.'

VI Discussion.

1. Do you think women can work in tech?
2. Which other jobs are usually done by women?
3. Which are usually done by men?

VII Vocabulary Box. Write any new words you have learnt in this lesson.

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. Учебная программа дисциплины

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»

УТВЕРЖДАЮ

Ректор Института современных знаний
имени А.М.Широкова

А.Л.Капилов

25.06.2025

Регистрационный № УД-02-15/уч.

ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ (ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК)

Учебная программа учреждения высшего образования
по учебной дисциплине для специальности

6-05-0231-03 Лингвистическое обеспечение межкультурной коммуникации
(английский язык и второй иностранный язык)

2025 г.

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 6-05-0231-03-2022 по специальности 6-05-0231-03 Лингвистическое обеспечение межкультурной коммуникации (английский язык и второй иностранный язык) и учебного плана по специальности

СОСТАВИТЕЛИ:

Т.А.Ламинская, старший преподаватель кафедры менеджмента и коммуникаций

Частного учреждения образования «Институт современных знаний имени А.М.Широкова»;

С.А.Маковецкая, старший преподаватель кафедры менеджмента и коммуникаций

Частного учреждения образования «Институт современных знаний имени А.М.Широкова»

РЕЦЕНЗЕНТЫ:

И.Е.Иноземцева, доцент кафедры менеджмента и коммуникаций Частного учреждения образования «Институт современных знаний имени А.М.Широкова», кандидат культурологии, доцент;

Р.Т.Максимчук, старший преподаватель кафедры межкультурной профессиональной коммуникации Белорусского государственного университета информатики и радиоэлектроники

РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:

Кафедрой менеджмента и коммуникаций Частного учреждения образования «Институт современных знаний имени А.М.Широкова»
(протокол № 12 от 29.05.2025);

Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А.М.Широкова»
(протокол № 5 от 25.06.2025)

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина «Практикум по культуре речевого общения (первый иностранный язык)» входит в модуль «Культура общения на первом иностранном языке».

Обучение иностранному языку на современном этапе предполагает изучение социокультурных особенностей страны изучаемого языка, поскольку язык и культура неразрывно связаны между собой.

Цель учебной дисциплины «Практикум по культуре речевого общения (первый иностранный язык)» – формирование у студентов коммуникативных, лингвистических и лингвострановедческих умений и навыков.

Задачи учебной дисциплины:

повышение общего уровня образования и культуры студентов;

расширение кругозора студентов на базе приобретенных знаний в рамках учебной дисциплины;

ознакомление студентов с системой наиболее необходимых для развития речи лексических и грамматических норм английского языка;

развитие коммуникативных и дискуссионных умений и навыков для осуществления общения в различных социокультурных ситуациях;

развитие навыков и умений восприятия иноязычной речи;

обучение навыкам академического письма с постепенным усложнением задачи: от структуры абзаца к структуре эссе;

формирование умения излагать свои мысли, аргументировать, рассуждать, противопоставлять.

В результате изучения учебной дисциплины студент должен

знать:

лексику по изучаемым темам и применять ее в различных коммуникативных ситуациях;

социокультурные особенности страны изучаемого языка;

правила и традиции общения, принятые в культуре изучаемого языка, системное соотношение культур родного и изучаемого языков;

способы написания резюме, жизнеописания, заявления о приёме на работу в соответствии с международными требованиями;

методику ориентированного поиска информации в иноязычной справочной, специальной литературе и компьютерных сетях;

требования, предъявляемые при написании эссе на английском языке;

дискурсные типы, их подтипы и основные характерные особенности каждого из них.

уметь:

поддерживать разговор о различных сферах жизни стран изучаемого языка;

грамотно излагать свои или чужие мысли в виде резюме или изложения по заданной теме, а также в форме эссе, соблюдая все требования, предъявляемые к его структуре, на английском языке;

строить высказывания на иностранном языке в соответствии с направленностью речевого акта и с учетом норм, узуса и стиля;

строить монологическую речь, как спонтанную, так и подготовленную в виде сообщения, доклада, презентации;

вести беседу, интервью или дискуссии в пределах достигнутого уровня коммуникативной компетенции в ситуациях официального и неофициального общения;

грамотно и четко выражать свою точку зрения, аргументировать и отстаивать свою позицию, используя примеры, факты и статистические данные.

иметь навыки:

правильной синтаксической и стилистической организации речи;

восприятия иноязычной речи и речевого общения;

преодоления языкового барьера для осуществления общения в различных социокультурных ситуациях;

адекватной интерпретации коммуникативного поведения представителей иной культуры;

использования и вероятного перевода фраз, содержащих реалии, фразеологизмы, аббревиатуры;

восприятия и понимания устной иноязычной речи с помощью аудиовизуальных материалов: видеть артикуляцию произносимых звуков, слышать акустические элементы речи (междометия, повышение и понижение голоса, паузы и т. д.), наблюдать за визуальными элементами (жесты, мимика, позы), использовать интерактивные методики взаимодействия.

Изучение учебной дисциплины направлено на формирование следующей компетенции:

осуществлять речевую деятельность в соответствии с коммуникативной целью и ситуацией общения для обеспечения социальных и профессиональных контактов.

На изучение учебной дисциплины дневной формы обучения отводится 306 аудиторных часов, из них 182 часа – практические занятия, 124 часа – самостоятельная работа.

Текущая аттестация проводится 1 раз в семестр в форме устного опроса на аудиторных занятиях по темам, определяемым преподавателем, письменных творческих заданий, презентаций, лексических тестов

Форма промежуточной аттестации по учебной дисциплине – зачет, экзамен.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Учебная дисциплина «Практикум по культуре речевого общения (первый иностранный язык)»

5 семестр

Устная практика

Раздел I. Работа в сфере туризма

Тема 1.1 Люди и карьера в туризме.

Тема 1.2 Поиск работы. Прием на работу. Собеседование.

Тема 1.3 Профессиональные качества и навыки.

Раздел II. Направления в туризме

Тема 2.1 Всемирная Туристская Организация и ее функции.

Тема 2.2 Туризм и его определение.

Тема 2.3 Международный и внутренний туризм. Основные характеристики.

Тема 2.4 Виды туризма.

Тема 2.5 Происхождение и развитие туризма в Беларуси.

Раздел III. Атракции

Тема 3.1 Мировые атракции.

Тема 3.2 Атракции в Республике Беларусь.

Академическое письмо

Раздел IV. Основы риторического анализа текстов различных типов

Тема 4.1 Структура абзаца

Академическое письмо и обсуждение прочитанного. Главное предложение, развивающие предложения, заключительное предложение. Связь между ними.

Тема 4.2 Структура текста, эссе, художественного произведения

Обучение навыкам письменной речи на материале художественных произведений.

Тема 4.3 Типы дискурса: описание статическое

Виды статического описания: пейзаж, портрет, описание здания, сооружения, характеристика человека, отношений между людьми. Языковые особенности описаний.

Аудиовизуальные коммуникации

Раздел V. Лингвистический аспект культуры и традиции стран изучаемого языка

Тема 5.1 Развитие письменности и её влияние на развитие культуры и личности

История возникновения письменности. Известные биографии. Юмор в разных культурах. Рекомендуемые фильмы: «история возникновения письменности», «Писатели детективов», «Юмор в разных культурах».

Тема 5.2 Взаимодействие технологий с человеческими ценностями и моралью

Стихийные бедствия: причины и последствия. Влияние технологий искусственного интеллекта на современный мир. Буллинг - агрессивное преследование. Рекомендуемые фильмы: «Снежная метель столетия», «Землетрясение», «Искусственный интеллект», «Буллинг».

Тема 5.3 Проблема взаимоотношений в мультикультурном обществе

Разнообразие мировоззрений и систем верований. Культурная инклюзия. Жесткие и гибкие навыки, необходимые в большинстве профессий.

6 семестр

Устная практика

Раздел VI. Исследуем Беларусь

Тема 6.1 Географическое положение Беларуси.

Тема 6.2 Климат и водные ресурсы.

Тема 6.3 Леса и природные ископаемые.

Тема 6.4 Белорусские национальные природные парки: Беловежская пу-
ща. Браславские озера. Нарочь.

Тема 6.5 Белорусские архитектурные памятники. Мир и Несвиж.

Раздел VII. Традиции и праздники Беларуси

Тема 7.1 Купалье.

Тема 7.2 Деды.

Тема 7.3 Каляды.

Академическое письмо

Раздел VIII. Основы риторического анализа

текстов различных типов

Тема 8.1 Типы дискурса: описание динамическое

Виды динамического описания: биография, история объекта, процесс.
Языковые особенности подобных описаний.

Тема 8.2 Типы дискурса: сообщение

Краткое сообщение и развернутое сообщение. Репортаж. Повествование.
Языковые особенности сообщений

Тема 8.3 Типы дискурса: сравнение и противопоставление

(контраст)

Языковые средства выражения сравнения и контраста.

Тема 8.4 Типы дискурса: определение (дефиниция)

Правила построения определений, их разновидности. Языковые особенности дефиниций.

Тема 8.5 Типы дискурса: рассуждение

Виды рассуждений. Движение мысли от общего к частному и наоборот. Языковые особенности рассуждений.

Аудиовизуальные коммуникации

Раздел IX. Лингвистический аспект культуры и традиций стран

Тема 9.1 Проблема взаимоотношений в мультикультурном обществе

Депрессия – атрибут современного мира. Ценность сотрудничества поколений в содействии инновациям. Работа мечты в зарубежной компании: преодоление трудностей в работе, личной жизни и дружбе. Работа туристического гида (о путешествиях, дружбе и поиске себя в этом мире). Рекомендуемые фильмы: «Элементарно», «Гибкие навыки», «Депрессия - история на протяжении всей истории человечества», «Стажер», «Эмили в Париже», «Мое греческое лето».

Тема 9.2 Роль женщины в современном обществе

Женщины-изобретатели. Женщины-уличные музыканты Международный женский день. Проблема женской эмансипации. Гендер в кинематографе. Карьера и семья. История жизни и правления королевы Елизаветы II (1977-1990) Рекомендуемые фильмы: «Женщины-изобретатели», «Лондонские уличные музыканты», «Международный женский день», «Риз Уизерспун - история успеха», «Корона».

УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов					Форма контроля
		Лекции	Семинарские занятия	Практические занятия	Лабораторные занятия	Количество часов СРС	
1	2	3	4	5	6	7	8
I	Работа в сфере туризма						
1.1	Люди и карьера в туризме			4		6	монологические высказывания, дискуссия
1.2	Поиск работы. Прием на работу. Собеседование			2			написание резюме, монологическая и диалогическая речь
1.3	Профессиональные качества и навыки			2			монологическая и диалогическая речь
II	Направления в туризме						
2.1	Всемирная туристская организация и ее функции			2		6	дискуссия, монологические высказывания
2.2	Туризм и его определение			2			дискуссия, монологические высказывания
2.3	Международный и внутренний туризм. Основные характеристики.			4			дискуссия, монологическая и диалогическая речь
2.4	Виды туризма			4			презентации, выполнение заданий
2.5	Происхождение и развитие туризма в Беларуси			4			презентации, выполнение заданий
III	Аттракции						
3.1	Мировые аттракции.			4		6	презентации, выполнение заданий

3.2	Атракции в Республике Беларусь			4			презентации, выполнение заданий
IV	Основы риторического анализа текстов различных типов						
4.1	Структура абзаца			16			письменные творческие работы
4.2	Структура текста, эссе, художественного произведения			14			письменные творческие работы
4.3	Типы дискурса: описание статическое			2		14	письменные творческие работы
V	Лингвистический аспект культуры и традиции стран изучаемого языка						
5.1	Развитие письменности и её влияние на развитие культуры и личности			10		14	просмотр видео, выполнение различных упражнений
5.2	Взаимодействии технологий с человеческими ценностями и моралью			12			просмотр видео, выполнение различных упражнений
5.3	Проблема взаимоотношений в мультикультурном обществе			6			просмотр видео, выполнение различных упражнений
	Промежуточная аттестация					12	зачет
	Всего: 150 часов			92		58	
VI	Исследуем Беларусь						
6.1	Географическое положение Республики Беларусь			2		14	презентации, выполнение заданий, лексический диктант
6.2	Климат и водные ресурсы			2			презентации, выполнение заданий, лексический диктант
6.3	Леса и природные ископаемые			2			презентации, выполнение заданий, лексический диктант
6.4	Белорусские национальные природные парки: Беловежская пуца. Браславские озера. Нарочь			8			презентации, лексический диктант

6.5	Белорусские архитектурные памятники. Мир и Несвиж			8			презентации выполнение за- даний, лексиче- ский тест
VII	Традиции и праздники Беларуси						
7.1	Купалье			4		4	презентации выполнение за- даний
7.2	Деды Каляды			2			презентации выполнение за- даний
VIII	Основы риторического анализа текстов различных типов						
8.1	Типы дискурса: описание ди- намическое			6			письменные творческие ра- боты
8.2	Типы дискурса: сообщение			6			письменные творческие ра- боты
8.3	Типы дискурса: сравнение и противопоставление (кон- траст)			4			письменные творческие ра- боты
8.4	Типы дискурса: определение (дефиниция)			6			письменные творческие ра- боты
8.5	Типы дискурса: рассуждение			6		10	письменные творческие ра- боты
IX	Лингвистический аспект культуры и традиции стран						
9.1	Проблема взаимоотношений в мультикультурном обществе			18			просмотр видео, выполнение раз- личных упраж- нений
9.2	Роль женщины в современном обществе			16		10	просмотр видео, выполнение раз- личных упраж- нений
	Промежуточная аттестация					28	экзамен
	Всего: 156 часов			90		66	

ИНФОРМАЦИОННО - МЕТОДИЧЕСКАЯ ЧАСТЬ

ПЕРЕЧЕНЬ ОСНОВНОЙ ЛИТЕРАТУРЫ

1. Гриднев, М. Р. Looking for a job: учеб.пособие. / М. Р. Гриднев. Минск : ИСЗ, 2003. – 19 с.
2. Михалева, Т.Н. Exploring Belarus: учеб.пособие. / Т. Н. Михалева. – Минск : ИСЗ, 2005. – 55 с.
3. Ламинская, Т. А. Пособие по письменному переводу: / Т. А. Ламинская, – Минск : ИСЗ, 2015. – 195 с.
4. Воробьева С. А. Учебное пособие. Деловой английский язык для сферы туризма: С. А. Воробьева, – М. : Филомантис, 2006. – 322 с.
5. Изотова, Л. А. Agritourism and Ecotourism in Belarus. Практикум по дисциплине «Иностранный язык (профессиональная лексика)» / Л. А. Изотова. – Пинск : ПолесГУ, 2020. – 27 с.
6. Нижнева Н. Н., Девкин А.П. Стилистика текста (теория и практика). – Мн., 2000. – 228 с.
7. Поплавская Т. В., Сысоева Т.А. Читай и обсуждай. Часть 1 – Мн., 2004. – 128 с.
8. Усилова, Э. А. и др. Академическое письмо. / Э. А. Усилова – Мн., 2010. – 155 с.
9. Шкрабо, О. Н. Аудиовизуальный метод в обучении иностранному языку в высшей школе: Научный журнал «Молодой ученый» – 2013. – №12. – С. 543 – 545.

ПЕРЕЧЕНЬ ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ

1. Jacob, M., Stratt P. English for International Tourism. / M. Jacob, P. Strutt. – Longman, 2003. – 135 с.

2. Королева Н. Е. Английский язык. Сервис и туризм. English For Tourism: учебное пособие. / Н. Е. Королева, Э. З. Баргесян, А. М. Сербиновская. – Изд. 2-е. – Ростов н/Д : Феникс, 2008. — 407 с.

3. Олюнина, И. В. Виды туристической деятельности в Республике Беларусь [Электронный ресурс] : пособие / И. В. Олюнина. – Минск : БГУ, 2021.

**Вопросы к зачету по учебной дисциплине
«Практикум по культуре речевого общения (первый иностранный язык)»**

Устная практика

1. Tourism Industry.
2. International tourism and its characteristics.
3. Domestic tourism and its characteristics.
4. World Tourism Organization and its responsibilities.
5. Categories of tourism.
6. Category of tourism that appeals to you.
7. Common features of jobs in tourism.
8. Workplace diversity in tourism.
9. Travel agents and tour operators.
10. Your professional behavior.
11. Development of tourism in Belarus.
12. Tourism in Belarus and its major trends.
13. Belarus tourism potential.
14. The contribution of tourism to the economy of Belarus.
15. Characteristics of tourists in Belarus.
16. World Tourist Attractions.
17. Tourist attractions of Belarus.
18. Tourist attractions that appeals to you.

Академическое письмо

1. Name the six steps good writers go through to produce a piece of writing.
2. What is brainstorming?
3. What are the three types of brainstorming? Explain why writers like different methods of brainstorming.
4. Define a paragraph and name its parts.
5. What are three common ways to develop a paragraph?
6. Define details.
7. What is an explanation?
8. What is an example? 5 words and phrases that are used for writing contrasts.
9. Define a descriptive paragraph and name the reasons for writing them.
10. What is a process paragraph and what are the reasons for writing them?
11. Define transitions and their possible functions.
12. Distinguish between fact and opinion.
13. Ways of introducing opinions when speaking and writing.
14. What do modal auxiliaries show?
15. Explain how to use connectors of cause and effect for expressing opinions.
16. What are the methods for organizing a comparison or contrast paragraph?

Аудиовизуальные коммуникации

1. Use the new vocabulary in sentences.
2. Match the expressions with their meanings and give Russian Equivalents to the idioms.
3. Fill in the gaps with the appropriate words.
4. Match the words and phrases with their definitions and translate into Russian.

**Вопросы к экзамену по учебной дисциплине
«Практикум по культуре речевого общения (первый иностранный язык)»**

Устная практика

1. Geographical Position of Belarus.
2. Symbols of Belarus.
3. Climate of Belarus.
4. Climatic conditions for tourism in Belarus.
5. Water resources of Belarus.
6. The largest rivers in Belarus.
7. Nature of Belarus.
8. Types of forests in Belarus.
9. Ecological functions of Belarussian forests.
10. Natural resources of Belarus.
11. Architectural Monuments of Belarus. (Historical and Cultural Reserve Nesvizh).
12. Architectural Monuments of Belarus. (Mir Castle Complex).
13. Folk Holidays in Belarus (Kupalle).
14. Folk Holidays in Belarus (Kaliady).
15. National Natural Reserves of Belarus.
16. Belovezhskaya Pushcha National Park.
17. Braslav Lakes National Park.
18. Naroch Lake National Park.

Академическое письмо

1. Name the six steps good writers go through to produce a piece of writing.
2. What is brainstorming?
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4. Define a paragraph and name its parts.
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6. Define details.
7. What is an explanation?
8. What is an example? 5 words and phrases that are used for writing contrasts.
9. Define a descriptive paragraph and name the reasons for writing them.
10. What is a process paragraph and what are the reasons for writing them?
11. Define transitions and their possible functions.
12. Distinguish between fact and opinion.
13. Ways of introducing opinions when speaking and writing.
14. What do modal auxiliaries show?
15. Explain how to use connectors of cause and effect for expressing opinions.
16. What are the methods for organizing a comparison or contrast paragraph?
17. What are the parts of an essay?
18. What makes a paragraph?
19. Distinguish between to compare and to contrast.
20. Define an essay and its parts. How to write a good introduction?
21. 6 phrases that link a solution paragraph to a problem.
22. 5 transition words and phrases that show time order.
23. 5 words and phrases that are used for writing contrasts.
24. 5 words and phrases that are used for writing comparisons.
25. Explain how to organize contrast paragraphs. Give examples of words/phrases used for writing contrasts.
26. Define a descriptive paragraph and give reasons for writing it.
27. Name the means that help organize and write descriptive paragraphs.
28. Define a process paragraph and give reasons for writing it.
29. How to use connectors of cause and effect for expressing opinions.
30. How to identify and write topic sentences.
31. Name the methods of paragraph support and development.
32. Define peer editing. Name the steps how to peer edit.
33. Explain how to organize comparison paragraphs. Give examples of words/phrases used for writing comparisons.

34. Paragraph coherence. Three ways to achieve coherence. Discourse connectors.

Аудиовизуальные коммуникации

1. Busking in different countries: advantages and disadvantages.
2. Speak on crime writers.
3. Women inventors.
4. Soft skills are innate or based only on our upbringing.
5. Speak on the insects that you can see where you live.
6. How does *Elemental* reflect the idea of understanding and accepting differences in society?
7. What is the best advice when it comes to hating, gossiping, ignoring, ridiculing or wanting to cause harm?
8. 7 tips to help you deal with cold weather effectively.
9. Cold weather tips for specific activities.
10. A natural disaster.
11. Summarise the history of International Women's day.
12. A presentation on the topic "Gender in Cinematography".
13. Explaining whether "The Intern" is worth watching.
14. What do you think is the best advice for someone suffering from depression?
15. What action do you think people should take to avoid suffering from depression?
16. Summarize the benefits and risks of AI.
17. Focus on AI applications and their benefits.
18. How does "My Life in Ruins" depict the role of a tour guide in the tourism industry? What specific skills are highlighted in the show that are important for a successful tour guide?
19. What are the taboos in humour in different cultures?
20. Can people with different backgrounds and from different classes truly understand each other?

Требования к выполнению самостоятельной работы
студентов

№ п/п	Название раздела, те- мы	Кол-во часов на СРС	Задание	Форма выпол- нения	Цель или задача СРС
1.	Работа в сфе- ре туризма	6	Найти объявления о вакансиях в Ин- тернете и других СМИ. Подготовить письмо – заявку и резюме	Подготовка к практическим занятиям	Совершенство- вание умений и навыков по оформлению до- кументов для приёма на рабо- ту. Развитие культуры рече- вого общения при трудо- устройстве
2.	Направления в туризме	6	Подготовить сооб- щение о популяр- ном направлении в туризме в Респуб- лике Беларусь	Подготовка к практическим занятиям	Углубление и расширение профессиональ- ных знаний
3.	Атракции	6	Подготовить пре- зентацию на тему: «Популярные ту- ристические атрак- ции в Беларуси»	Подготовка к практическим занятиям	Совершенство- вание навыков самостоятель- ного поиска до- полнительной информации. Углубление и расширение профессиональ- ных знаний
4.	Типы дис- курса: опи- сание стати- ческое	14	Подготовить опи- сание туристиче- ской атракции	Выполнение практических заданий	Закрепление те- матической лек- сики. Работа с двуязычными словарями. Раз- витие самостоя- тель- ности, активнос- ти и ответ- ственности
5.	Развитие письменнос- ти и её влия-	14	Подготовить пре- зентацию о жизни и творчестве из-	Слайд-шоу, видео- презентация	Совершенство- вание навыков самостоятельно-

	ние на развитие культуры и личности		вестного писателя		го поиска дополнительной информации. Углубление и расширение профессиональных знаний
6.	Исследуем Беларусь	14	Составить лексико-грамматический тест по изученной теме	Подготовка к практическим занятиям	Закрепление тематической лексики. Работа с двуязычными словарями Развитие самостоятельности, активности и ответственности
7.	Традиции и праздники Беларуси	4	Подготовить презентацию проведения народного праздника: история праздника, ритуальная одежда, ритуальная еда, активности, ритуальные песни	Подготовка к практическим занятиям	Закрепление тематической лексики. Повышение общего уровня образованности и культуры студентов
8.	Типы дискурса: рассуждение	10	Написание эссе на заданную тему	Письменная творческая работа	Совершенствование навыков самостоятельного поиска дополнительной информации
9.	Роль женщины в современном обществе	10	Подготовить презентацию о жизни и творчестве известной женщины в кинематографе	Слайд-шоу, видео-презентация	Совершенствование навыков самостоятельного поиска дополнительной информации. Углубление и расширение профессиональных знаний

Перечень используемых средств диагностики результатов учебной деятельности

Для диагностики результатов учебной деятельности используются: устный опрос, дискуссии, письменные творческие работы, презентации, лексические тесты, диктанты, просмотр видео, выполнение различных упражнений

ПРОТОКОЛ СОГЛАСОВАНИЯ УЧЕБНОЙ ПРОГРАММЫ

Название учебной дисциплины, с которой требуется согласование	Название кафедры	Предложения об изменении в содержании учебной программы по изучаемой учебной дисциплине	Решение, принятое кафедрой, разработавшей учебную программу (с указанием даты и номера протокола)

ДОПОЛНЕНИЯ И ИЗМЕНЕНИЯ К УЧЕБНОЙ ПРОГРАММЕ на 20 __/20__ учебный год

№ п/п	Дополнения и изменения	Основание

Учебная программа пересмотрена и одобрена на заседании кафедры менеджмента и коммуникаций (протокол №__ от 20__)

Заведующий кафедрой

(ученая степень, ученое звание)

(подпись)

(И.О.Фамилия)

УТВЕРЖДАЮ
Декан факультета

(ученая степень, ученое звание)

(подпись)

(И.О.Фамилия)

4.2. Перечень основной литературы

1. Михалева, Т. Н. Exploring Belarus : учеб. пособие. / Т. Н. Михалева. – Мн. : ИСЗ, 2005. – 55 с.
2. Ламинская, Т. А. Пособие по письменному переводу / Т. А. Ламинская. – Мн. : ИСЗ, 2015. – 195 с.
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Ламинская Татьяна Александровна

Маковецкая Светлана Алексеевна

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