



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
**«Дальневосточный федеральный университет»**  
(ДВФУ)

**ШКОЛА ЭКОНОМИКИ И МЕНЕДЖМЕНТА**

СОГЛАСОВАНО

Руководитель ОП

\_\_\_\_\_  
(подпись) Топчий А.В.  
(Ф.И.О. рук. ОП)  
« 18 » декабря 2019г.

УТВЕРЖДАЮ

Врио заведующий(ая) кафедрой  
сервиса и туризма  
(название кафедры)

\_\_\_\_\_  
(подпись) Овчаренко Н.П.  
(Ф.И.О. зав. каф.)  
« 18 » декабря 2019г..

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**  
**Business Communication (Бизнес коммуникация )**  
**Направление подготовки 43.04.02 Туризм**  
(«International Tourism & Hospitality /на английском языке»)  
**Форма подготовки очная**

курс 1 семестр 1  
лекции 00 час.  
практические занятия 72 час.  
лабораторные работы 00 час.  
в том числе с использованием МАО лек. лек. 0 /пр 18 / лаб 0 час.  
всего часов аудиторной нагрузки 144 час.  
в том числе с использованием МАО 18 час.  
самостоятельная работа 108 час.  
в том числе на подготовку к экзамену 00 час  
контрольные работы (количество) не предусмотрены  
курсовая работа / курсовой проект не предусмотрены  
зачет 3 семестр  
экзамен не предусмотрен

Рабочая программа составлена в соответствии с требованиями Федерального государственного образовательного стандарта по направлению подготовки 43.04.02 Туризм, утвержденного приказом Министерства образования и науки РФ от 15.06.2017 г. № 556.

Рабочая программа обсуждена на заседании кафедры Сервиса и туризма  
протокол № 4 от « 18 » декабря 2019г.

Врио заведующий кафедрой: канд. техн. наук, доцент Овчаренко Н.П.  
Составитель: ст. преподаватель Макарецва Е.В.

Владивосток  
2020

**Оборотная сторона титульного листа РПУД**

**I. Рабочая программа пересмотрена на заседании кафедры:**

Протокол от «\_\_\_\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_  
(подпись) (И.О. Фамилия)

**II. Рабочая программа пересмотрена на заседании кафедры:**

Протокол от «\_6\_» \_\_\_\_\_ 12 \_\_\_\_\_ 2017 \_\_ г. № \_10\_ \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_  
(подпись) (И.О. Фамилия)

MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education  
«FAR EASTERN FEDERAL UNIVERSITY»  
(FEFU)

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**SCHOOL of ECONOMICS AND MANAGEMENT**

**SYLLABUS MATERIALS for**

«Business Communication»  
**43.04.02 Master Degree**  
**International Tourism and Hospitality**  
Full time mode of studies

Course \_1\_\_\_\_term 2\_\_\_\_  
Lectures \_0\_ hrs  
Practical classroom activities \_72\_\_\_\_ hrs  
Laboratory activities \_\_\_\_ hrs \_  
Including activities using MAO lectures \_\_\_\_/practical\_\_\_\_/lab.\_\_\_\_ hrs  
The total number of classroom activities 144\_\_\_\_ hrs  
Including those using MAO \_36\_\_\_\_ hrs  
Independent students' work \_54\_\_\_\_ hrs.  
Including activities for exam reading \_\_36\_\_\_\_ hrs  
Controlling tests (the number )  
  
Credit \_\_\_\_\_ term  
Exam \_\_2\_\_\_\_ term \_

Herein Syllabus materials are made according to requirements of the educational standard which is independently set by FEFU for implementable main professional educational programs for the 43.04.02 Tourism profile, the identification number OS VO DVFU dated 7.07.2015  
The Syllabus materials were discussed at Service and tourism faculty meeting, the Minutes No. \_10\_\_\_\_ dated "\_6\_" 12 20 17

Service and tourism department Head \_\_\_\_\_ Associate professor Ovcharenko N.P., PhD  
Tutor (author) : \_\_\_\_\_  
\_\_\_\_\_ Senior lecturer Makarceva E.V.

## Purposes and Tasks of Mastering the Discipline:

The subject of the course is cross cultural communications rules and tendencies in tourism and hospitality business.

**The purpose of it** is acquiring universal and general professional and communicative competence and developing business professional communication skills.

**The course tasks are** to enable students to :

1. communicate in English using professional tourism and hospitality vocabulary
2. use correct structures typical of professional intercourse
3. read and understand relevant authentic materials.
4. understand and compile documents used in everyday activities
5. relate the results of academic researches in writing.
6. understand professional English speakers by ear .

On completion of this course the students will acquire the knowledge of professional content of the course, the professional vocabulary of tourism and hospitality business intercourse in the scope of 3500-4000 units, knowledge of grammar rules, basic principles of arranging business sessions, tours, social and other events, presentations etc. and such practical skills and habits as: reading authentic texts, listening to and talking with English speakers , using special dictionaries and manuals, possessing writing habits allowing to understand and compile business letters, reports, academic research assignments and relevant documents in the sphere of tourism and hospitality.

**Specific Competences.** Master Degree students in Hospitality are expected to possess Business English communication competences that empower them to read and understand relevant documents the hotel staff encounter, to understand English and American language users` speech, to write relevant notes, explanations, letters, reports, academic research assignments and all sorts of hotel`s documents, to classify hotels and hotel departments, describe, identify and explain functions and

The Code and Competence formulae		
UC-4 Ability to organize process of service of consumers or tourists	Knows	Methods and best practices of handling the staff and evaluating their activities Lexical units, phrases, speech patterns
	Is capable of	Using them in appropriate situations
	Possesses	Communication abilities in English Skills to assess the quality and results of activities in tourism and hospitality
UC-6 and CPC-7 Ability to communicate with consumers of tours or a product and ensure the process of communication taking into account requirements of consumers or tourists Ability to evaluate innovation projects in tourism and hospitality  CPC-7	Knows	Different concepts of tourism and hospitality enterprises, effective strategies of moulding effective risk evaluation policy Lexical units, phrases, speech patterns
	Is capable of	Using them in appropriate situations
	Possesses	Communication abilities in English Skills of evaluating innovation projects in tourism and hospitality

responsibilities of the staff, systems and technologies of labour and sources of

The methods of learning are communicative.

Forms of activities are mainly classroom based, tutorials and independent students` work are also envisaged with no lectures whatsoever.

Technical means such as CDs, sound files, tape recordings, video courses, internet links, files, sites and films are provided as well.

To develop and consolidate the above competences within the framework of the discipline “Communication in Tourism and Hospitality” such interactive methods of teaching as business role play, simulating professional situations, problem solving activities, Case Studies etc. are regularly used.

## **I. THE STRUCTURE AND CONTENTS OF THE THEORETICAL PART OF THE DISCIPLINE**

*Theoretical part has not been envisaged for the discipline” Communication in Tourism and Hospitality ”.*

## **II. THE STRUCTURE AND THE CONTENTS OF THE COURSE PRACTICAL PART**

Materials for classroom based activities have been arranged in accordance with the Syllabus themes list.

The main themes of practical classroom activities have been distributed in the year terms as follows:

1 year (1<sup>st</sup> term -36 hrs)

Theme 1. Introduction to customer care. Customer care success. Businesses and jobs. On line services. The most successful sites. (8 hrs)

Informational material: Introductory conversation about the importance of possessing customer care skills. Jobs of the sales staff, retail managers, banking clerks and tellers, manufacturing or service sector employees, hotels and restaurants staff, order entry clerks, receptionists and shop assistants. Features of the most successful on line services. Advertisements. Positive and negative examples of customer care. Customer care service surveys.

Vocabulary used : Names of the jobs involved, duties and functions of the personnel, priorities and problems. Internet services. Examples of the most successful sites and their services. Examples of advertisements. Personal characteristics of the staff.

Writing: Business letters, short essays about the importance of the customer care. Applications for a job. Resume.

Theme 2. Face to face with customers. Business meetings. Efficient presentations. (12 hrs)

Informational material: Pieces of advice from the websites for the customer care clerks. Language of communication. Body language. Ways to express a request to help, wait, clarify the situation. A company visit. Meeting business partners for the first time. Greetings, small talk, offers to assist in services, completing the visit. The company staff, reception, servicing and managing the staff, information services, the middle level personnel of the company.

Vocabulary: Customer care personnel service, information service, names of the company jobs, examples of the services delivered, functional duties of the managing staff, front of the house and back of the house, the system of managing the staff, description of the facilities and services.

Writing: Spelling tests, compositions, essays, letters applying for a job.

Theme 3. Dealing with customers on the phone. Rules and practices of the customer care talks. (12hrs)

Informational material: General telephoning rules. The customer care phone call. What the customer really hears. Being courteous on the phone. Making sure you understand. Making arrangements. Basic socializing language. Comparative characteristics of the right and wrong telephone calls. Ways to show one's interest in the customer. Examples of the phone calls. Ways to receive a message, to calm down the conflict, to complete the talk in a courteous manner in a positive register.

Vocabulary: Phraseology of polite customer care communication. Names of the jobs involved, duties and functions of the personnel, priorities and problems. Internet services. Examples of the most successful sites and their services. Examples of advertisements. Personal characteristics of the staff. Nouns, verbs, adjectives expressing respectful qualities and ways of communication. Categories and types of places where communications occur. Ways to make up questions, +requests, offering services, expressing agreements and disagreements, making appointments, cancelling them, confirmation of the planned appointments.

Writing: Spelling tests, compositions, essays, letters applying for a job. Business letters, short essays about the importance of the customer care. Applications for a job. Resume.

#### Theme 4. Call center success. (6 hrs)

Informational material: Customer surveys. Review of customer surveys in different industries of Great Britain. Recent age ratios of satisfactory and unsatisfactory feedbacks. Ways and methods to improve the feedback about customer care call centers performance. Ways to improve the customers' impression. Examples of phone calls of customer care call centers with their clients. Examples of phone calls on particular orders, misdeliveries, erroneous charge of payments and taxes. Advice services.

Vocabulary: Taking an order. Hotline and troubleshooting. Customer-centered call centers. The first impression. Clarifying and explaining. Checking comprehension. Adjectives describing places, qualities, nature of the service and



the facility. Names of the agencies, services, locations, organizational events. Adverbs describing the degree of the requirements performed.

Writing: Letters of enquiry, compositions of the descriptive character, enquiry replies.

Term 2 (36 hrs)

Theme 5. Delivering customer care through writing.( 18 hrs )

Informational material: Effective letters and emails. Formal and informal writing styles. The five Cs of customer care writing ( five major rules for customer care writing). A case study.

Vocabulary: Salutations and closes. Standard phrases for handling customers ( connecting with the reader, taking action, etc.). Enclosures and attachments.

Writing: Letters of enquiry, compositions of the descriptive character, enquiry replies. Spelling tests, compositions, essays, letters applying for a job. Business letters, short essays about the importance of the customer care. Applications for a job. Resume. Business letters, short essays about the importance of the customer care. Applications for a job. Resume.

Theme 6. Dealing with problems and complaints. (18 hrs )

Informational material: Complaint strategies and policies. The letter of apology. Explaining company policy. Some opinions about complaints and apologies. Problem-solving situations in a hotel. The way hotel receptionist deals with the problems. Effective answers to the customers' complaints. Problem-solving charts. A typical letter of apology. Ways to respond to a complaint. Comments of the professional tourism and hotel business workers about customers' complaints and apologies.

Vocabulary: Things customers usually complain about. Things annoying the customer most. An action checklist for a meeting. Phrases used to soften bad news and to acknowledge the problem without saying who exactly made a mistake.

Writing: Emails for the staff. Customer friendly statements for positive and negative customer centered situations. An effective letter of respond to a customer's complaint. Letters of apology. Replies explaining the company policy .

### III Methodical Provisions and Recommendations for Students' Independent Activities

It is a well known fact that no course can be a success unless students do their best when working on their own. Materials for students` independent work offered in the syllabus guide might help them a lot. For example, as enclosed in the following graph students can be offered to participate in the following samples of learning activities:

Enclosure 1.

The Outline Graph for doing Independent assignments of the discipline

No	Dates and Time of performance	Kinds of Independent work	Approximate time Norms for Performance	Forms of Controle
1.	September – October	Preparation of the Essay. Theme1.	2 weeks	Oral Presentation
2.	November	Independent Work Theme 2.	1 week 2 hrs	Drawing Graphs and Diagrams
3.	December	Sustainable Tourism.	2 weeks	Written Test
4.	February March	Ecotourism in practice. Preparing the Essay on Theme 4.	2 hrs	Oral Presentation
5.	April – May	Independent Work Theme 5 Business Correspondence	2 hrs	Written Test
				Written Tests and

6.				Assignments
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Independent Students' Work might include the following kinds of learning activities:

1. Preparation for classroom activities
2. Preparation for Written assignments
3. Writing Tests and essays
4. Reading additional literature
5. Preparations of presentations
- 6.** Writing Course assignments.

Inhere enclosed is the plan-graph for students' independent work

№	Content of the independent activities	Times and dates
	Entitle texts 1,2,3,4,5 of the unit devoted to Jobs in Tourism	The first week
	Write annotations to texts 1,2,3,4,5	The second and third weeks
	To prepare the report about one of the covered jobs in ex.4 of the unit	4-6 <sup>th</sup> week
	Do ex. 5 on p. 70 (EFTH)	The 7 <sup>th</sup> week
	Write a composition about jobs in tourism. Do exercises 9,10 on page 75,76 (EFTH)	8 <sup>th</sup> week 9 неделя
	Prepare presentation on themes indicated in units 5 and 6 about the functions of managers , conference coordinators, business consultants on business missions.	10,11,12 <sup>th</sup> weeks
	Write a reply to a complaint about unsatisfactory services	13 <sup>th</sup> week
	Write a reply to a complaint about unsatisfactory services	14 <sup>th</sup> week
	Write a reply to a complaint about unsatisfactory services	15 <sup>th</sup> week
	Do exercise 8 on page 86 of unit 3	
	Do exercise 1 of the unit « Managing tour operations»	15 <sup>th</sup> week
	Answer the questions of the fourth unit of the section « Hotel Management»	16 <sup>th</sup> week
	Write a composition about functions, skills and	

<p>abilities of tourism managers.</p> <p>Model content of students' additional independent activities.</p> <p>Michael L.Kasavana, Richard M Brooks. Managing Front Office Operations. Educational Institute of the American Hotel and Lodging Association. 2001 Part 1 Chapter 3.</p> <p>Unit1. Chapter 3. Front office operations. Pages 91-104. Read the material, answer the questions at the end of the unit. Prepare the report.</p> <p>Margaret M. Kappa, Aleta Nitschke, Patricia B. Schappert. Housekeeping Management. Educational Institute of the American Hotel and Lodging Association. 1997.Part 1. Chapter «The Role of Housekeeping in Hospitality Operations».</p> <p>Types of Hotels. Read the information, answer the questions at the end of the unit. Prepare the report</p> <p>Amanda Stronza. Forging new ground for ecotourism and other alternatives. The article in Annual Reviews. Read and answer the questions.</p> <p>Celso Garsia. Impacts of tourism development on water demand and beach degradation on the island of Mallorca. Read the material and answer the questions. Prepare a report.</p>	<p>17<sup>th</sup> week</p>
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Model assignments to the articles for additional reading:

- 1.Read the article and outline its main parts.
- 2.Point out the outstanding factors the authors have investigated.
- 3.Write down all the problems the authors have tried to look into.
- 4.Be aware of the conclusion the authors have come to.
- 5.Express your own approach to the issues touched upon or studied.

It is a well known fact that no course can be a success unless students do their best when working on their own. Materials for students` independent work offered in the syllabus guide might help them a lot. For example students can be offered to participate in the following samples of learning activities:

Doing the tasks in writing

Reading supplementary materials in English

Preparing for and speaking at presentations

Learning for written tests

Getting ready for credit tests and exams

Answering questions

Reproducing dialogues

Learning conversational formulae

Reading the materials and entitling them

Writing dictations, essays, compositions

Writing pieces from business correspondence

Composing and dramatizing dialogues and polilogues

## Controlling the way the purpose of the course is achieved

Parts, units or themes to be controlled as well as forms of the current and intermediate attestation have been indicated in the following graph of controlling activities.

### Controlling activities Graph

No	Approximate Date in a plan	Approximate Date of holding	Parts, units or themes to be controlled	Form of control	Percent of relevance	Maximum rating	Minimum rating of the intermediate attestation
Main Controlling Activities							
1.	October,6	October,6	Independent work structure of accomodation market.	The Oral presentation	25%	30	18
2.	November,5	November,5	Test on the theme Managing a hotel's Teamwork and reputation	Test on the theme Hotel's	25%	40	24
3.	December,6 6	December,6 6	Independent work on the theme Front office manager.	A Case Study	25%	40	24
4.	January,13	January,13	Test on the theme Human Resources of Human Resources. Selecting new staff.	Written Test	25%	40	24
5.			Credit		0%	5	3

Codes and steps of formatting competences

The Code and Competence formulae		
UC-4 Ability to organize process of service of consumers or tourists	Knows	Methods and best practices of handling the staff and evaluating their activities Lexical units, phrases, speech patterns Lexical units, phrases, speech patterns
	Is capable of	Using them in appropriate situations
	Possesses	Communication abilities in English
UC-5 and UC-6 Ability for communication with consumers of a tour or a product and ensuring process of communication taking into account requirements of consumers or tourists  CPC-7 ability to perform pedagogical activities in the sphere of major professional educational syllabuses and additional professional programmes.	Knows	Different concepts of tourism and hospitality enterprises, effective strategies of moulding effective risk evaluation policy Lexical units, phrases, speech
	Is capable of	Evaluating different concepts of tourism and hospitality enterprises, effective strategies of moulding effective risk evaluation policy
	Knows	Major professional educational syllabuses and additional programmes.
	Possesses	Pedagogical methods and strategies
	Is capable of	Communicating in English

### Controlling the way the purpose of the course is achieved

№	Themes and topics to be assessed	Codes and steps of forming competences	Assessment tools	
			Current control	Intermediate attestation

1	<p><b>Theme 1.</b> Introduction to customer care. Customer care success. Businesses and jobs. On line services. The most successful sites</p> <p><b>Theme 2.</b> Face to face with customers. Business meetings. Efficient presentations.</p> <p><b>Theme 3.</b> Dealing with customers on the phone. Rules and practices of the customer care talks</p> <p><b>Theme 4.</b> Call center success</p> <p><b>Theme 5.</b> Delivering customer care through writing.</p>	UC4	<p><b>Knows:</b> Names of hotel departments, names of services, job positions, functions and duties of clerks, managers, housekeeping staff, names of different activities and attending circumstances.</p>	Discussion participation in questionnaires	Revising questions for a review
			UC6	<p><b>Is capable of using:</b> Prepared speech exercises, prepared stories about the front office services, bell service, housekeeping services, functions of chambermaids, duty managers, bellmen, front office staff, marketing department staff, internal sales, hotel promotion, external sales</p>	Written Test 2
		<p><b>Knows:</b> Categories of places to eat, types of cuisines, names of dishes and beverages,</p>		A Roleplay	A Presentation



	<p><b>Theme 6.</b> Dealing with problems and complaints.</p>	<p>CPC7</p> <p>CC5</p>	<p>names of cooks and chefs, sorts of waiters, bartenders, names of restaurant parts, different levels of services.</p> <p><b>Is capable of using:</b> : Non-authentic and authentic texts, dialogues, extracts from advertisements, documents.</p> <p>Sound files of authentic dialogues, CDs</p>		
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## IV. List of Recommended Literature

### The Main List of Recommended Literature

1. Harrison L. English for international tourism : Intermediate workbook with key / L. Harrison. – England : Pearson Education Limited, 2013. – 64 p.  
<http://lib.dvfu.ru:8080/lib/item?id=chamo:781903&theme=FEFU>
2. Professional English for Future Tourism Managers [Электронный ресурс] : учебн. пособие по профессионально-ориентированному английскому языку для студентов специальности «Туризм». – Электрон. данн. – Астана : Казахский гуманитарно-юридический ун-т, 2016. – 72 с. – Режим доступа: <http://www.iprbookshop.ru/49552.html> [ЭБС «IPRbooks»]
3. Strutt. P. English for international tourism : Intermediate coursebook / P. Strutt. – England : Pearson Education Limited, 2013. – 1238 p.  
<http://lib.dvfu.ru:8080/lib/item?id=chamo:781932&theme=FEFU>
4. Войтик Н. В. Английский язык для туризма и сервиса. English for Tourism and Service [Электронный ресурс] : учебн. пособие / Н. В. Войтик. – М. : ФЛИНТА, 2013. – Режим доступа: <http://www.studentlibrary.ru/book/ISBN9785976516281.html> [ЭБС «Консультант студента»]
5. Жулидов С. Б. The Travel and Tourism Industry / С. Б. Жулидов. – М. : ЮНИТИ-ДАНА, 2015. – 207 с. – Режим доступа: <http://znanium.com/catalog/product/872364> [ЭБС Znanium.com]

6. Жулидов С.Б. The Travel and Tourism Industry [Электронный ресурс]: учебн. пособие для студентов вузов, обучающихся по специальностям сервиса 10000 и туризма 10200 / С. Б. Жулидов. – Электрон. данн. – М. : ЮНИТИ-ДАНА, 2017. – 204 с. – Режим доступа: <http://www.iprbookshop.ru/71242.html> [ЭБС «IPRbooks»]
7. Нуреева Д. Н. English for Service and Tourism (Английский язык. Сервис и туризм) [Электронный ресурс] : учебн.-метод. пособие / Д. Н. Нуреева. – Электрон. данн. – Казань : Казанский национальный исследовательский технологический ун-т, 2014. – 139 с. – Режим доступа: <http://www.iprbookshop.ru/61947.html> [ЭБС «IPRbooks»]
8. Раптанова И. Н. English for service and tourism industry = Английский язык в сфере обслуживания и туризма [Электронный ресурс]: учебн. пособие / И. Н. Раптанова, К. Г. Чапалда. – Электрон. данн. – Оренбург : Оренбургский гос. ун-т, ЭБС АСВ, 2016. – 119 с. – Режим доступа: <http://www.iprbookshop.ru/69881.html> [ЭБС «IPRbooks»]
9. Триус Л. И. Английский для международного и национального туризма. English for global and national tourism [Электронный ресурс] : учебное пособие / Л. И. Триус, Т. А. Ширяева. – Электрон. данн. – Пятигорск : Пятигорский гос. лингвистический ун-т, 2016. – 168 с. – Режим доступа: <https://www.book.ru/book/919880/view2/1> [ЭБС Book.ru]

### **The Supplementary List of Literature:**

1. Бисько И. А. Организация обслуживания туристов. Tourism service organization [Электронный ресурс]: учебное пособие / И. А. Бисько, В. А. Маевская, Е. А. Паксюткина. – М. : КноРус, 2014. – 189 с. – Режим доступа: <https://www.book.ru/book/919285> [ЭБС Book.ru]
2. Бисько И. А. Организация обслуживания туристов. Tourism service organization [Электронный ресурс] : учебное пособие / И. А. Бисько, В. А. Маевская, Е.

- А. Паксюткина. – М. : КноРус, 2017. – 209 с. – Режим доступа: <https://www.book.ru/book/920497/view2/1> [ЭБС Book.ru]
3. Большой глоссарий терминов международного туризма / Национальная академия туризма ; [под ред. М. Б. Биржакова, В. И. Никифорова]. – М. : Герда, 2002. – 698 с. <http://lib.dvfu.ru:8080/lib/item?id=chamo:98349&theme=FEFU>
4. Дроздова Т. Ю. English Grammar. Reference and Practice [Электронный ресурс] : учебн. пособие / Т. Ю. Дроздова, А. И. Берестова., В. Г. Маилова.— Электрон. данн. – СПб. : Антология, 2013. – 464 с. – Режим доступа: <http://www.iprbookshop.ru/42431.html> [ЭБС «IPRbooks»]
5. Захаров В. Б. Tourism as Business [Электронный ресурс] / В. Б. Захаров. – Электрон. дан. – М. : ЮНИТИ-ДАНА, 2015. – 207 с. – Режим доступа: <http://znanium.com/catalog/product/884200> [ЭБС Znanium.com]
6. Комарова А. И. Английский язык: туризм и сервис [Электронный ресурс] : учебник / А. И. Комарова, И. Ю. Окс. – Электрон. данн. – М. : КноРус, 2019. – 241 с. – Режим доступа: <https://www.book.ru/book/931061/view2/1> [ЭБС Book.ru]
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## **V. TEACHING MATERIALS AND METHODOLOGICAL RECOMMENDATIONS FOR CLASSROOM BASED ACTIVITIES**

Classroom based activities are major blocks for mastering “Communication in Tourism and Hospitality» for Master Degree students.

They help to increase the knowledge and confidence of students enhancing their future job and training prospects.

The choice of learning materials has been made having in mind modern business English language norms and “from easy to complex” principle.

British, American and Russian methodologies are being offered for all sorts of students' work. *Many of the teaching materials to support classroom activities have been listed in the previous chapter of the main and additional literature sources.*

The example of the classroom activities can be regarded in the following passages. The theme for classroom discussion is

*Tour Operation. Planning and Execution*

I. Tour operators are an important part of the tourism industry and for many hotels, are a vital source of business, as they bring large groups. Read these profiles of the tour operators and speak about 3 of them in your own words.

Anglo-Global Holidays pic

Specialists in holidays for young people (teenagers and students), primarily from the US, Canada, Israel, and Europe. Incoming groups and individuals are offered a full package of sightseeing activities, social events, and contacts with local youngsters, under the guidance of experienced youth workers. (Established 1957)

Brit-Tours Ltd

Deals in large volumes of group traffic from North America, specializing in complete incentive programmes plus special-interest groups and business conferences. Creativity and quality assured. US office in Dallas, Texas.

Hollywood Travel Services Ltd

Catering for both groups and individuals from all over the world, Hollywood Travel offers special interest tours in over eight different categories. Private entertaining in rural hotels and private houses of historic and architectural importance. Private shooting and fishing packages. The personal touch for an exclusive clientele.

Blue Skies Travel Ltd

An organization which sends over 80,000 people a year on short-stay packages, mainly to London. Specialists in concerts with coach travel,



accommodation, and guided tours included. Contact through newspaper advertising throughout the UK. Also markets theatre programmes for schools.

#### Customtours Ltd

Custom-made itineraries, designed to meet the needs of both groups and individuals. Specializing in special-interest tours, performing groups, and youth groups from overseas and within the UK.

II. Diane MacLennan runs UK Hosts, a company which specializes in selecting hotels in London for incentive tours from the USA. An incentive tour is a reward or encouragement for people who have done good work for their company. The companies she deals with are usually very rich. Read Diane's answers to the interviewer's questions about her work. Answer the following:

1. Where is Diane's company based?
2. Does she know her clients personally?
3. How can Diane recommend this or that hotel if she doesn't know the clients?
4. What, in general, do the clients expect?
5. How does she keep up to date with new facilities, special offers, or new hotels?

interviewer: Diane, can you tell me about your work and how you go about selecting a hotel for your clients?

diane: Well, I work exclusively with incentive tours. More precisely, I work as a Ground Handling Agent for incentive tours from the US. As I'm based here in London, I often don't know the clients intimately. So I rely on my incentive agent in the US to inform me of exactly what sort of group they are and what sort of things they like doing, etc. Then I'll make preliminary inspections of various hotels, as part of the job of a ground handler is selecting a hotel. The next thing is to make recommendations to my client on the basis of these inspections. Nine times out of ten, my clients will also want to inspect the hotels themselves, so one or two of my clients will come over on an inspection visit and they'll make the final choice themselves.

interviewer: Really?

diane: Yes, and we'll see as many hotels in one day as we can. A few days ago, I took some clients to visit seven hotels in one day, which is quite normal, but a few weeks ago, we inspected fourteen hotels all in one day.

interviewer: Goodness! What, in general, are they looking for?

diane: Obviously, details depend on the group in question. The incentive groups I deal with will generally spend a lot of time socializing. Consequently, the communal areas such as the bar must be large, attractive, and atmospheric. The reception area will be the first thing they see, so the company will want it to be impressive. Because there's lots of socializing, not just within the group but also with clients based in Europe, there must be sufficient rooms for private functions. And of course they've got to be big enough. Generally, that means we deal with luxury hotels. We don't always, because a de luxe hotel won't necessarily suit the requirements of the particular group we're dealing with. But, by and large, the more stars a hotel has, the bigger and better the facilities.

interviewer: So how do you keep up to date with new facilities, special offers, or even new hotels?

diane: I'm on the mailing list of all the main hotels in the London area so I'm kept updated by mailshot, and I know the people in the sales divisions of most of the hotels we deal with. If they have a special offer coming up, they'll telephone and let me know. To keep myself informed, there's the TTG – that's the Travel Trade Gazette – which is vital reading for anyone in my line of work. If there's any new hotel development, or even new hotels being built, then it will be included in there. I also make a point of going to trade fairs, such as the one in Earls Court in November called the WTM. People from all over the world attend, and I make appointments to meet people in the hotel business.

interviewer: Have you ever recommended a hotel you haven't inspected?

diane: Never. For example, yesterday I went into London just to see one room in a large city-centre hotel. I was offered forty-four of a particular type of room for a client. This hotel has fourteen different types and I wasn't sure it was

the right type. Just to be sure, I went to check, and I'm glad I did. It wasn't! You see, every time I recommend a room, my reputation is on the line. I can't afford to make mistakes.

III. Read the dialogue again and complete the following sentences using ideas and expressions from the above dialogue:

1. Diane depends upon her \_\_\_\_\_ to help her recommend \_\_\_\_\_ hotels for her clients.

2. Diane's clients usually make an \_\_\_\_\_ of the hotels she has recommended.

3. It is \_\_\_\_\_ for her to visit fourteen hotels in one day.

4. For her groups, the three most important hotels are the \_\_\_\_\_, and the \_\_\_\_\_.

5. Hotels keep Diane up-to-date by \_\_\_\_\_ and by \_\_\_\_\_.

6. Trade magazines are useful for information about \_\_\_\_\_.

7. To meet people in the industry she goes to \_\_\_\_\_.

8. Diane \_\_\_\_\_ inspects the hotels she recommends.

IV. Speak about how *UK Hosts* work. Use questions from task 2 as a plan for your story.

V. An agent for Scandinavian Seaways is welcoming a group on a familiarization tour. Complete her speech using the following verbs in the Future Continuous:

*arrive; go on; sail; stay; board; have; set off; stop; come; leave; spend; use.*

«Good evening, ladies and gentlemen. On behalf of Scandinavian Seaways, I would like to welcome you aboard the MS Prince of Scandinavia.

I'd like to run through our itinerary for the next few days. We will be setting off in a few minutes, and tonight we \_\_\_\_\_ across the North Sea towards Denmark. If the weather holds, we \_\_\_\_\_ in Eisbjerg tomorrow afternoon at 13.45. The coach will take us to the hotel Pejsergarden in Braedrup, where we \_\_\_\_\_. This is the hotel that we \_\_\_\_\_ for all our future tours as well. There will be plenty of time to settle in, and in the evening we \_\_\_\_\_ a special dinner in the hotel's famous restaurant. At midnight there will be champaign and a firework display, followed by dancing in the disco. We \_\_\_\_\_ the next morning in the hotel, and in the afternoon we \_\_\_\_\_ a tour of the Silkeborg Lake District. We \_\_\_\_\_ back in time for afternoon coffee, and you'll be free for the rest of the evening. The next day the coach \_\_\_\_\_ at 10.00, and we \_\_\_\_\_ on the way for lunch, before going on to Hamburg, where we \_\_\_\_\_ the MS Hamburg for the 16.30 sailing back to Harwich».

The next day the coach at 10.00, and we on the way for lunch, before going on to Hamburg, where we \_\_\_\_\_ the *MS Hamburg* for the 16.30 sailing back to Harwich.

VI. In the following sentences put the verbs in brackets into the Future Continuous or the Future Perfect. The first one has been done for you.

1. We can't send our clients to a half-finished hotel. Are you sure that you *will have completed* (complete) all the building work by the beginning of the summer?

2. I'm sorry, but I can't make the meeting on the 18th. I \_\_\_\_\_ (still/go round) Greece on my inspection tour, and I don't get back until the 21st.

3. Hello, Jenny Farmer here. I'm just ringing to ask whether you \_\_\_\_\_ (send) someone on the fam trip we are organizing next year.

4. I can send those two brochures off for you if you like. I\_\_\_ (go) past a post-box on my way to the car, so it's no trouble.

5. We'd better put the meeting off for a couple of days. I \_\_\_\_ (not finish) this report by tomorrow afternoon.

6. If you don't hurry up, your plane\_\_\_\_\_ (leave) by the time you get to the airport.

7. I'm off on holiday in a few days and this time next week I\_\_\_\_\_ (sit) on a lovely sunny beach in the Seychelles.

8. Could I send you the information about the hotels at the end of the month? I\_\_\_\_\_ (not/have) time to visit them all by next Wednesday.

9. You'd better send them a fax because they\_\_\_\_\_ (make) a decision by the time a letter arrives.

10. I can give John those figures. I\_\_\_\_\_ (see) him in our weekly meeting this afternoon.

VII. Now read the dialogue between the Front Office manager welcoming a group of tourists from Germany and the tour leader MRS Kleist. Complete the gaps using the words below:

filled	leader	cards	reception
tour	rooms	delay	their
in	passport	drink	group

manager: Good afternoon. You must be Mrs. Kleist from Sonnenreise.

mrs kleist: Yes, that's right. I'm the tour \_\_\_\_\_.

manager: How was your flight?

mrs kleist: Not bad, thank you. There was a bit of a \_\_\_\_\_ at Frankfurt Airport, so that's why we're a little late.

manager: Oh dear! Well, you'll be pleased to hear that the rooms are ready for everyone in your shall we fill in the check sheet?

mrs kleist: Yes. That'd be fine.

manager: I've got the registration here, thirty-eight in all. Could you ask your party to fill them in – all we need is names and passport numbers.

mrs kleist: Right. Now, there's been a slight change. One of the people on the I missed the flight in Frankfurt – Mr. Heine. I think he might be coming later, but I haven't had time to find out yet.

manager: That's OK. We'll keep the room until you find out what's happening.

mrs kleist: I've got the list here for you. It's got everyone's name on it.

manager: Thanks. I'll leave a note for telling them you're one guest short.

mrs kleist: And I've got the voucher here too. Here you are.

manager: Thank you very much. Right, that'll be all for the moment. If you'd like to get the registration cards in, we'll tell everyone what \_\_\_\_\_ they'll be staying in. By the way, the bar's open if anyone would like a \_\_\_\_\_ while they're waiting.

mrs kleist: Thank you.

VIII. Learn the dialogue by heart and reproduce it in roles.

IX. Imagine that you and your partner work for the local tourist board. Mr. Edward Legrand, the Director of a tour operating company, has written to you asking to organize a two-day tour of your area for him. His company organizes educational, sightseeing, and special-interest tours as well as conferences. On a separate sheet of paper, plan a full itinerary for Mr. Legrand, remembering to leave him some free time.

X. Discuss your plan for Mr. Legrand's requested tour of your city or whereabouts with your partner in your own dialogue.

## VI. Technical provisions for classroom-based activities

*Classroom equipped with multi-media devices*

*Personal Computers*

*Audio and video player*

*CD player*

*Tape recordings*

*Internet Resources*

### The Outline Graph for doing Independent assignments of the discipline

№	Dates and Time of performance	Kinds of Independent work	Approximate time Norms for Performance	Forms of Control
1.	September –	Preparation of the Essay. Theme1. Independent Work Theme 2.	2 weeks	Oral Presentation
2.	October November		1 week	
3.	December February	Sustainable Tourism. Ecotourism in practice. Preparing the	2 hrs 2 weeks	Drawing Graphs and Diagrams Written Test

4.	March	Essay on Theme 4.	2 hrs	Oral Presentation
5.	April – May	Independent Work Theme 5	2 hrs	Written Test
6.		Business Correspondence		

Independent Students' Work might include the following kinds of learning activities:

7. Preparation for classroom activities
8. Preparation for Written assignments
9. Writing Tests and essays
10. Reading additional literature
11. Preparations of presentations
12. Writing Course assignments.

Inhere enclosed is the plan-graph for students' independent work

№	Content of the independent activities	Times and dates
	Entitle texts 1,2,3,4,5 of the unit devoted to Jobs in Tourism	The first week
	Write annotations to texts 1,2,3,4,5	The second and third weeks
	To prepare the report about one of the covered jobs in ex.4 of the unit	4-6 <sup>th</sup> week
	Do ex. 5 on p. 70 (EFTH)	The 7 <sup>th</sup> week
	Write a composition about jobs in tourism. Do exercises 9,10 on page 75,76 (EFTH)	8 <sup>th</sup> week 9 неделя
	Prepare presentation on themes indicated in units 5 and 6 about the functions of managers , conference coordinators, business consultants on business missions.	10,11,12 <sup>th</sup> weeks
	Write a reply to a complaint about unsatisfactory services	13 <sup>th</sup> week
	Write a reply to a complaint about	14 <sup>th</sup> week
	Write a reply to a complaint about	15 <sup>th</sup> week



<p>unsatisfactory services</p> <p>Do exercise 8 on page 86 of unit 3</p> <p>Do exercise 1 of the unit « Managing tour operations»</p> <p>Answer the questions of the fourth unit of the section « Hotel Management»</p> <p>Write a composition about functions, skills and abilities of tourism managers.</p> <p>Model content of students' additional independent activities.</p> <p>Michael L.Kasavana, Richard M Brooks. Managing Front Office Operations. Educational Institute of the American Hotel and Lodging Association. 2001 Part 1 Chapter 3.</p> <p>Unit1. Chapter 3. Front office operations. Pages 91-104. Read the material, answer the questions at the end of the unit. Prepare the report.</p> <p>Margaret M. Kappa, Aleta Nitschke, Patricia B. Schappert. Housekeeping Management. Educational Institute of the American Hotel and Lodging Association. 1997.Part 1. Chapter «The Role of Housekeeping in Hospitality Operations».</p> <p>Types of Hotels. Read the information, answer the questions at the end of the unit. Prepare the report</p> <p>Amanda Stronza. Forging new ground for ecotourism and other alternatives. The article in Annual Reviews. Read and answer the questions.</p> <p>Celso Garsia. Impacts of tourism development on water demand and beach degradation on the island of Mallorca. Read the material and answer the questions. Prepare a report.</p>	<p>15<sup>th</sup> week</p> <p>16<sup>th</sup> week</p> <p>17<sup>th</sup> week неделя</p>
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Model assignments to the articles for additional reading:

1.Read the article and outline its main parts.

2. Point out the outstanding factors the authors have investigated.
3. Write down all the problems the authors have tried to look into.
4. Be aware of the conclusion the authors have come to.
5. Express your own approach to the issues touched upon or studied.

Unfortunately no course can be a success unless students do their best when working on their own. Materials for students' independent work offered in the syllabus guide might help them a lot. For example students can be offered to participate in the following samples of learning activities:

Doing the tasks in writing

Reading supplementary materials in English

Preparing for and speaking at presentations

Learning for written tests

Getting ready for credit tests and exams

Answering questions

Reproducing dialogues

Learning conversational formulae

Reading the materials and entitling them

Writing dictations, essays, compositions

Writing pieces from business correspondence

Composing and dramatizing dialogues and polylogues

And what not

The example of getting ready for classroom sessions could be illustrated by the materials attached in the manual for students by correspondence.

Materials from the Manual follow.

### **I. Read and translate the text:**

#### *Travel agents and tour operators*

The difference between a tour operator and a travel agent? Well it's quite simple, really. Obviously, there is a lot of overlap between the two roles, but basically, a tour operator buys the separate elements of transport, accommodation, and other services, and combines them into a package. A travel agent sells this product and other services to the public, and provides a convenient location, such as a shop or office, for the purchase of travel.

If you imagine how a car is made and sold, the tour operator is like the factory where the different pieces of the car are assembled. The travel agent is like the car showroom, which sells the finished product.

So a tour operator will have to do things like decide what tours and holidays to organize –it might be inclusive tours, or independent holidays. They'll probably investigate and research new markets to find out what people actually want.

Then, when they're putting together a tour, they'll have to negotiate with the various airline companies and hotels and other principals, as we call them, in order to get good bulk purchase deals.

They'll probably charter aircraft, and later on they'll need to recruit and train staff to be resort representatives, guides, and so on.

When that's all sorted out and they've signed contracts with the principals, they'll be able to concentrate more on promotion – designing and printing brochure, and planning an advertising campaign.

Once the tours are being sold, the tour operator deals more directly with the agent in accepting bookings. They have to continue to work with the principals – sending room lists, light manifests, that sort of thing.

So a tour operator doesn't usually have so much direct contact with the customer. The travel agent, on the other hand, is in direct contact with the customer, advising on resorts, carriers, and travel facilities in general, helping to plan itineraries for customers, arranging corporate travel.

Then, when they're actually selling holidays, inclusive tours, air tickets, or whatever, they'll be involved in recording and confirming reservations, sending invoices to customers, and issuing tickets and vouchers.

They're also involved in auxiliary services like arranging car hire or selling insurance. And plenty of other things as well, from ordering stocks of brochures for rack display to making sure the windows are kept clean!

II. Look up the words and word combinations, write down the Russian equivalents:

- obviously, basically, an overlap, a purchase
- to combine smth. into smth.
- to provide a convenient location
- to assemble
- to investigate (research) new markets
- to find out smth.
- to negotiate
- to get good bulk purchase deals
- to charter aircraft
- to recruit and train staff
- to sort out everything
- to concentrate on (promotion)
- to plan an advertising campaign
- to accept bookings
- to have a direct contact with
- to advise on smth.
- to plan itineraries
- to arrange corporate travel
- to record and confirm reservations
- to send invoices to customers
- to issue tickets and vouchers
- to arrange a car hire
- to sell insurance
- to make sure smth. is done
- to order (stocks of brochures for rack display)

I. Complete the sentences using the vocabulary of exercise 2:

1. The ... between a tour operator and a ... is quite .....
2. There is a lot of... between the roles of a tour operator and a travel agent.

3. A tour operator buys..... of services, accommodation and transport and ... them into a ... .

4. A tour operator will have to ... the market, to ... with various airline companies and hotels, to ... the staff, to ... contracts with the principals.

5. The travel agent is in..... with the customer.

6.The travel agent advises on..... earners, travel ... and so on.

7.When actually selling holidays, inclusive tours, air tickets, or whatever the travel agent will be involved in ... reservation, sending ... to the customers, ... tickets and vouchers, arranging car ... or selling ....

II. Answer the following questions:

1. Do the roles of a tour operator and travel agent coincide in a way? How do they overlap? How do their roles differ?

2. What things does a tour operator have to do?

3. What is a travel agent involved in?

III. Write questions to the following sentences. Try and do your best in making as many questions as you can.

1. If you imagine how a car is made and sold, the tour operator is like the factory where the different pieces of the car are assembled.

2. The travel agent is like the car showroom, which sells the finished product.

3.Then, when they're putting together a tour, they'll have to negotiate with the various airline companies and hotels and other principals, as we call them, in order to get good bulk purchase deals.

IV. Write about the role of a tour operator and speak about it.

## VIII. Assessment Tools Pool

Assessment materials have been chosen in the manner which lets instructors see the scope of students` learning efforts and the degree of their success or failure. Basic assessment materials are mostly tests, packs of questions and tasks, quizzes, essays and compositions. A pack of tests follow.

Answer the questions

- 1.Where does the tour operator work?
- 2.What does he do?
- 3.What do tour packages include?
- 4.What kind of companies does the tour operator work with?
- 5.How does the tour operator market the tours-?
- 6.How does the tour operator sell tours? What does "a wholesaler" mean?
- 7.Where does the travel agent work?
- 8.What does the travel agent do?
- 9.What kind of goods does the travel agent sell?
- 10.How does the travel agent sell tour packages? What does "a retailer" mean?
- 11.How high is the travel agent's commission?
- 12.What kind of separate services does the travel agent sell?
- 13.Where does the tourism manager work?
- 14.What does he supervise?
- 15.When does the tourism manager report to the general manager?
- 16.What does the tourism manager plan and control?
- 17.What does the tourism manager decide on in a travel company?

18. How does the tourism manager hire employees?
19. What does the tour guide do?
20. How does the tour guide handle tour groups?
21. What does the tour guide cater to?
22. How well does the tour guide know a foreign language?
23. What other subjects does the tour guide know and why?
24. What kind of person is the tour guide?
25. Where does the animator work?
26. What does the animator do?
27. Why is the animator called the social director?
28. Why does the animator speak a few foreign languages?
29. What does the animator do like an actor?
30. What kind of person is the animator?
31. What kind of companies are tour operators?
32. What do tour operators do?
33. How do tour operators promote their tours?
34. How do tour operators sell their tours?
35. What kind of tour operators are there?
36. What are the best-known tour operators in the world?
37. What kind of companies are travel agencies?
38. Why are travel agencies called shops?
39. What do travel agencies do?
40. What kind of tours do travel agencies offer?
41. What kind of separate tourist services do travel agencies offer?
42. What kind of travel agencies are there?
43. What kind of companies are tourist information offices?
44. Where are tourist information offices?
45. What kind of advice do tourist information office clerks give?
46. What do tourist information office clerks do? What sort of information do they give?

47. Why do tourist information office clerks fluently speak foreign languages?
48. What kind of manuals for travelers are there in tourist information offices?
49. What is an outlet?
50. What sorts of outlets are there?
51. Where are travel agency outlets?
52. Who does a travel agency outlet at a factory or in office building service?
53. What does it mean that all travel agency outlets provide the same services?
54. How many clerks are there at a sales outlet?
55. What does the outlet clerk do?
56. How does the outlet clerk know the up-to-date information?
57. What kinds of people are called free-lancers?
58. How and when do free-lancers work?
59. What are some of the free-lance jobs?
60. What kinds of companies employ animators?
61. What kind of companies employ guides, guides-interpreters and escorts?
62. What do travel writers do?
63. What does it mean that free-lancers are registered?
64. What are the advantages and disadvantages of being a free-lancer?
65. How is leisure tourism called?
66. What type of travel is leisure tourism?
67. What do leisure travelers look for?
68. Where do leisure travelers go on holiday?
69. What do leisure travelers enjoy?
70. What does a resort hotel offer?
71. What are other ways to travel for pleasure?
72. Why will more and more people travel for pleasure in future?
73. What type of holiday is sports tourism?
74. What is the purpose of a sporting tour?
75. What do travelers enjoy during a sporting tour?
76. What kind of sporting tours do tourist companies offer?



- 77.How will instructors prepare travelers for sporting tours?
- 78.What will instructors plan before the tour?
- 79.Who carries the tourists' luggage during a sporting tour? What does it depend on?
- 80.What types of tourism are there within sports tourism?
- 81.What kind of travel is business tourism?
- 82.What kind of tourists are business travelers?
- 83.What do business tourists travel for?
- 84.What does convention tourism involve?
- 85.What business services do tourist companies provide?
- 86.Where are business facilities?
- 87.What kind of other business services will tourist companies provide in future?
- 88.What sort of tours will tourist companies offer to business travelers?
- 89.What does incentive tourism mean?
- 90.Why does a business company offer incentive tours to its employees?
- 91.What sort of target does an employer set for the employee?
- 92.When and where did incentive tourism emerge?
- 93.What kind of companies offer incentive tours?
- 94.Why do tourist companies take great responsibility when they arrange incentive tours for business corporations?
- 95.How popular is this type of tourism?
- 96.What does familiarization tourism mean?
- 97.What do travel agencies send their clerks on FAM tours for?
- 98.What do travel clerks get familiar with during FAM tours?
- 99.What is the main purpose of travel clerks on a FAM tour?
- 100.What will the travel clerks know when they return home?
- 101.Why do some experts say that FAM tourism is a part of incentive tourism?
- Where does the receptionist work?
- 102.What is the receptionist in charge of?
- 103.How must the receptionist help the guests?

104. How can the receptionist help the visitors who have come to see the hotel guests?
105. Where does the concierge work?
106. What kind of languages does the concierge usually speak? What does it depend on?
107. How must the concierge help guests?
108. Where may the hotel manager work?
109. What is the hotel manager for the hotel guests?
110. What is the hotel manager for the hotel staff?
111. What does the hotel manager have to do?
112. What is the head chef? What does he have to do?
113. Whom does the head chef manage?
114. What sort of specialist chefs may there be?
115. What does the restaurant manager do?
116. What is the restaurant manager in charge of?
117. What does the restaurant manager have to decide on?
118. What are other management positions in a restaurant?
119. What are the eight different types of places where people can eat and drink?

**120. Open the brackets. Translate:**

121. Have you ever (to be) to a luxury restaurant?  
a. was  
b. been
122. We have just (to order) a three-course dinner.  
a. ordered  
b. orders
123. We have never (to have) full English breakfast before.  
a. has  
b. had
124. Why you (to refuse) to try you chef's special?  
a. has  
b. have
125. Since I last attended the convention our company (to develop) some new pre-convention tours.  
a. had developed  
b. have developed

126. What kind of drink the bartender (to mix) for you?  
a. did mix  
b. has mixed
127. The catering business (not to reach) its peak, has it?  
a. hadn't reached  
b. hasn't reached
128. The catering department (to be) busy this month.  
a. was  
b. has been
129. ... the banquet manager (to make) bulk purchase of food and drink yet?  
a. Did ... make  
b. Has ... made
130. You (to get) a master key or an extra key?  
a. Did you get ...  
b. Have you got ...
131. How are plain hotels and inns of small scale called?  
a. They are called inexpensive hotels.  
b. They are called the 1-star hotels.
132. What prices do 1-star hotels offer?  
a. They are free of charge.  
b. They offer low prices.
133. What is the other name for the moderate hotel?  
a. The moderate hotel is also called 2-star hotel.  
b. The moderate hotel is cheap.
134. Do all the bedrooms in the 3-star hotel contain private bathrooms or showers?  
a. Yes, they all do.  
b. Only two thirds of bedrooms contain a private bathroom or shower.
135. Do deluxe hotels offer a 24-hour access and a lounge service?  
a. No, they don't.  
b. Yes, they do.
- What sorts of facilities are provided in the expensive hotel?
134. a. All rooms are fitted with a telephone in the expensive hotel provided .  
b. Wake up calls, room service, portage, fuller meal facilities are provided in the 3-star hotels.

