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АНГЛІЙСЬКА МОВА

Мультимедійні методичні вказівки для студентів спеціальності «Туризм»



Ухвалено на засіданні
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Мультимедійні методичні вказівки призначені для студентів денного відділення спеціальності «Туризм» та для всіх студентів, які вивчають дисципліну «Іноземна мова». Основна мета – розвиток навичок усного мовлення з фахової тематики.

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МУЛЬТИМЕДІЙНІ МЕТОДИЧНІ ВКАЗІВКИ

Мультимедійні методичні вказівки призначені для студентів факультету економіки та менеджменту, які вивчають спеціальність «Туризм».

Мультимедійні методичні вказівки складаються з 6 об'ємних уроків. Опрацювання кожного уроку розраховане на 4 – 6 академічних годин.

Мультимедійні методичні вказівки базуються на відеоматеріалах про базовий вокабуляр у сфері туризму і подорожей, структуру професійної зайнятості та працевлаштування у даній сфері, подорож до Диснейленду у місто Каліфорнія (США), подорож до Чорнобиля у зону відчуження, можливості полювання у радіоактивній зоні, життя тварин та птахів після Чорнобильської катастрофи, переваги та недоліки туризму.

У виданні також розміщені тексти та різноманітні лексичні вправи, спрямовані на розвиток словникового запасу та розвиток навичок монологічного і діалогічного мовлення на зазначені теми.

Мультимедійні методичні вказівки можуть використовуватись як для студентських занять, так і для самостійної роботи студентів.

За своєю змістовною і практичною цінністю вони можуть стати в нагоді й студентам, які вивчають інші спеціальності на стаціонарному та заочному відділеннях.

Мультимедійні методичні вказівки відповідають методичним вимогам – матеріал структуровано за складністю, вправи спрямовані на розвиток мовних навичок, засвоєння лексичного матеріалу, вміння читати та перекладати фахову літературу,

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LESSON 1.

VOCABULARY RELATED TO TRAVEL AND TOURISM



Prelistening activity.

What words do people usually use when talking about tourism?
Can you explain all the mentioned words in English?
Is it important to speak English while travelling? Give your reasons.
What piece of advice would you give to individuals planning to travel the world?

Listening activity 1.

Follow the link <https://youtu.be/JF-HBkGAUqk> and watch the video.
Consult a dictionary for the proper translation of the following words from the video. Make up your own sentences with each word, put them down and read them out.

Obviously, enormous, nowadays, particular, a snippet, to come in handy, extra, common, to cater, facilities, an accommodation.

Vocabulary activity 1.

Use your dictionaries to find the appropriate synonyms to the words suggested above.

Vocabulary activity 2.

Translate the sentences into your native language. Give your own definitions to the underlined words. Paraphrase the sentences using your explanations and the Active Voice.

1. Many people are employed in the sector of tourism.
2. It lacks authenticity.
3. These specific places are massified with tourists.
4. Tourists are charged extra money for things lacking in authenticity.
5. Everything is taken care of.
6. Everything that you do on that trip is included in the price of the tour.

Speaking activity 1.

Watch the movie again. When watching stop it from time to time to answer the questions:

1. What is “a key word” in your opinion?
2. What is the key word of today's lesson?
3. What is “tourism” in accordance with the teacher's definition?
4. What is “tourism” in your point of view?
5. Give your own definition of the word “tourists”.
6. What is the difference between “touristic” and “touristy”?
7. Define the meaning of “touristic” and “touristy” in your own words.
8. What is “a tourist trap” in the teacher’s opinion? Do you agree?
9. What is “a high season” or “a peak season” for tourism?
10. What is “a mid-season” for tourism?
11. What is “a low season” or “an off season” for tourism?
12. How many types of tourism have you learned from the video?
13. Which types have you never heard about before?
13. What is “eco tourism” from the teacher’s point of view?
14. What is “cultural tourism” from the teacher’s point of view?
15. What is the teacher’s definition of “culinary tourism” or “food tourism”?
16. What is the teacher’s definition for “extreme tourism”?
17. What is the teacher’s explanation for “religious tourism”?
18. What is the teacher’s explanation for “eco tourism”?
19. How is the teacher defining “medical tourism” in the video?
20. How is the teacher defining “rural tourism” in the video?
21. How is the teacher explaining “space tourism”?
22. How many types of “getaway” is the teacher presenting?
23. What do all the types of getaway depend on?
24. Which types of tourism attract you the most? Why?
25. When will the words from the lesson come in handy for you?

Speaking activity 2.

Complete the sentences with the information you have just learned:

1. Home stay tourism takes place when a traveler goes to a country and _____.
2. Self-catering tourism happens when a traveler goes to a place and _____.
3. Fly-drive tourism means a traveler flies to a place and _____.
4. Full board takes place if a traveler goes to a hotel or a hostel and _____.
5. Half board means that a traveler has a choice of _____.
6. All-inclusive tourism takes place when _____.
7. A package tour is when _____.
8. A getaway means _____.

9. A long weekend getaway happens _____.
10. A bank holiday or a national holiday getaway takes place _____.
11. A dirty weekend getaway takes place _____.
12. A mini break getaway takes place _____.

Speaking activity 3.

Match a word in column A with its definition in column B. Explain your choice:

N	A		B
1.	a destination	A)	a small booklet usually advertising or giving some information
2.	a brochure	B)	the place someone is travelling to
3.	an accommodation	C)	to go and see interesting places and tourist attractions
4.	to see the sights	D)	to go travelling with a backpack
5.	a festival	E)	a place where people can live or sleep
6.	to backpack	F)	a time of celebration or ceremony

Speaking activity 4.

Insert the words below into the sentences (one word is missing, find out which one):

a brochure, backpacking, a destination, an accommodation, a festival, sightseeing

1. Last year we went to London. We spent most of the trip _____, there was so much to see!
2. Please take a look at our _____. It has all the details and opening times of the local museums.
3. Our final _____ today will be a restaurant on the beach for a sunset dinner.
4. Many students spend a year or two _____ through Asia or Europe, after they complete their university study.
5. We have not decided on our _____ yet. We might stay with friends, in a hotel or maybe even rent a cottage!

Speaking activity 5.

Complete the chart with your own definitions of the following tourism vocabulary:

N	Term	Your explanation
1.	tourism	
2.	a tourist	

3.	touristic	
4.	touristy	
5.	a tourist trap	
6.	eco tourism	
7.	cultural tourism	
8.	culinary / food tourism	
9.	extreme tourism	
10.	religious tourism	
11.	eno tourism	
12.	medical tourism	
13.	rural tourism	
14.	space tourism	
15.	a high season	
16.	a mid-season	
17.	a low season / an off season	
18.	home stay tourism	
19.	self-catering tourism	
20.	fly-drive tourism	
21.	full board	
22.	half board	
23.	all-inclusive tourism	
24.	a package tour	
25.	a getaway	
26.	a long weekend getaway	
27.	a bank holiday getaway / a national holiday getaway	
28.	a dirty weekend getaway	
29.	a mini break getaway	

Speaking activity 6.

Role Play.

Your tour agency is going to issue the brochure of basic tourism terms in English for Ukrainian tourists who plan to travel the world. Compare your definitions in the chart above with the definitions suggested by your friend working for the same agency. Discuss them to choose the best ones. Get ready to present the list in several minutes.

Speaking activity 7.

Role Play.

You are opening an international tour agency in our city this month. You consider that speaking English free is a must for your staff and the principal criterion you demand from them. You have already hired the personnel with good knowledge of English. However, most of your staff do not operate with the

terms and concepts in the field of tourism as your officers did not learn tourism as a specialty. You have issued the brochure based on the necessary terms in tourism so that all your personnel could learn it and feel confident and work successfully from their first day.

Today you are presenting the brochure at the meeting. This small colorful reference book includes terms, their definitions and corresponding pictures concerning:

- The types of tourism**
- The types of seasons for tourism**
- The types of packages**
- The types of getaways**

Speaking activity 8.

Role Play 1.

Student A: You are the manager of an international tour agency. You are examining your new officer asking him questions according to the brochure in tourism issued by you.

Student B: You are being examined by the manager of the international tour agency, where you would like to work. Sometimes you cannot answer his questions. You will get the job if you pass the exam.

Role Play 2.

Student A: You are the manager of an international tour agency. You are examining your new officer asking him questions according to the brochure in tourism issued by you.

Student B: It is your first working day at the international tour agency. You are being examined by the manager of the agency who handed you the small colorful reference book in tourism three days ago. You are showing great knowledge in all the terms he is asking you. He is very satisfied with your results.

LESSON 2.

EMPLOYMENT IN THE FIELD OF TOURISM



Prelistening activity

Watch the videos and say what interesting facts have you understood about tourism and travel industries?

<https://www.dw.com/en/tourism-grows-fastest-in.../av-42164260>

<https://youtu.be/33ayQ7Zilm8>

Follow the link and say what interesting facts from global tourism have attracted your attention?

<https://www.statista.com/topics/962/global-tourism/>

Listening activity 1.



text 1 lesson 2.mp3

Listen to the recording of the text. Then choose the sentence, which corresponds to the text:

Text 1.

Travel and tourism provide services of all types for both inbound and outbound travellers, and have become one of the world's fastest growing industries. International travel and tourism are the world's largest export earner and an important factor in the balance of payments of most nations. The market is increasingly diverse, covering not only traditional sunshine tourism and business trips but also many new types of travel that have developed in recent years. Tourism has become one of the world's most important sources of employment. It covers a wide range of jobs, including all branches of the travel industry, hospitality in hotels and restaurants, entertainment and recreation, as well as the tourist attractions in a

particular region. Areas of work include Tour Operators, Travel Agencies, Tourist Boards and Tourist Information Centres, Transport Companies, Tour Guides, Tourist Attractions.

1.
 - A) For many countries tourism is an important source of income.
 - B) Tourism is not an important factor in the economy of most countries.
 - C) The travel and tourism industry is no longer growing.

2.
 - A) Travel and tourism means sunshine tourism and business trips.
 - B) Travel and tourism means more than sunshine tourism and business trips.
 - C) No new types of tourism have developed in recent years.

3.
 - A) The travel and tourism industry provides services only for incoming travellers.
 - B) The travel and tourism industry provides services only for travellers who want to go abroad.
 - C) Travel and tourism provide services for both of the above types of people.

4.
 - A) There are not many jobs in travel and tourism.
 - B) There are a lot of jobs in travel and tourism but they are always of the same kind.
 - C) There are a lot of jobs in travel and tourism and of many types.

Vocabulary activity 1.

Read and translate the text to find out if your selections are correct. Think of a title to the text. Make your own record of the text. Practise back translation of the text.

Vocabulary activity 2.

How would you define the following types of tourism? Fill the gaps with one of these words:

Adventure, cultural, ecotourism, health, heritage, language, rural, sport.

1. Jeff and his wife spent a week at a farmhouse in France and rode bicycles round the countryside. _____ tourism
2. We're interested in history and art so for our last holiday we went to Vilnius. _____ tourism
3. More and more young people spend a month in Canada to practise their English. _____ tourism

4. Jack and Jill went skiing in Austria last winter. _____ tourism
5. Last summer we went rafting and rock-climbing in Arizona. _____ tourism
6. Robert has rheumatism and he needs to lose some weight, so he's going to a spa for a month. _____ tourism
7. I thought the Railway Museum and Mining Museum were fascinating. _____ tourism
8. Elena and her husband went on a trip to the Danube Delta to look at the flora and fauna. _____ tourism

Vocabulary activity 3.

Check what you know about areas of work in the travel and tourism industry. Read the descriptions below and choose the best definition, A or B;

1. Wanderlust Travel is a small family business that advises people about holidays and books tickets for them
 - A) Wanderlust Travel is a tour operator
 - B) Wanderlust Travel is a travel agency

2. VisitBritain's mission is to promote Britain as a tourist destination.
 - A) VisitBritain is a tourist board.
 - B) VisitBritain is a transport company.

3. Beagle Charter operates flights and ferry services throughout South America.
 - A) Beagle Charter is a tour operator.
 - B) Beagle Charter is a transport company.

4. Hadrian's Wall was constructed on the orders the Emperor Hadrian in A.D. 122 as the most northern frontier of the Roman Empire and is visited by thousands of people every year.
 - A) Hadrian's Wall is a tourist attraction.
 - B) Hadrian's Wall is a tourist information centre.

5. If you want leaflets or maps of the place you are visiting, go to one of these places.
 - A) A transport company.
 - B) A tourist information centre

6. Giuliana is an art student and speaks three languages. In the summer she accompanies groups of people round Florence and explains the history of the places they visit.
 - A) In the summer Giuliana works as a tour guide.
 - B) In the summer Giuliana works as a tour operator.

7. Peter's job in the company was to put together all-inclusive packages for trips to Namibia.

A) Peter worked for a travel agency.

B) Peter worked for a tour operator.

Speaking activity 1.

Role Play.

Student A: You are taking part at the conference dedicated to the issues of tourism. The topic of your report is “Travel and Tourism at the World Market Today”. The floor is given to you.

The rest of the students. You are the conference participants: You are carefully listening to the speech. The report is rather interesting. And sometimes you have to interrupt the reporter to ask him your questions.

Speaking activity 2.

You are researching “The Present, Past and Future of the World Market for Travel and Tourism”. Share the results of your exploration through Power Point Presentation.

Speaking activity 3.

Speak on the topic: “Travel and Tourism as the world's fastest growing industries”

Listening activity 2.



text 2 lesson 2.mp3

Listen to the recording of the text. Then choose the sentence, which refers to the text:

Text 2.

Tour Operators organise hotel bookings, flights, transfer arrangements and sell the tour as a package, either direct to the public or through a travel agency. They employ Representatives or Couriers to look after tourists. The couriers make sure that the travel arrangements run smoothly and deal with problems and emergencies as they happen. An important part of this job is liaison with coach drivers, ferry staff, customs and immigration officers, and with hotel staff at stopovers about accommodation and meals. They organise social activities, suggest excursions and give commentaries when travelling. Their work is usually seasonal. Hours are long and they spend most of the trip in the company of clients.

1.

A) Tour operators only sell their packages to travel agencies.

- B) Tour operators only sell their packages to the public.
- C) Tour operators sell their packages to both travel agencies and the public.

2.

- A) A courier makes all the travel arrangements but doesn't travel with the clients.
- B) A courier travels with the clients and solves any problems there may be.
- C) Couriers do most of their work by telephone and fax.

3.

- A) Couriers never need to speak another language.
- B) It is probably useful if a courier can speak another language.
- C) Couriers don't need to speak the language of their clients.

4.

- A) Couriers don't usually work all year round.
- B) Couriers never work all year round.
- C) Couriers usually work all year round.

5.

- A) It's probably hard work being a courier.
- B) A courier's job is easy.
- C) Couriers usually have fixed working hours.

Vocabulary activity 4.

Read and translate the text to find out if your selections are correct. Think of a title to the text. Make your own record of the text. Practise back translation of the text.

Vocabulary activity 5.

Choose the expression, A or B, which is closest in meaning to the word used in the text.

1. Booking

- A) reservation
- B) accountancy

2. Liaison

- A) a romantic relationship
- B) coordination and cooperation

3. Coach

- A) a bus designed for long distance travel or sightseeing
- B) a railway carriage

4. Ferry

- A) a ship that transports passengers or vehicles across water
- B) a place where goods are transported across water

5. Staff

- A) a group of officers in the armed services
- B) people employed by a company or organization

6. Customs

- A) the place where goods and baggage are examined on entering a country
- B) habits and traditions

7. Stopover

- A) any kind of interruption or break
- B) a place where somebody makes a break on a journey

Vocabulary activity 6.

Choose the correct definition for the words “travel”, “journey”, “voyage”, “trip”.

1. Travelling by ship, especially to a distant place, or into space:

- A) travel
- B) journey
- C) voyage
- D) trip

2. Travelling a long distance and with a certain degree of difficulty, usually by land:

- A) travel
- B) journey
- C) voyage
- D) trip

3. Travelling somewhere for a short period, usually quite easily and for a specific purpose:

- A) travel
- B) journey
- C) voyage
- D) trip

4. The general idea or activity of travelling:

- A) travel
- B) journey

- C) voyage
- D) trip

Vocabulary activity 7.

Complete these sentences with: travel, journey, voyage, trip.

1. I'm going away tomorrow on a business _____.
2. How are you going to _____? By car or by plane?
3. The _____ over the mountains took a week.
4. Isabelle went on a long ocean _____ to Brazil.
5. Well, goodbye Hans. See you next week. Have a good_____.

Speaking activity 4.

Role Play 1.

Student A: You are working as a tour operator for three months already. Your friend is asking you about your duties and impressions of the new job.

Student B: You are calling to your friend to ask him about his new job impressions and duties. At present, you are searching for a job in the field of travel and tourism. Therefore, you are interested if there are any more vacancies in his company.

Role Play 2.

Student A: You are working as a tour operator representatives for three months already. Your friend is asking you about your duties and impressions of the new job.

Student B: You are calling to your friend to ask him about his new job impressions and duties. At present, you are searching for a job in the field of travel and tourism. Therefore, you are interested if there are any more vacancies in his company.

Role Play 3.

Student A: You are a manager. You are hiring a tour operator. You are telling him his duties and answering all his questions.

Student B: You are being interviewed for a post of a tour operator. You are interested in the duties you will have to fulfil at work.

Role Play 4.

Student A: You are a manager. You are hiring a tour operator courier. You are telling him his duties and answering all his questions.

Student B: You are being interviewed for a post of a tour operator courier. You are interested in the duties you will have to fulfil at work.

Speaking activity 5.

Both friends of yours work at the same company. One is a tour operator, while the other one is his (tour operator) representative. Speak about their duties.

Listening activity 3.



text 3 lesson 2.mp3

Listen to the recording of the text. Think of a title to the text. Review the text. Make your own record of the text. Practise back translation of the text.

Text 3.

Travel Agencies are the link between travellers and companies selling holidays, transport and accommodation. Travel Agency Consultants advise customers, suggest particular holidays or resorts and make booking arrangements either by telephone or computer. They help travellers who do not want package holidays to plan the journey and then book air, rail or ferry tickets and accommodation. Their work involves general paperwork and accepting cash, cheques or credit card payments. They also offer clients information about passports, visas and vaccinations, and offer other services e.g. holiday insurance, travellers' cheques and foreign currency. Travel clerks are sales people and have to meet sales targets that the manager of the agency has set.

Speaking activity 6.

Role Play 1.

Student A: A well-known travel agency is expanding its activity. You are the agency manager responsible for hiring the agency personnel. You are interviewing an applicant for a post of the agency consultant.

Student B: You have just graduated from Zhytomyr State Technological University and you are looking for a job. You are interested in this offer. You have been invited for the interview with the agency manager. Right at the moment, you are talking to the manager about your job duties. You are ready to get to work tomorrow and you hope you will.

Role Play 1.

Student A: You are a consultant at a local travel agency. Your former university group mate is a consultant at Kyiv travel agency. Exchange the impressions of your work and your daily duties.

Student B: You are a consultant at Kyiv travel agency. Your former university group mate is a consultant at a local travel agency. Exchange the impressions of your work and your daily duties.

Speaking activity 7.

Your best friend works at a well-known international travel agency as a consultant. He is very satisfied with his new working place. Recently he has shared with you his impressions. Speak about his daily duties.

Vocabulary activity 8.

Read and translate the text individually. Choose True or False for each of the statements below. Reread the text aloud, discuss its translation in the class, and find out if your selections are correct. Think of a title to the text. Make your own record of the text. Practise back translation of the text.

Text 4.

Tourist Boards promote tourism in their area through marketing and publicity. They monitor the standards of accommodation and tourist attractions, keep statistical information and assess future trends. Tourist Information Centre Assistants give visitors up-to-date information about places of interest in the area. They advise on places to stay and eat, forthcoming events and local transport details. The work involves dealing with personal callers, telephone enquiries and letters. Some jobs may be seasonal. Transport Companies provide the means of transport for passengers, i.e. aircraft, coaches, ships, car hire and trains. They need a wide range of staff, e.g. drivers, stewards and stewardesses, guides, behind-the-scenes service staff, etc.

1. The mission of Tourist Boards is to make bookings for visitors.
A) True
B) False

2. Part of the job of Tourist Boards is to keep a check on standards.
A) True
B) False

3. The mission of Tourist Information Centres is to make bookings for visitors.
A) True
B) False

4. Part of the job of Tourist Information Centres is to monitor standards.
A) True
B) False

5. Tourist Information Centres often need extra staff during high season.
A) True
B) False

6. Transport companies employ many different kinds of people.
A) True
B) False

Vocabulary activity 9.

Choose the expression, A or B, which is closest in meaning to the word used in the text.

1. To monitor
A) to check somebody or something at regular intervals
B) to teach somebody
2. To assess
A) to present a demand for payment
B) to judge or evaluate somebody or something
3. Trends
A) tendencies
B) statistics
4. Up-to-date
A) current
B) contemporary
5. Forthcoming
A) available
B) which is going to happen very soon
6. Event
A) an organised social occasion like a concert or sports competition
B) an incident or affair
7. Aircraft
A) a helicopter
B) any vehicle capable of flight
8. Car hire
A) buying a car
B) car rental
9. Steward
A) somebody who attends to the passengers on an aeroplane or ship
B) somebody who looks after the property of another person

10. Behind-the-scenes staff

A) employees who are not in direct contact with the public

B) people who work privately or secretly

Vocabulary activity 10.

What do these abbreviations mean? Choose the correct definition:

1. A.D.

A) before Christ

B) Anno Domini, after Christ

2. i.e.

A) that is to say, id est

B) including each

3. e.g.

A) extra good

B) *exempli gratia*, for example

4. etc.

A) and so on, *et cetera*

B) except the contrary

Speaking activity 8.

Role Play 1.

Student A: You are a tourist information centre assistant. You consider your job to be very important in the field of tourism. On the other hand, you are happy to work here. You are glad to meet your former group mate and talk to him about your working activity.

Student B: You are a transport company assistant. You also studied at Zhytomyr Technological University, but at the Faculty of Engineering Mechanics. You are very satisfied with your job. You are gladly telling your friend the duties you perform. In the nearest future, you expect to make a promotion to manager.

Role Play 2.

Student A: You have just graduated from Zhytomyr Technological University, and you are looking for a job. You have found three vacancies such as a tourist board officer, tourist information centre assistant, a transport company representative. You hesitate which one to choose. You are addressing to your cousin (working as a chief manager at the local tourist information centre) for a piece of advice.

Student B: You are discussing the duties of each vacancy to help your relative to make a right decision. Several years ago you advised her (him) to enter the University and choose the faculty, which you had graduated from with honours.

Speaking activity 9.

The Employment Center has just offered you the vacancy of a tourist board officer, a tourist information centre assistant, and a transport company representative. Finally, you have decided which one to accept. Give your reasons based on the duties for each vacancy.

Vocabulary activity 11.

Use the correct word or expression from the list below to fill in the gaps in the sentences:

art, freelance, gardens, paintings, safety, sightseeing, souvenir, theme. Think of a title to the text.

Make your own record of the text. Practise back translation of the text.

Text 5.

Tourist guides often work _____, that is to say they work independently and offer their services to more than one employer, or else they are employed full-time by tour operators or other organisations to take groups to various destinations or on _____ tours. Most guides offer specialist knowledge of a particular subject e.g. local history or architecture. Many tourist attractions such as museums, _____ galleries, _____ parks like Disneyland, folk parks and visitor centres employ guides. On this side of the industry many other opportunities exist:

Receptionist - dealing with admissions, enquiries from the public and the _____ shop.

Warden - in direct contact with the public, looking after audio-visual presentations and responsible for the _____ of the exhibitions.

Craftsperson - responsible for restoration and ongoing repairs.

Grounds Staff - looking after the grounds and _____.

Curators - specialists in a given field, for example textiles, buildings, furniture, _____ and so on.

Speaking activity 10.

Role Play 1.

Student A: You having been working as a tourist guide since the beginning of the summer. You like your job a lot. Now you and your friend are at a cafe talking about your life path after graduation from Zhytomyr State Technological University. You are speaking about the advantages of a tourist guide profession.

Student A: You having been working as a tourist guide for a week only. You like your job too. You and your friend are having some tea and discussing the advantages of being a tourist guide.

Role Play 2.

Student A: A well-known travel agency is expanding its activity. You are the agency manager responsible for hiring the agency personnel. You are interviewing an applicant for a post of a tourist guide.

Student B: You have just graduated from Zhytomyr State Technological University and you are looking for a job. You are interested in this offer. You have been invited for the interview with the agency manager. Right at the moment, you are talking to the manager about your job duties. You are ready to get to work tomorrow and you hope you will.

Speaking activity 11.

You work as a tourist guide for a tour operator. Speak about your daily duties.

Vocabulary activity 12.

What personal qualities do you think are needed for a career in travel and tourism?

1. Have a friendly and helpful manner.

A) True

B) False

2. Enjoy dealing with people.

A) True

B) False

3. Have a sense of initiative.

A) True

B) False

4. Be well organised and well informed.

A) True

B) False

5. Be patient and understanding.

A) True

B) False

6. Be able to cope under pressure.

A) True

B) False

7. Have a sense of responsibility.

A) True

B) False

8. Have good communication skills, with a clear speaking voice.

A) True

B) False

9. Have a good telephone manner.

A) True

B) False

10. Have a knowledge of one or more foreign languages for many of the jobs.

A) True

B) False

Vocabulary activity 13.

Read and translate the both texts. Fill in the gaps in the letter of application using only vocabulary from the previous exercise. Review the texts. Make your own recording of the texts. Practise back translation of the texts.

Job Advertisement

Our client is a Tour Operator seeking a Reservations Consultant with a minimum of 12 months travel reservations experience. This well-established travel organisation specialises in holidays in Eastern Europe. Due to expansion, they are now looking for friendly and professional reservations consultants with basic experience to join their professional and dynamic reservations team. The ideal Reservations Consultant will sell to the public, the travel industry and to corporate clients. If you are looking for a career move within travel and are seeking an exciting new challenge then this is the opportunity you have been waiting for. Please note only candidates with travel industry background and experience will be considered.

Letter of Application

Dear Sir or Madam,

I am writing with reference to your online advertisement for Travel Consultants. As you can see from my CV, I have a Diploma in Travel and Tourism. Before taking the course, I spent two years as a Customer Services Assistant for TeleComPlus. In this post I gained a good telephone _____ and excellent communication _____. I have a clear speaking _____ and am able to _____ under pressure.

For the last year I have been working for Wanderlust Travel, a small family travel agency, where customers consider me to be friendly and _____. I enjoy _____ with people and am both patient and _____. I am well

organised and always try to keep myself well _____ about the latest trends in the travel industry.

I am now looking to move to a larger organisation where I will be able to put my sense of responsibility and _____ to greater use. I am bilingual in Hungarian and English, and also have a good _____ of Romanian.

I should be grateful if you could send me further details of the post.

I look forward to hearing from you,

Yours faithfully,

Istvan Fischer.

Speaking activity 12.

You a personnel manager in the field of tourism and travel. You are rereading the Job Advertisement you are going to send to the Employment Center and to local newspapers. Your Job Advertisement concerns the post of:

- 1) a reservations consultant working for the tour operator
- 2) a tourist guide working for the tour operator
- 3) a tourist board officer
- 4) a tourist information centre assistant
- 5) a representative of the transport company
- 6) a travel agency consultant
- 7) a tour operator
- 8) a tour operator representative

Speaking activity 13.

You have graduated from the University two years ago. You are looking for a new job in tourism and travel. Read out your Letter of Application for a post of:

- 1) a reservations consultant (you've sent it to the tour operator)
- 2) a tourist guide (you've sent it to the tour operator)
- 3) a tourist board officer (you've sent it to the tourist board)
- 4) a tourist information centre assistant (you've sent it to the tourist information centre)
- 5) a transport company representative (you've sent it to the transport company)
- 6) a travel agency consultant (you've sent it to the travel agency)
- 7) a tour operator (you've sent it to the tour operator company)
- 8) a tour operator representative (you've sent it to the tour operator)

LESSON 3

A FUN DAY IN DISNEYLAND



Prelistening activity

What do you know about Disneyland in California?
Why is this place popular among tourists? Share your ideas.

Listening activity 1.

Follow the link and listen to California travel expert Veronica Hill and her husband Jason Hill sharing their guide to Disneyland California in this episode of "California Travel Tips" <https://youtu.be/XhNyRM5HGcc>

Choose a true answer to the questions suggested below:

1. What are the man and the woman going to share with you?
A) Tips about the park
B) Tips about favourite things to do
C) Things about Disneyland
2. How many lands is Disneyland home to?
A) Six
B) Ten
C) Eight
3. Where is Main Street USA located?
A) In the middle of the park
B) At the entrance of the park
C) Near the castle
4. Can you get... in Splash Mountain?
A) Food
B) Cold
C) Wet
5. Where can you travel with the rocky roller coaster on the Matterhorn?

- A) To Switzerland
- B) Through icy caves and glaciers
- C) To Micky's cave

6. What can you do inside the Sleeping Beauty Castle?

- A) You can touch Snow White
- B) You can make a wish in the wishing well
- C) You can see Walt Disney

Watch the video again to make sure that you are right.

Vocabulary activity 1.

Find all the general meanings of the following nouns and verbs in your dictionary and determine in which exactly meanings the guides are using the words in;

A tip, a resort, a sunscreen, a cluster, an attraction, a spot, to pop in, to check in

Make up your own sentences with each dictionary meaning, put them down and read them out.

Vocabulary activity 2.

Translate the following sentences into your native language. Pay special attention to the words underlined, find synonyms to them, if it is possible and paraphrase the sentences according to the synonymous substitutions:

1. It's the world's most beloved theme park, drawing more than 15 million guests per year.
2. The market house will refill your coffee throughout the day, as long as you keep your receipt.
3. From Main Street, you can head several different directions.
4. Be sure to check out the most popular Disneyland attractions first, as they usually have the longest lines.
5. Put your ticket into the machine, and you'll get a stub that tells you what time to return. Then you get to cut in front of the line.
6. Many apps have up to the minute information on attraction wait times.
7. Disneyland is home to several decent restaurants, and most offer discounts to pass holders.
8. Many Disneyland restaurants cater to special dietary needs.
9. It is a great place to cool off during the summer months.
10. To spice up your visit, consider looking for some of the hidden Mickeys. They are literally all over the place.
11. You can pick up a copy of the Hidden Mickeys Field Guide by Steven Barrett.
12. I spotted two Hidden Mickeys on the Pirates of Caribbean.

13. One of our favourite thrill rides is the Matterhom, modeled after Switzerland's famous mountain peak.
14. Grab a seat in front of the Sleeping Beauty Castle a few hours before showtime.
15. You can make a wish in the wishing well.

Listening activity 2.

Watch the movie again and explain the following:

1. How are the travel expert characterizing the park?
2. The park attracts a great number of visitors every year, doesn't it?
3. What kind of characters, attractions and atmosphere captivate Disneyland guests?
4. Where can you enjoy some fun amusements?
5. What should you visit to have your fortune told?
6. What is a little known secret at the market house?
7. How can you recognize the most popular Disneyland attractions?
8. One of the hottest attractions in summer is Splash Mountain, isn't it?
9. Why do they recommend to download a Disneyland app?
10. Where is the information board located and who is it useful for?
11. Don't worry about food whether you are vegan, kosher or gluten-free.
12. Where can you try this unique treat called a Dole Pineapple Whip?
13. Where can you spot two Hidden Mickeys for sure?
14. What special can you see in Fantasyland?
15. What season is especially magical for Disneyland?

Listening activity 3.

Watch the movie again and complete the chart with the information you have heard.

Name of attractions	What you can see	What you can do	What characters you can meet

Speaking activity 1.

Role Play.

Student A:

You work in the tourist information centre for Disneyland. Think of three different things that would be exciting for tourists to do and see here. Write brief details including why they are good places to visit.

- 1.
- 2.
- 3.

Student B:

You are on a weekend trip in California for the first time. You are with a friend and are looking for advice on what you should do and see here. First, write 3-5 questions you'd like to ask at the information centre. Then talk to a tour agent.

Speaking activity 2.

Role Play.

You work as a tourist agent. Soon your friend is travelling to California. He is calling to you for pieces of advice concerning Disneyland tour. You are happy to provide him with all the necessary information, namely:

- what to wear;
- what to pack;
- advantages of getting the Disneyland annual pass and Deluxe annual passport;
- what place to pop into for some fun amusements;
- what to visit to have his fortune told;
- where to get his coffee refilled?
- how to use the Disneyland Fastpass service;
- where he is guaranteed to get wet;
- how to get Disneyland apps and their benefits;
- what is helpful if he has no Web access to download one of the many free Disneyland apps;
- where to enjoy birds' singing;
- what to do to find the hidden Mickeys;
- why the attractions in Fantasyland are cool

Speaking activity 3.

Role Play.

You are an expert in organising trips to Disneyland. Your agency is invited to a TV show introducing 6 US top rated tour agencies in 2017. You are given the task to prepare your brilliant presentation on "Disneyland is a magic world for everyone".

LESSON 4.

HOLIDAY IN CHERNOBYL: TOURISM IN THE EXCLUSION ZONE



Prelistening activity

What do you know about the catastrophe in Chernobyl?

How has the accident affected the animals, birds and trees of the area?

Why is this place so popular among tourists nowadays? Share your ideas.

Listening activity 1.

Thirty years after the worst nuclear accident in history, Chernobyl has become a tourist attraction. Tens of thousands of people are believed to have died prematurely because of the catastrophe, which spread a radioactive cloud over Europe in 1986, but during 2016, 17,000 people visited the so-called exclusion zone, anyway. VICE News sent Simon Ostrovsky to Chernobyl to find out just how safe it is to go there.

Follow the link https://youtu.be/ok9bPgKt_WI/, while watching the video stop it from time to time to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

An exclusion zone, a checkpoint, a nuclear accident, three decades, permission, pretty easy, to scatter, Geiger counter, a sarcophagus, an arch, at great

cost, to roll over, entire, to hit a bad patch, to presume, props, a site, dumb, a trail, vegetation, dangerous, to generate electricity, chunks, uninhabitable, a new lease.

Vocabulary activity1.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity2.

Translate the following sentences into your native language. Pay special attention to the words underlined, find synonyms to them, if it is possible and paraphrase the sentences according to the synonymous substitutions:

1. Once you go through the first checkpoint to the Chernobyl zone, the area is contaminated.
2. The disaster at the Chernobyl nuclear power plant in 1986 contaminated large areas of Ukraine, Belarus and Russia.
3. You need permission to get in, but it's actually pretty easy to pay a guide to take you on a tour.
4. I guess, we will have to take a chance.
5. 20 minutes later, we were already at the epicentre of the exclusion zone.
6. This room is the props for the concert halls.
7. Those tourists who try to avoid the rules and go on hikes on their own, violate the rules and go off the regulated path, they are in danger.
8. If there was a radioactive exposure, it could cause a cell mutation.
9. In other words, it may cause premature aging.
10. This is a protective chamber detection system.
11. Cesium levels are good and absolutely clean.
12. Tens of thousands of people are believed to have died prematurely because of Chernobyl.
13. The consequences for the people of Ukraine, Belarus and Russia are still playing out a generation later.
13. It turns out that it's not just the people who were directly affected by the radiation or suffering.
14. This a classic example of autoimmune thyroiditis, which causes a nodular goiter.
15. The children of the people, who were exposed to radiation, suffer from similar diseases as their parents.
16. People acquired a problem.
17. Problems can be passed on to children at the molecular level.
18. Where were you at the time of the Chernobyl disaster?
19. Are you angry with the government for allowing you to live near this nuclear plant?
20. Not all of them could cope with the resettlement.
21. My father died of cancer.
22. I had problems with my thyroid gland.

Listening activity 2.

Watch the movie again and explain:

1. Why do people travel to Chernobyl?
2. Where is the first checkpoint to the Chernobyl zone?
3. When was the 30-th anniversary of the worst nuclear accident in history?
4. When has the exclusion zone become a tourist attraction?
5. What represents the contamination of the exclusion zone area by different isotopes?
6. How many checkpoints are there altogether scattered everywhere?
7. Is it dangerous to go into the Chernobyl zone?
8. What happened with the travellers' Geiger counters as soon as the visitors came to the reactor?
9. What is special about reactor number four? Why have they built the other cover called the arch? How much did they spend for its construction?
10. Aren't tourists a little bit afraid of the radiation when they come to reactor number four, which is the most radioactive area in the zone?
11. Do Mr. Hin's family and friends support his visit to the Chernobyl zone?
12. Is the town of Prepyat the closest city to the reactor?
13. What is the guide's point of view about the safety of ordinary people to travel to the Chernobyl zone?
14. How many people visited the exclusion zone as travellers in 2016?
15. Why were people kept busy in the Soviet Union?
16. What is Simon's point of view concerning the main reasons of visiting Chernobyl by tourists?
17. Why did Simon visit Ukraine's main radiation research hospital?
18. What is the point of view of the Head of Research Planning and Analysis Department at the National Research Center For Radiation Medicine about the safety of visiting the exclusion zone by tourists?
19. What is forbidden for the tourists of the Chernobyl zone?
20. What may happen with the tourists' hands, clothes and future health, if the visitors don't follow the rules?
21. What is the protective chamber made up of? How much does it weigh?
22. What is the expert operator going to find out checking Simon's body in the protective chamber? And what are the results of the examination?
23. What is surprising for Simon at the National Research Center For Radiation Medicine?
24. Why does Oksana Usatenko's daughter have some health issues?
25. Have people already learned how to use nuclear energy safely?

Speaking activity 1.

Complete the charts with the information you have heard.

N	Name of attractions	What you can see
1.	Reactor number four	
2.	The town of Prepyat	

N	Name of the exclusion zone visitor	Why has he come to Chernobyl?
1.	Wilson Chan Ting Hin, a traveller from Hong Kong	
2.	Andrew James, a tourist from the UK	
3.a)	Simon Ostrovsky, a journalist from the USA	
3.b)	Simon Ostrovsky, a journalist from the USA	Why do people come to Chernobyl?

N	Speaker's name	Is it dangerous for tourists to go into the the exclusion zone area?
1.	Wilson Chan Ting Hin, a traveller from Hong Kong	
2.	Vita Polyakova, a guide taking Simon Ostrovsky on a tour around Chernobyl	
3.	Larysa Yanovych, the Head of Research Planning and Analysis Department at the National Research Center For Radiation Medicine.	
4.	Simon Ostrovsky, a journalist from the USA	

Speaking activity 2.

Role Play 1.

Play the video again and invite your friend to discuss Simon's trip and investigations according to the situations suggested below. Make some notes, which will help you feel confident when dramatising your dialogue.

Student A: You are Simon Ostrovsky working for VICE NEWS and sent to Chernobyl on a trip to find out if it is safe for tourists to go there.

Student B: You are Vita Polyakova, a guide taking Simon Ostrovsky on a tour around Chernobyl.

Role Play 2.

Student A: You are Simon Ostrovsky who has just visited Chernobyl. Now you have come to the National Research Center For Radiation Medicine to find out if it is safe for tourists to go there.

Student B: You are Larysa Yanovych, the Head of Research Planning and Analysis Department at the National Research Center For Radiation Medicine. You are being interviewed by Simon Ostrovsky.

Role Play 3.

Student A: You are Simon Ostrovsky who has just visited Chernobyl. Now you have come to the National Research Center For Radiation Medicine. At the moment, you are at the Whole-Body Counter Laboratory to find out if it was safe for you to go to the exclusion zone.

Student B: You are Valentina Vasilenko, the Head of the Whole-Body Counter Laboratory at the National Research Center For Radiation Medicine. You are conducting all the necessary examinations of Simon Ostrovsky's body and disclosing him the results revealed.

Role Play 4.

Student A: You are Simon Ostrovsky who has just visited Chernobyl. Now you have come to the National Research Center For Radiation Medicine. You can see a lot of kids suffering the health issues caused by the Chernobyl accident though all the children were born after the catastrophe.

Student B: You are Olga Kapylova, the radiologist at the National Research Center For Radiation Medicine. You are being interviewed by Simon Ostrovsky. Share your researches of why kids can suffer the similar health problems as their parents did.

Role Play 5.

Student A: You are Simon Ostrovsky who has just visited Chernobyl. Now you have come to the National Research Center For Radiation Medicine. You can see a lot of kids suffering the health issues caused by the Chernobyl accident though all the children were born after the catastrophe. Right at the moment you are interviewing Oksana Usatenko, a mother whose daughter is being treated at the hospital.

Student B: You are Oksana Usatenko telling Simon Ostrovsky how much the catastrophe has affected her family and her life.

Speaking activity 3.

Role Play.

Make your own video about the situation you were involved in. Then let somebody in your group combine all five situations together to get the complete video. Play your movie. Enjoy your job!! CONGRATULATIONS!!

Speaking activity 4.

Role Play.

You are working for a top-rated Ukrainian tour agency. You are responsible for organising trips to Chernobyl for foreign tourists. You are ready with the

updated power point presentation concerning the exclusion zone visiting and you are introducing it to your manager.

Speaking activity 5.

Speak on the topic “Holiday in Chernobyl: Tourism in the Exclusion Zone” using your own plan prepared in English.

LESSON 5.

HUNTING THE RADIOACTIVE BEASTS OF CHERNOBYL



Prelistening activity

What do you know about animals living in the Chernobyl area after the accident?
Would you go to the exclusion zone to hunt the wildlife there?
Would you arrange a hunting trip to Chernobyl for tourists?

Listening activity 1.

Follow the link <https://youtu.be/INAIUGn0RYg> and watch the movie about “Hunting the Radioactive Beasts of Chernobyl”.

Find out the right meaning of the following words. Then make up your own sentences with each word:

A beast, to hunt, besides, to survive, a fireman, neighborhood, afterwards, to establish, average, a background, a radiophobia, to infect, to bury, to blow up, a wild boar, a mutant, to abandon, to throw away.

Vocabulary activity1.

Translate into your native language. Pay attention to the words underlined and paraphrase them if it is possible:

1. It is totally deserted.
2. You've got three-eyed wolves and five-legged bears.
3. It's the 20th anniversary of the meltdown of the Chernobyl reactor.
4. Chernobyl was apparently 600 times worse than Hiroshima.
5. Average level of radiation in Chernobyl nowadays is 35 micro rengens per hour.
6. They hunted some animals to investigate what was going on.
7. It was very clear that some species were very contaminated.
8. We borrowed a Geiger counter to see how poisoned Chernobyl is.
9. They get a sore throat, their eyes water, or they have diarrhea.
10. It's all psychosomatic.
11. That used to be a whole village.

12. We are going bananas, dude.
13. That is all concrete.
14. We can see the civil defense.
15. These procedures were never used.
16. This amusement park was planned to open on the first of May, 1986.
17. It's absorbing all this dust and this radiation.
18. We bribed our guide to get some machine guns.
19. What we have to do is to be very quiet.
20. There's no fear of death because everything is dead.

Listening activity 2.

Watch the movie again and match the questions in column A with the right answers in column B.

	A. Questions:	B. Answers:
1.	Why are the man and woman going to Chernobyl?	The boars ran into the Red Forest, which is the most radioactive place on the Earth.
2.	How big is the radioactive area?	The radiation and dust under the snow are absorbed by the moisture.
3.	The man compares it to Hiroshima. What does he say?	The guide says it was the construction of the reactor. The presenter says it was the Russians. He gets corrected by the guide to use the word Soviets instead.
4.	What is the average radiation level in Chernobyl?	Classrooms with books, tables and chairs; civil defence instruction posters; a gym with pictures of sports; military posters.
5.	What is radiophobia?	The size of Great Britain.
6.	What caused the nuclear reactor to blow up?	35 micro rengens per hour (natural background level is only 12-20).
7.	What do they see in the school?	It was 600 times worse than Hiroshima.
8.	Why is the radiation level stronger under the snow?	A psychosomatic illness when you think you are getting sick because of radiation.
9.	Why couldn't they follow the wild boars?	To hunt mutated wild animals (wolves, bears, boars).

Speaking activity 1.

Put 3 more questions of your own concerning the movie, let your group mates answer them.

Listening activity 3.

Watch the movie again. Think of three pros and cons concerning hunting in the exclusion zone. Give a detailed explanation for every reason. Fill in the chart. Share your ideas with your group mates.

N	Advantages	Disadvantages
1.		
2.		
3.		

Speaking activity 2.

Tell ten facts you have learned from the video. Then use your phone to record your text. Next lesson your teacher is going to listen to all the presenters and choose three best speeches.

Speaking activity 3.

Imagine that you have visited Chernobyl together with Shane Smith and Pella Kagerman and they trusted you to write an article to VICE News about your trip. Read it to Shane and Pella to get their approval for its publishing. Those students who are good at English should speak on the article using a short plan.

Vocabulary activity 2.



Follow the link https://news.vice.com/article/chernobyls-exclusion-zone-is-now-a-thriving-wildlife-habitat?utm_source=vicenewsyoutube&utm_medium=video&utm_campaign=relatedarticle, read and translate the article of Michael Casey.

In the decades after the 1986 Chernobyl disaster, wildlife paid a heavy price. Birds were found to have tumors, while some mammals suffered genetic defects and a decline in reproductive rates.

But this past year, scientists have found signs of improvement at the site of what is typically called the world's worst-ever nuclear accident.

Timothy Mousseau, a biologist at the University of South Carolina, and his colleagues found that some birds were adapting to the radioactive environment by producing higher levels of protective antioxidants. And a study in *Current Biology* concludes that the disaster zone is starting to look more like a de facto nature reserve teeming with elk, deer, wild boar, and wolves.

"It's very likely that wildlife numbers at Chernobyl are much higher than they were before the accident," says Jim Smith of the University of Portsmouth in the UK. "This doesn't mean radiation is good for wildlife, just that the effects of human habitation, including hunting, farming, and forestry, are a lot worse."

Earlier studies in the 1,621 square mile Chernobyl Exclusion Zone showed that high doses of radiation emitted from the explosion and subsequent fire led to pronounced reductions in wildlife populations, especially in the months after the disaster. Among those were animals living in what is called the Red Forest, so named because the trees died and turned red due to the high doses of radiation.

The new evidence, based on long-term census data, indicates the populations are recovering. The numbers of elk, roe deer, red deer, and wild boar within the exclusion zone are similar to those in four uncontaminated nature reserves in the region, according to the study. Among the most dramatic changes, however, has been the growth of wolf populations, which are now seven times higher than can be found in the nature reserves.

"Additionally, our earlier helicopter survey data show rising trends in elk, roe deer, and wild boar abundances from one to 10 years post-accident," the study authors wrote. "These results demonstrate for the first time that, regardless of potential radiation effects on individual animals, the Chernobyl exclusion zone supports an abundant mammal community after nearly three decades of chronic radiation exposures."

A critical factor in the recovery appears to be the fact the area remains off-limits to tens of thousands of people who once lived there before the disaster, which brought an end to farming and severely curtailed hunting. A similar trend has been found in the demilitarized zone between North and South Korea, where the mine-filled region has been a boon to wild boar, deer, and hundreds of bird species that winter there.

"These unique data showing a wide range of animals thriving within miles of a major nuclear accident illustrate the resilience of wildlife populations when freed from the pressures of human habitation," said Jim Beasley, a study co-author at the University of Georgia.

The authors also credited the wildlife revival to a significant drop in radiation rates since the disaster, though they noted that animals continue to accumulate radiation in their bodies.

"People say, 'Were you surprised by your findings?' In some senses, we weren't," Smith said. "We wouldn't necessarily expect to see severe effects, in other

words, effects that would damage populations. We might expect to see effects on individual animals, but not on populations."

Mousseau, who was not part of the latest animal survey, called the study a "very positive move forward in conducting research concerning the potential health and environmental impacts of nuclear accidents." But he questioned findings that the entire exclusion zone was teeming with wildlife, noting that the study focused only on large mammals under hunting pressure, and not smaller mammals, insects, and most birds.

"As such, it does not address the fundamental question of the ways in which natural populations are affected by radioactive contaminants," said Mousseau, who also studies wildlife around the damaged Fukushima nuclear power plant in Japan. "This study does not address the issue of whether radiation has effects on reproduction, survival, longevity, or general health of the animals surveyed. Rather, the findings of this study are a reflection of impacts of human habitation and natural resource overexploitation in the absence of conservation measures."

Mousseau is skeptical of the suggestion that the absence of humans led to this spike in wildlife around Chernobyl.

"The authors champion the idea that the absence of humans causes an increase in population sizes of large mammals," he said. "This argument is overblown because European populations of roe deer, red deer, wild boar, wolves, lynx, and many others have increased by up to an order of magnitude during the last 30 years with no change in human presence." If anything, there are more humans outdoors today than 30 years ago. The consensus among mammal specialists is that an increase in food abundance, partly combined with climatic amelioration, has accounted for these changes."

Vocabulary activity 3.

Consult a dictionary for synonyms to the underlined words in the article above. Paraphrase the sentences according to the synonymous substitutes, if it is possible. Put the paraphrased sentences down and read them aloud.

Speaking activity 4.

Role Play.

Student A: You have read a very interesting article on the Internet recently. Your friend works for a travel agency and is an expert in organizing trips to Chernobyl. You are calling your friend to share some exciting facts that have wondered you.

Student B: You have been engaged in organizing trips to the Exclusion Zone for 2 years already. You are greatly interested in everything connected with Chernobyl though you have already learned much about the area and travelled there for many times. You are happy your friend is eager to share the latest information about the object of your interest.

Speaking activity 5.

Tell ten facts, which have drawn your attention in the article, the most.

Speaking activity 6.

Role Play.

Michael Casey is a popular writer for VICE NEWS. Now he is giving the press conference at the VICE NEWS office on his article “Chernobyl's Exclusion Zone Is Now a Thriving Wildlife Habitat”, which is a great success.

Invite your group mate to act as Michael Casey.

Ask him your questions. Those who will put most questions will have a chance to take memorable selfies with the author.

Listening activity 4.

Divide your class into eight small groups. Follow the link <https://youtu.be/cLSLp5JCL4> and divide the video into eight parts. Each group is responsible for watching its five-minute part of the movie and is to fulfil the following tasks:

1. Following the subtitles displayed provide a written translation of the part. Get ready to read it aloud.
2. Make a list of new words and word-combinations you came across with when playing the video. Add their translations nearby and read them out.
3. Tell the new facts you have never heard before.
4. Tell the facts that turned out to be the most interesting to you.
5. Answer a question each group is asking you.
6. What else do you expect to see in this video?
7. What exactly would you like to know about Chernobyl from other videos?
8. Choose a representative of the group to speak on your five-minute part of the movie.

Speaking activity 7.

Role Play.

Make your own five-minute video based on the information your group was responsible for.

Then let somebody combine all eight videos together to get the complete video. Play your movie. Enjoy your job!! CONGRATULATIONS!!

Speaking activity 8.

Speak on the topic “Chernobyl's Exclusion Zone Is Now a Thriving Wildlife Habitat” using the information both from the article and from the videos.

Speaking activity 9.

Your tour agency is going to suggest foreign tourists trips to Chernobyl. Your department is responsible for making power point presentation on

“Chernobyl's Exclusion Zone Is Now a Thriving Wildlife Habitat”. You are at the agency meeting where the representatives of your department are introducing their presentations so that the best presentation to be chosen. The floor is given to you.

LESSON 6.

BENEFITS AND NEGATIVE IMPACTS OF TOURISM



Prelistening activity

What are benefits?

Does tourism have any benefits from your point of view?

Could you name three benefits of tourism? First, put them down, and then share your ideas.

Let us count how many benefits you have just mentioned.

Listening activity 1.

Follow the link <https://youtu.be/Hl1oaVL7qnI> and watch the video till 4.24 min. Then stop it and watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

To improve, to preserve, a booming tourist industry, to cope with, development (n), extra (adj.), a greater access to tourists, as well, to allow.

Vocabulary activity 1.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 2.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. There are several different economic, social and environmental benefits that can be generated by developing the tourist industry?
2. The first type of economic benefits that can be had from a booming tourist industry is increased employment.
3. Many communities that are highly trafficed with tourists are actually quite poor communities.
4. Some economies are heavily reliant on particular elements of the economy such as mining, manufacturing or agriculture, so tourism brings another level to that economy.
5. Such things as airports, roads, schools, hospitals are developed to cope with the extra traffic from people moving through the area.
6. Airports, roads, schools, hospitals are usually developed to a greater access to tourists.
7. If you have better airports, roads, schools, hospitals, transport systems then you are going to aid your economic development because it allows more trade and flow of goods and services.

Speaking activity 1.

Watch the first part of the movie again and answer the questions:

1. How many key benefits of tourism are there?
2. What is the first type of benefits?
3. What is the second type of benefits?
4. What is the third type of benefits?
5. Which type of benefits can a country receive from increasing its tourist industry?
6. Does increased employment refer to the first economic benefit?
7. How many ways of increasing employment in the tourist industry are there? Are they direct employment increase and indirect employment increase?
8. Do tour guides, hotel housekeepers and anybody that works in a hotel represent direct employment?
9. Employment in other services that do not directly service the tour industry is called indirect employment, isn't it
10. What so called indirect industries are necessary to cope with the increased number of tourists?
11. Do tourists generate income for the local communities?
12. What tourist places are not rich communities?
13. Look at the prompt on the screen and say what the next economic benefit is?
14. If there are any problems in the areas that the economies are heavily reliant on, what sort of industry can keep the economies going while the other areas recover?
15. What is another important economic benefit of tourism?
16. What will a community develop due to the increased amount of people going through the area?

17. What exactly is developed to cope with the extra traffic from people moving through the area?
18. Does the local community benefit from such development as well?
19. What is special about infrastructure development?

Speaking activity 2.

Role Play

Student A: You know only about such economic benefits of tourism as increased employment and generating income for local people. But you have never heard that there are two more benefits. Your friend studies tourism, ask him to tell you more about the economic benefits of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about four economic benefits of tourism, especially economic diversification and infrastructure development as you are researching them for your university graduation project. You are gladly sharing your knowledge with your curious friend.

Speaking activity 3.

Make your own video concerning the economic benefits of tourism. Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 4.

Make your power point presentation on the economic benefits of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 5.

Speak on the topic “The Significance of Economic Benefits of Tourism”.

Listening activity 2.

Follow the link <https://youtu.be/Hl1oaVL7qnI> and watch the video from 4.25 min. to 6.36 min. Then stop it and watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

A sense of pride, overseas, to appreciate, appreciation (n), indigenous (ad.), demand (n), to live on.

Vocabulary activity 3.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 4.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. People often come to visit places for their distinct characteristics and unique culture
2. Some people from overseas really appreciate this kind of art.
3. That appreciation allows the indigenous communities to have a sense of pride in their way of life, history and culture.
4. If any place in the world you go, you are able to experience many different traditions that date back a long time, it says about the preservation of trivet traditions.
5. The Aboriginal dance has been preserved due to the demand of tourists wanting to see that unique sort of style of the dance.
6. These historical traditions are passed on through the generations so that tourists can experience these things, so they live on and do not die out because there is no demand for those things anymore.

Speaking activity 6.

Watch this part of the movie again and explain the following:

1. What is the next type of benefit that comes from increasing and improving the tourist industry?
2. What is the first social benefit that comes from having a booming tourist industry?
3. Can people show their distinct characteristics of their way of life, history and culture?
4. What is special about the Aboriginal artwork the teacher is showing to you from the screen?
5. What is another social benefit that comes with tourism?
6. What is special about the Aboriginal dance in Australia?

Speaking activity 7.

Role Play

Student A: You have never heard about any social benefits of tourisms such as a sense of pride and the preservation of trivet traditions. But your friend studies tourism, ask him to tell you something about these benefits of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about the social benefits of tourism as you are researching this topic for writing your scientific article. You are gladly sharing your knowledge with your curious friend.

Speaking activity 8.

Make your own video concerning the social benefits of tourism.

Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 9.

Make your power point presentation on the social benefits of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 10.

Speak on the topic “The Significance of Social Benefits of Tourism”.

Listening activity 3.

Follow the link <https://youtu.be/Hl1oaVL7qnI> and watch the video from 6.37 min. up to the end. Then stop it and watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

Support (n), to dedicate, to draw, a particular destination, to care about.

Vocabulary activity 5.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 6.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. Due to our booming tourist industries, we are able to dedicate more funds to preserving and conserving our natural resources
2. The environment draws people to a particular destination
3. Several different market groups of people are particularly interested in Australia.

Speaking activity 7.

Watch the third part of the movie again to answer the following questions:

1. What is the last type of benefit that comes from the increased tourist industry?
2. What is the first environmental benefit that comes from tourism?
3. Why is there more effort going into maintaining and preserving the environment?
4. Who is particularly interested in the coastal environment of Australia?
5. What is Australia well-known for?

6. Why is it very important for us to understand how tourism works and what people are wanting from a holiday?
7. Why is it very important to develop our tourist industry?

Speaking activity 8.

Role Play

Student A: You know only about such environmental benefit of tourism as financial support. But you have never heard that there is the other environmental benefit. Your friend studies tourism, ask him to tell you more about the environmental benefits of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about the environmental benefits of tourism as you are exploring this topic. You are gladly sharing your knowledge with your curious friend.

Speaking activity 9.

Make your own video concerning the environmental benefits of tourism. Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 10.

Make your power point presentation on the environmental benefits of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 11.

Speak on the topic “The Significance of Environmental Benefits of Tourism”.

Speaking activity 12.

All the benefits below are mixed up. Make a right list of economic benefits, social benefits, and environmental benefits of tourism. Complete the chart with your lists:

sense of pride
financial support
increased employment (direct employment / indirect employment)
generating income for local people
preservation of trivet traditions
more efforts
economic diversification
infrastructure development

N	Economic benefits	Social benefits	Environmental benefits
1.			
2.			
3.			
4.			

Which group of benefits is the longest?

Which group of benefits is the shortest?

Which type of benefits is the most important from your point of view?

Which type of benefits is less important from your point of view?

Is there any connection between the length of the type of benefits and the importance of this type of benefits in comparison with the other types of benefits?

Speaking activity 13.

Read the statements and say if are true or false. If they are not true, correct them:

Then determine if the sentences represent economic, social, or environmental negative effects of tourism:

1. Four things are very important benefits that are directly related to the increase and improvement of tourism.
2. If you have no better airports, roads, schools, hospitals, transport systems then you are not going to aid your economic development because it allows more trade and flow of goods and services.
3. That sort of unique traditions, which are reperformed night after night, are passed through the generations because there is a demand from tourists to see those things.

Speaking activity 14.

Say which benefits economic, social, or environmental the following sentences refer to:

1. All the money that tourism brings in for us
2. Anything that improves the general quality of life people experience in the areas where tourists visit
3. Anything that tourism brings to help improve and preserve our environment

Speaking activity 15.

Role Play

Student A: You consider that the economic benefits of tourism are of the greatest importance nowadays. Argue with your friend thinking that all three types of tourism benefits are equally important. Prove your opinion.

Student B: You consider that all three types of tourism benefits are equally important nowadays. Argue with your friend thinking that the economic benefits of tourism are the most important. Prove your opinion.

Speaking activity 16.

Speak on the topic “The Significance of Economic, Social, and Environmental Benefits of Tourism”.

Prelistening activity

What is an impact?

What is a negative impact?

Could you name three negative impacts of tourism? First, put them down, and then share your ideas.

Let us count how many negative impacts you have just mentioned.

Listening activity 4.

Follow the link <https://youtu.be/O-CUtL5k9rg> and watch the video till 3.39 min. Watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

An impact on, to lead to, an increase in, problematic, likely (adv.), too (adv.), a lack of, a souvenir shop, an item, to access, to afford, to create.

Vocabulary activity 7.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 8.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. It leads to an increase in price for local goods
2. They are on holiday.
3. You are more likely to spend more.
4. If people live in a tourist area, their products are much more expensive than the products of those people who don't live in a tourist area.
5. Shops will stock products for tourists.
6. Shops will not have everyday goods that are needed by locals.
7. Shops have a lack of products available for locals.
8. Those items are necessary for locals.
9. Those areas are popular tourist destinations.

10. It becomes difficult for local people to afford housing in the areas that are popular tourist destinations.
11. They are worth millions and millions of dollars.
12. Tourism creates jobs.
13. They need more people during the high season and less people during the low season.
14. These jobs are often low paid with long hours.

Speaking activity 17.

Watch the first part of the movie again to answer the following questions:

1. Do negative impacts of tourism come under different categories in comparison with the benefits of tourism?
2. What is the first negative impact that tourism can have on economic factors?
3. Will tourists obviously pay more for goods that they need? Why?
4. What makes local products too expensive for local people to buy?
5. What is another problem caused by tourism?
6. Will shops have everyday goods that are needed by locals? If, no, then what this situation will result in?
7. Where will you will find a high concentration of souvenir shops, fashion shops, electronic shops, but a low concentration of things like supermarkets, chemists' and other necessary items that the locals need?
8. What is another negative economic impact of tourism?
9. What happens with our housing in the areas, which are popular tourist destinations?
10. Why is it difficult for local people to afford housing in the areas that are popular tourist destinations?
11. There are people from Malibu who cannot afford to buy the houses in that area. Why
12. What is another economic problem caused by tourism?
13. Why jobs created by tourism can sometimes be problematic?
14. Why do jobs become seasonal?
15. Why do many local people employed in the tourist industry lose their jobs or have a reduction in income during a low season? Give two reasons.

Speaking activity 18.

Role Play

Student A: You know only about such negative economic impact of tourism as expensive housing. But you have never heard that there are two more negative economic impacts like the increase in prices and the lack of products available for locals. Your friend studies tourism, ask him to tell you more about the negative economic effects of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about the negative economic effects of tourism because you are

exploring this issue as a young scientist. You are gladly sharing your knowledge with your curious friend.

Speaking activity 19.

Make your own video concerning the negative economic impacts of tourism. Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 20.

Make your power point presentation on the negative economic impacts of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 21.

Speak on the topic “Negative Economic Impacts of Tourism”.

Prelistening activity

How do we call the effects connected with the quality of life or the way of life of people in the area?

What is the next type of negative effect we are going to look at?

Listening activity 5.

Follow the link <https://youtu.be/O-CUtL5k9rg> and watch the video from 3.41 min. to 6.11 min. Watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

To erode, to encourage, to support, heritage (n), pure (adj.), to associate with, a crime, a rate, a target, a theft, an assault, to frequent, to attract, in regard to, an amount of, to let loose.

Vocabulary activity 9.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 10.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. Tourism can erode traditional values though it can definitely encourage traditional values if they are supported.

2. Things from another country can conflict with the cultural, historical and religious heritage of the community.
3. We can see that these traditional values are no longer as pure as they once were.
social effects
4. You'll see an increase in things like thefts, assaults, and things like that in the areas that are frequented by tourists because they become an easy target for.
5. A party atmosphere attracts people and then, of course, that attracts drugs and alcohol to the area.
6. It can bring a big problem in the area in regard to people with drug and alcohol problems.
7. People are on holiday they are ready to let loose.

Speaking activity 22.

Watch the next part of the movie again to answer the following questions:

2. What is the first negative effect of tourism in the social category?
3. What can happen with traditional values when we sometimes introduce foreign elements?
4. What are those foreign elements and how do they effect traditional values?
5. What is another social problem associated with our tourism?
6. Where might tourists obviously be targets for crime?
7. What criminal things will increase in the areas with many tourists?
8. Do tourists become an easy target for crime?
9. Can tourism sometimes lead to drug and alcohol problems in an area with many tourists? Is this another social problem associated with our tourism?
10. What is the reason of drug and alcohol problems in tourism?
11. Are tourist areas also a target for prostitution?

Speaking activity 23.

Role Play

Student A: You know only about such negative social impacts of tourism as drug and alcohol problems and prostitution. But you have never heard that there are two more negative social impacts like the erosion of traditional values and the increase in a crime rate. Your friend studies tourism, ask him to tell you more about the negative social effects of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about the negative social effects of tourism because you are investigating this issue as a young scientist. You are gladly sharing your knowledge with your curious friend.

Speaking activity 24.

Make your own video concerning the negative social impacts of tourism.

Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 25.

Make your power point presentation on the negative social impacts of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 26.

Speak on the topic “Negative Social Impacts of Tourism”.

Prelistening activity

What is the last type of negative effects we are going to look at?

Listening activity 6.

Follow the link <https://youtu.be/O-CUtL5k9rg> and watch the video from 6.14 min. to the end. Watch it again to be sure of the right translation for the following words and word combinations and make the appropriate vocabulary list in your copybooks:

A strain, soil (n), erosion (n), pollution (n), litter (n), to remove, a danger, a pressure on, endangered species, a specific habitat, ivory items, a stand, to encourage, to lose, a consequence, to be aware of, to harm.

Vocabulary activity 11.

Make up your own sentences with each word and word combination suggested above, put them down and read them out.

Vocabulary activity 12.

Translate the following sentences into your native language. Substitute the underlined words with their synonyms and paraphrase the sentences using the appropriate substitutes:

1. We have a lot of scarce resources such as energy, water, food.
2. Moving people around through tourism and bringing a high concentration of people into a particular area, certainly, puts an extra strain on things like energy, water, food, which are already scarce.
3. Due to the increased traffic, we see a lot more litter on our beaches and it moves into the waterways adding to the pollution.
4. Sometimes, those habitats are cleared for tourism purposes like the development of hotels.
5. There is a big environmental consequence of tourism.

6. It is important that we learn about many negative effects of tourism because we do want to continue to enjoy the benefits of tourism.

7. We do need to be aware of what the negative effects are so that we can continue to manage those negative effects and we can continue to enjoy tourism without harming our planet.

Speaking activity 27.

Watch the next part of the movie again to answer the following questions:

1. Why does a strain on resources happen? Why is it an extra strain?
2. What is another factor, which is a negative impact of tourism on the environment?
3. What negative things can we see on our beaches due to the increased traffic?
4. Does car traffic also add to the pollution in our Airways?
5. Why can we see the increased soil erosion (the soil moving back and being removed by the water)?
6. Do the increased traffic and the need for development bring the increased pressure on endangered species of animals and plants?
7. Why don't certain types of that don't animals really have all they need to live in a specific kind of environment in a specific habitat?
8. Is there any sort of demand for products from endangered species like ivory items, things from elephants like an elephant foot umbrella stand, and things like that?
9. What effect can such a demand bring on those species taking into account that tourism encourages that demand by allowing people to go and move about?
10. What is the last problem we are going to discuss?
11. Do forests get cleared for hotel development?
12. Do forests also get cleared to create products for people who wish to buy?
13. Where are we losing much of our natural forest?
14. Why is it important for us to learn about many negative effects of tourism? Give three reasons.

Speaking activity 28.

Role Play

Student A: You know only about such negative environmental impacts of tourism as the strain on resources and pollution and soil erosion. But you have never heard that there are two more negative social impacts like the danger for animals and for plants and deforestation. Your friend studies tourism, ask him to tell you more about the negative environmental effects of tourism.

Student B: You study tourism, it is your future speciality. You are aware of everything about the negative environmental effects of tourism because you are exploring this issue as a young scientist. You are gladly sharing your knowledge with your curious friend.

Speaking activity 29.

Make your own video concerning the negative environmental impacts of tourism. Let your group mates watch all the videos at the next lesson and choose the best one highlighting the topic. Get ready for your academic bonuses from your teacher.

Speaking activity 30.

Make your power point presentation on the negative environmental impacts of tourism. Watch them at the next lesson and choose the best one. Get ready for your academic bonuses from your teacher.

Speaking activity 31.

Speak on the topic “Negative Environmental Impacts of Tourism”.

Speaking activity 32.

Read the statements and say if are true or false. If they are not true, correct them. Then determine if the sentences represent economic, social, or environmental negative effects of tourism:

1. If people live in a tourist area, their products are much cheaper than the products of those people who don't live in a tourist area.
2. It is easy for people who live in tourist areas to access everyday products that they need.
3. There are nice times of the year to visit places and there are not so nice times to visit places due to the weather or other things.
4. Seasonal jobs don't cause any problems for local people wanting to work in the tourist industry.
5. Some tourist destinations are well-known for their sort of party atmosphere like the Gold Coast, or some places in Europe like Las Vegas. And it can bring a big problem in the area in regards to people with drug and alcohol problems.
6. These areas can definitely have problems with prostitution if there is an increased demand for it.
7. We see the decreased soil erosion, that is the soil moving back and being removed by the water because of the development along the coastline.
8. Natural habitats are not being removed.

Speaking activity 33.

All the negative impacts below are mixed up. Make a right list of negative economic, social and environmental impacts of tourism. Complete the chart with your lists.

increase in prices
expensive housing
danger for animals and for plants
pollution and soil erosion

lack of products available for locals
 strain on resources
 erosion of traditional values
 drug and alcohol problems
 prostitution
 problematic jobs
 deforestation
 increase in a crime rate

N	Economic negative impacts	Social negative impacts	Environmental negative impacts
1.			
2.			
3.			
4.			

Which group of negative impacts is the longest?

Which group of negative impacts is the shortest?

Which type of negative impacts is the most problematic from your point of view?

Which type of negative impacts is less problematic from your point of view?

Is there any connection between the length of the type of negative impacts and the importance of the issues of this type of negative impacts in comparison with the other types of negative impacts?

In the case, if all three lists of types of negative impacts are equal, then which type of the negative impacts is the most important in comparison with the other types of negative impacts?

Speaking activity 34.

The information below about the advantages and disadvantages of tourism is mixed up. Rearrange the chart in a right way.

	Advantages	Disadvantages
1.	It creates jobs for locals	The managerial jobs are often taken by foreigners
2.	A lot of tourist companies are foreign owned	Jobs are often seasonal
3.	Tourists increase the price of local products	Hotels and restaurants increase the price of land
4.	Hotels and tourists can cause environmental damage	Tourists can put pressure on local resources e.g. drinking water
5.	Local products can be sold to tourists	Tourists can increase congestion on roads

6.	Tourism may improve local infrastructure e.g. airports	Local traditions may be lost as destinations become global
7.	Locals can perform dancing/singing for tourist helping to preserve traditions	Tourism may improve the reputation of a country or area
8.	Areas can become overly reliant on one industry	Tourism can be effected by global events e.g. terrorism and cost of oil
9.	Tourism brings in foreign currency	Tourism, especially ecotourism may protect the environment
10.	It encourages locals to stay and find jobs instead of migrating	Traditional industries like farming / fishing can be lost
11.	Locals can use new facilities e.g. swimming pool or golf course	Tourism can create social problems e.g. crime and prostitution

How many pros and cons of tourism have you found in the chart above? Which of them have been mentioned for the first time? Prove the positive and negative effects, which you have learned from the chart.

Speaking activity 35.

Complete the chart with the positive and negative effects of tourism you have learned from the videos. Get ready and speak about the advantages and disadvantages of tourism on the example of a tourist area in Ukraine.

N	Economic impacts		Social impacts		Environmental impacts	
	positive	negative	positive	negative	positive	negative
1..						
2.						
3.						
4.						

Your power point presentation on this topic will add to your academic bonuses (you may also include the information from the Speaking activity 12.) !!

KEYS:

Lesson 2.

Listening activity 1.

1. For many countries tourism is an important source of income.
2. Travel and tourism means more than sunshine tourism and business trips.
3. Travel and tourism provide services for both of the above types of people.
4. There are a lot of jobs in travel and tourism and of many types.

Vocabulary activity 2.

1. rural
2. cultural
3. language
4. sport
5. adventure
6. health
7. heritage
8. ecotourism

Vocabulary activity 3.

1. Wanderlust Travel is a travel agency
2. VisitBritain is a tourist board.
3. Beagle Charter is a transport company.
4. Hadrian's Wall is a tourist attraction.
5. A tourist information centre.
6. In the summer Giuliana works as a tour guide.
7. Peter worked for a tour operator.

Listening activity 2.

1. Tour operators sell their packages to both travel agencies and the public.
2. A courier travels with the clients and solves any problems there may be.
3. It is probably useful if a courier can speak another language.
4. Couriers don't usually work all year round.
5. It's probably hard work being a courier.

Vocabulary activity 5.

1. reservation
2. coordination and cooperation
3. a bus designed for long distance travel or sightseeing
4. a ship that transports passengers or vehicles across water
5. people employed by a company or organisation
6. the place where goods and baggage are examined on entering a country
7. a place where somebody makes a break on a journey

Vocabulary activity 6.

1. voyage
2. journey
3. trip
4. travel

Vocabulary activity 7.

1. trip
2. travel
3. journey
4. voyage
5. trip

Vocabulary activity 8.

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. TRUE

Vocabulary activity 9.

1. to check somebody or something at regular intervals
2. to judge or evaluate somebody or something
3. tendencies
4. current
5. which is going to happen very soon
6. an organised social occasion like a concert or sports competition
7. any vehicle capable of flight
8. car rental
9. somebody who attends to the passengers on an aeroplane or ship
10. employees who are not in direct contact with the public

Vocabulary activity 10.

1. Anno Domini, after Christ
2. that is to say, id est
3. exempli gratia, for example
4. and so on, et cetera

Vocabulary activity 11.

1. freelance
2. sightseeing
3. art

4. theme
5. souvenir
6. safety
7. gardens
8. paintings

Vocabulary activity 12.

1. TRUE
2. TRUE
3. TRUE
4. TRUE
5. TRUE
6. TRUE
7. TRUE
8. TRUE
9. TRUE
10. TRUE

Vocabulary activity 13.

1. manner
2. skills
3. voice
4. cope
5. helpful
6. dealing
7. understanding
8. informed
9. initiative
10. knowledge

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