

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО ГОСПОДАРСТВА

О.Л. Ільєнко

**ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ
ДЛЯ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ З ДИСЦИПЛІНИ
“ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ”
(АНГЛІЙСЬКА МОВА)**

(для студентів 2 курсу денної форми навчання напрямів підготовки
6.030601 – «Менеджмент» (спеціалізації «Менеджмент готельного, курортного і
туристського сервісу»), 6.140101 – «Готельно-ресторанна справа»,
6.020107 – «Туризм»)



Харків – ХНАМГ – 2010

Ільєнко О.Л. «Іноземна мова професійного спрямування» (англійська мова): Збірник текстів і завдань для організації самостійної роботи (для студентів 2 курсу денної форми навчання напрямів підготовки 6.030601 – «Менеджмент» (спеціалізації «Менеджмент готельного, курортного і туристського сервісу»), 6.140101 – «Готельно-ресторанна справа», 6.020107 – «Туризм»)/ О.Л. Ільєнко; Харк. нац. акад. міськ. госп-ва – Харків: ХНАМГ, 2010. – 81 с.

Укладач: О.Л. Ільєнко

Збірник текстів і завдань призначений для студентів денної форми навчання, які у майбутньому будуть працювати у сфері готельного, ресторанного і туристського сервісу. Тематика збірника та система завдань дає змогу продовжити формування комунікативної та соціальної компетенції студентів. Запропонована інформація є необхідною для ефективного виконання професійних обов'язків майбутніх спеціалістів.

Рецензент: канд. філол. наук, доцент кафедри іноземних мов Харківської національної академії міського господарства Л.В. Шумейко

Затверджено на засіданні кафедри іноземних мов
протокол №3 від 24.10.2008 р.

© Ільєнко О.Л., ХНАМГ, 2009

INTRODUCTION

To the Teacher

Modern stage of the integration process development in Europe and globally is marked by more frequent and versatile cross-cultural contacts in academic and professional spheres. Such contacts present a “dialog between cultures” which can not be successful without cross-cultural understanding. Therefore, the importance of socio-cultural competence forming is mentioned as one of the objectives for ESP teaching (English for Specific Purposes) at the Universities. The ‘National Curriculum for Universities’ says that by the end of ESP course (level B2) students will be able to:

- understand how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture (international, national, institutional)
- understand different corporate cultures within specific professional contexts and how they relate to each other
- apply intercultural insights while interacting orally or in writing to immediate academic and professional situations
- behave and react appropriately in common social, academic and professional situations in everyday life, and know rules of how people should interact in these situations (recognize appropriate gestures, eye contact, personal space, and body language in each situation [1:38])

In the following collection of texts with tasks the materials for the three content modules (змістовні модулі) are presented, which help to continue the process of socio-cultural competence forming. There are “Education and Culture”, “The World of Work and Culture”, “Leisure, Lifestyle and Culture” modules which are focused on academic, social and professional situations. Education, work and leisure have been linked in the belief that very often people’s work is determined by

the education they receive and that their leisure activities complement their work. Each module includes several content units.

It should be highlighted that as far as only authentic materials are suggested to the students, it helps to provide authentic, meaningful communication in class. The materials mostly reflect the cultural aspects of the English speaking countries, i.e. Great Britain, the USA, Canada etc. but an attempt has been undertaken to present and discuss some specific features of other cultures and, therefore, make a step in understanding and valuing the cultural diversity of the globe.

Each unit presupposes a set of various activities which help students to develop integrated skills in reading, speaking, listening and writing. The students are also expected to enforce grammatical competence, develop skills in their vocabulary enlarging, making presentations, participating in role games, doing project work (including Internet search).

Designing tables is considered to be especially suitable for cross-cultural competence forming as tables allow to compare certain aspects in different cultures, including Ukrainian culture, and develop cross-cultural awareness and socio-cultural sensitivity. The activities cover topics relevant to the students to motivate their involvement and active participation in the class work. Many activities can be performed both in class or at home (as self-study) with further discussing and evaluating of the results.

Depending on the teacher's strategy as well as students' learning styles some materials or units can be viewed as optional without damaging the main aim of the present collection of texts with tasks, i.e. socio-cultural awareness forming.

INTRODUCTION

To the Student

The booklet you have in your hands will help you understand how to behave and react appropriately in various situations when you meet and socialize with people of different nationalities, both in Ukraine and abroad.

It is quite natural before you start learning to ask such questions as:

- Why should I study the culture and rules of behavior for people of other nationalities of the world?
- Why should I study their behaviour if I know the rules of the “right behaviour” for different situations which I have been taught in my family, at school, in the society?
- What are the possible situations to apply my new knowledge in practice and what are the benefits?

We hope the booklet will help you to answer these particular questions and many others.

Think of our today's world. We see that traveling to all corners of the globe gets easier and easier. International contacts will increase visually in the coming years. The prospect of our country's joining European Union as well as the internationalization of education in Europe and in the world will bring a lot of chances to continue studies, work for an international company in Ukraine, participate in international conferences and congresses, meet international partners in Ukraine and abroad, travel on business and for rest, receive guests in Ukraine at hotel and at home. These are only some of possible situations in which we can meet people of different nationalities and cultures in person not speaking of contacting them through Internet and e-mail. In all the situations mentioned knowledge of other cultures and ability to understand them is needed to escape problems. We live in a “global village”, but how well do we know and understand each other?

Life supplies more and more evidence of the fact that the more you know the culture of the country you are dealing with, the less likely you are to get into difficulties. It might be rather hard to explain that the reason you lost your contract or an invitation for the next conference was the fact that you offended your host in a light-hearted comment or wrong behaviour at a party. So the deal is worth the effort.

We wish you enjoy studying cultures, traditions and customs of the world.

MODULE 1

Education and Culture



Pre-reading task.

1. What do you know about the system of education in the United States? In UK? How many years do students go to school before entering college?
2. What are the differences between public and private schools?
3. How long does it take to get a university degree in the USA, UK? What qualities do the universities want the students to have?
What esteemed universities do you know in the UK, USA?



A. Reading and speaking

I. Read the text and answer the questions that follow:

EDUCATION IN THE USA

As might be expected, educational institutions in the United States reflect the nation's basic values, especially the ideal of equality of opportunity. From elementary school through University, Americans believe that everyone deserves an equal opportunity to get a good education.

Most children start public school at age five, by attending kindergarten, or even at age three or four by attending pre-school programs. Then there are six years of elementary school and usually two years of middle school and senior high school. After high school, the majority of students go onto college. American public schools are free and open to all at elementary and secondary level (high school), but public universities charge tuition and have competitive entrance requirements.

However, elitist private schools do conflict with the American ideal of equality of opportunity. These schools often give an extra educational and social advantage to the young people whose families have the money to allow them to attend. But because these schools are relatively few in number, they do not displace the public school as the central educational institution in the United States.

There is another area of inequality in the American education system. More than 90 percent of the money for schools comes from the local level, primarily from property taxes. School districts that have middle class or wealthy families have more money to spend on education. Therefore, wealthier school districts have beautiful school buildings with computers and the latest science equipment, and poorer school districts have older buildings with less modern equipment. The amount of money spent on education may vary from \$7,000 per child in a wealthy suburb to only \$1,200 per child attending an inner-city school, or one in a poor rural area.

1. Which basic American value is reflected in the education system of the country?
2. What are the stages an American student passes on the way to the University?
3. Is tuition paid at school? At the University?
4. What are the two facts mentioned in the text that conflict the principle of equality in education?
5. Which institution is considered to be a central one in the US educational system?
6. What is the principle of schools financing in US? Which districts enjoy

privileges?

II. Make a commentary:

Modern statistics shows that women who attend all-female colleges seem to do better in the world of business. These women make up one-third of the board members of the top businesses in the United States. Some educators are now saying that separating male and female students may not be such a bad idea.

III. Vocabulary check

a. Match the words given below with their definitions:

vocational	money paid for instruction at a college
diploma	preparing for (or connected with) a job
elite	to change completely
tuition	having to do with money
monetary	serving the best or most important people in a social group
transform	an official paper showing that a person has successfully finished a course of study

b. Complete the sentences using the words given in the previous exercise

1. In the past, many students who went to competitive schools such as Harvard received their high school education at _____ private schools that only the rich could afford.
2. At a high school or college graduation ceremony students receive their official _____.
3. At the university level, there is no free system of public education; even universities supported by public funds charge students _____.
4. Some Americans would like to see major changes in their public education system; they want to _____ it.
5. Public education has many _____ problems; there never seems to be enough funding.
6. Some American high schools offer _____ education to prepare students to take jobs right after school; these students do not plan to attend college.



B. Reading and discussing

I. Complete the sentences of the text using the words given below:

Change in the Labor Market

high-paying belief college
technologies professional service
schooling job

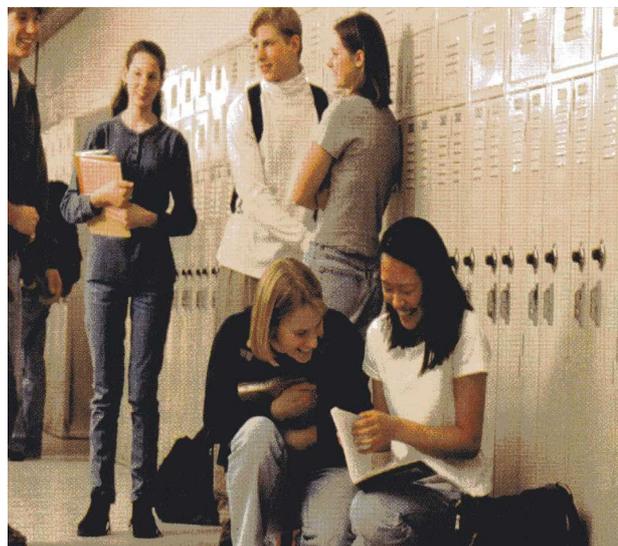
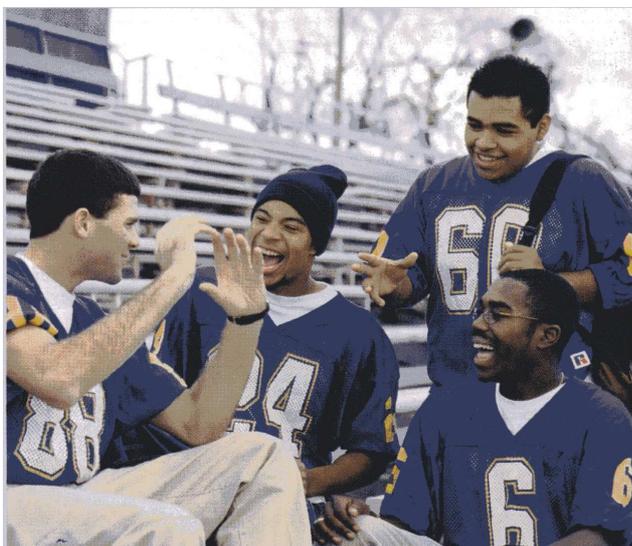
The belief is widespread in the United States that the more _____ people have, the more money they will earn when they leave school. The _____ is strongest with a _____ degree such as medicine or law, following the undergraduate degree. The value of graduate degrees in "nonprofessional" fields such as art, history, or philosophy is not as great.

In recent years, there has been a change in the _____ market in the United States. In the past, it was possible to get a _____ factory job without a college education. The advent of new _____ has meant that more and

more education is required to do the work. Many of the new jobs in the United States either require a _____ education, even a graduate degree, or they are low-paying jobs in the _____ sector of the economy, such as fast-food restaurants, small stores, and hotels.

II. Read the text again and answer the questions:

1. What professions are considered to be well-paid in American society?
2. Which low-paid jobs are mentioned in the text?
3. Why is it not possible to get a high-paying job without getting a college education in the USA today?



C. Reading and discussing

I. Read the text about education for immigrant children in the USA:

The education of new immigrant children provides the public school system with some of its greatest challenges. Many of the children come from countries where they have not had strong educational preparation, and their academic skills are below grade level. Others have come from school systems with standards similar to or more advanced than the American schools, and their academic adjustment is much easier. However, all these children must learn English. This means that they are trying to learn new concepts at the same time that they are struggling to learn a new language. Studies show that it takes five to seven years in order for them to be able to compete with English-speaking American children on an equal basis in classes where English is the language of instruction. There are some bilingual programs in areas where there

is a large concentration of one language group, particularly Spanish speakers. However, in some school districts, there are children speaking anywhere from 50 to 115 different languages. It is not uncommon for a teacher to have children speaking five or six different native languages in one classroom.

II. Comprehension check. Mark the following statements as true (T) or false (F)

	a. The education of new immigrant children introduces new problems to the US public school system.
	b. Most of the immigrant children come with the same academic skills.
	c. The main challenge for the immigrant children is English as the language of communication.
	d. It takes immigrant children fewer than five years to master English enough to compete with Americans.
	e. It is a usual practice of an English teacher to have children speaking five or six different languages.

III. What do the combinations of the following numbers mean in the text?

5-7 5-6 50-115

D. Reading and speaking

I. Read the text and answer the following questions

EDUCATION IN UK

Schools place a distinctive stamp on their pupils – a past pupil will be defined in society at a private or state school boy or girl.

In choosing a school for their children parents worry about potential academic progress, but also about the development of life skills, and the kind of social cultural and spiritual experience offered by school. Besides, parents are interested in the way in which prominent public figures choose to educate their children. For example, Prince Charles was the first member of the royal family not to be educated by palace tutors. He was sent to Gordonstoun in Scotland and for many ordinary families this humanized the royal family.

Some parents also consider the availability of an ‘old school tie’ network,

which may help their child to get a job in future and develop socially useful lifelong friendships which usually start at school. British people traditionally rely on a system of contacts among people who have common business, professional, sporting and social interests, and various organizations and clubs induct British children into club mentality. After graduation students often visit their old schools and join Old Girls and Boys Associations. This, perhaps, explains the phenomenal success of the website Friends Reunited.

Participation in higher education is still largely determined by the class one happens to be born into. For example, in Britain as a whole, currently 80 percent of children from professional middle class families study at university, compared with 17 percent from the poorest homes. However, in Britain in 2000 35.6 percent of 21-year olds graduated from University. This was the highest percentage in Europe.

Comprehension check

- a. What are the reasons of British parents in choosing schools for their children?
- b. Why “old school tie” network is so important in professional and social development of British people?
- c. What is the main reason for visiting the website Friends Reunited? What is the Russian/Ukrainian equivalent of such a site?
- d. Can you prove the fact that getting higher education is a popular trend in modern Britain?

II. Make a commentary on the table of statistics on state and private education in the UK.

State and private education in the UK	
UK pupils at state schools	93%
UK pupils at independent (private) schools	7%
Students at Oxford and Cambridge Universities from state schools	49%
Students at Oxford and Cambridge Universities from private schools	51%

E. Reading and discussing

I. Read the texts discussing public and private school education in UK.

A VIEW FROM YEAR 10



I'm Daniel Yates and I go to Hanbury Comprehensive School in Birmingham. Comprehensive schools *are* paid for by the state. There are 1,500 pupils here and the classes are quite big - about 25 pupils in a class. This year's A-level results were quite good - 40% of the students got A or B grades. About 50 pupils from Hanbury manage to get in to university each year, but not many go to places like Oxford or Edinburgh. I think there was a pupil two years ago who got into Cambridge, but that's unusual.

FIRST IMPRESSIONS OF CHALFONT

a boarder – a pupil who lives at a College

a day pupil - a pupil who only visits lessons at school

My name's Harriet Fisher and I'm a pupil at Chalfont College for Girls. The school is 150 years old, and it's an independent school for girls. That means that our parents pay for our education, not the state. The fees here are about £6,000 per term if you are a boarder, or about £4,000 per term if you are a day pupil. I'm lucky to be here because it's a fantastic school. We have small class sizes (about 1 teacher for every 9 pupils), the exam results are usually excellent, and every year lots of pupils

get into top universities like Oxford and St Andrews.

II. Read the table of statistics and the profiles of the two pupils again and find out:

1. how much it costs to send a girl to Chalfont College for Girls each term, if they don't live at the College.
2. if a comprehensive school is a private or a state school.
3. the proportion of teachers to students at Chalfont College for Girls.
4. the names of four top UK universities.
5. what percentage of UK pupils go to a private school.
6. what percentage of students at Oxford and Cambridge Universities come from private schools,

II. Using the information of the texts and the table of statistics given in the previous exercise complete the table about the usual education system of UK.table.

The state system	Age
Begin primary school or
Begin secondary school	11
Start studying for GCSE exams	14
Take GCSE exams (students can leave school at this age)
Take exams	18
School hours: Monday to	
Approximatety 9am – 3.30 pm	

F. Reading and discussing

Pre-reading task. What do you think the term “positive discrimination” means? How could it be used in the context of schools and universities?

I. Read the text focused on University education in UK.

SCHOOL HEADS BOYCOTT BRISTOL UNIVERSITY

Bristol University is being boycotted by top independent schools because of its alleged policy of positive discrimination. Surveys reveal that record numbers of the best independent students have been rejected by Bristol this year, despite having impeccable grades, and the Headmasters' and Headmistresses' Conference and the Girls' Schools Association are now advising their A-level students not to apply to the university. Angry teachers say that Bristol is deliberately choosing state school students with lower grades instead in order to meet government "quotas".

In its defence, the university said that it was under pressure from the government to increase its intake of state school pupils. At present, the government issues guidelines to universities regarding the proportion of state school pupils that



they should admit, but universities could soon be under even more pressure to admit poorer students. The government plans to replace the current system with specific targets based on students' parents' income and whether their parents went to university.

II. Answer the questions about the text. Why:

1. are some private schools advising their students against applying to Bristol University?
2. do some head teachers think that Bristol is rejecting their pupils' applications?
3. does Bristol feel that it has to admit a certain number of state school pupils?

4. might students soon have to tell their preferred universities how much their parents earn?

III. Find out the sentence which best summarizes the above given text.

- a. Bristol University has been accused of taking too many of its students from private schools and not enough from state schools.
- b. Bristol University has been accused of rejecting pupils from private schools because it wants to be more open to pupils from state schools.
- c. Bristol University has been accused of rejecting pupils from private schools because they don't work very hard at university.

IV. Vocabulary work. Match the words with their definitions.

1. admissions	a. points, marks
2. applicants	b. the system where a university chooses its students
3. credits	c. only open to a few, top people
4. elite	d. people who want to get into a university

G. Culture and Humour

You can tell I'm British because...



I live in the past



I don't care what people think



I'm a different person when the sun's out



I'm not bothered about a bit of dust



I never refuse a drink



I don't speak a foreign language



I'm lost without my dog



I wouldn't live anywhere else!

Commenting pictures.

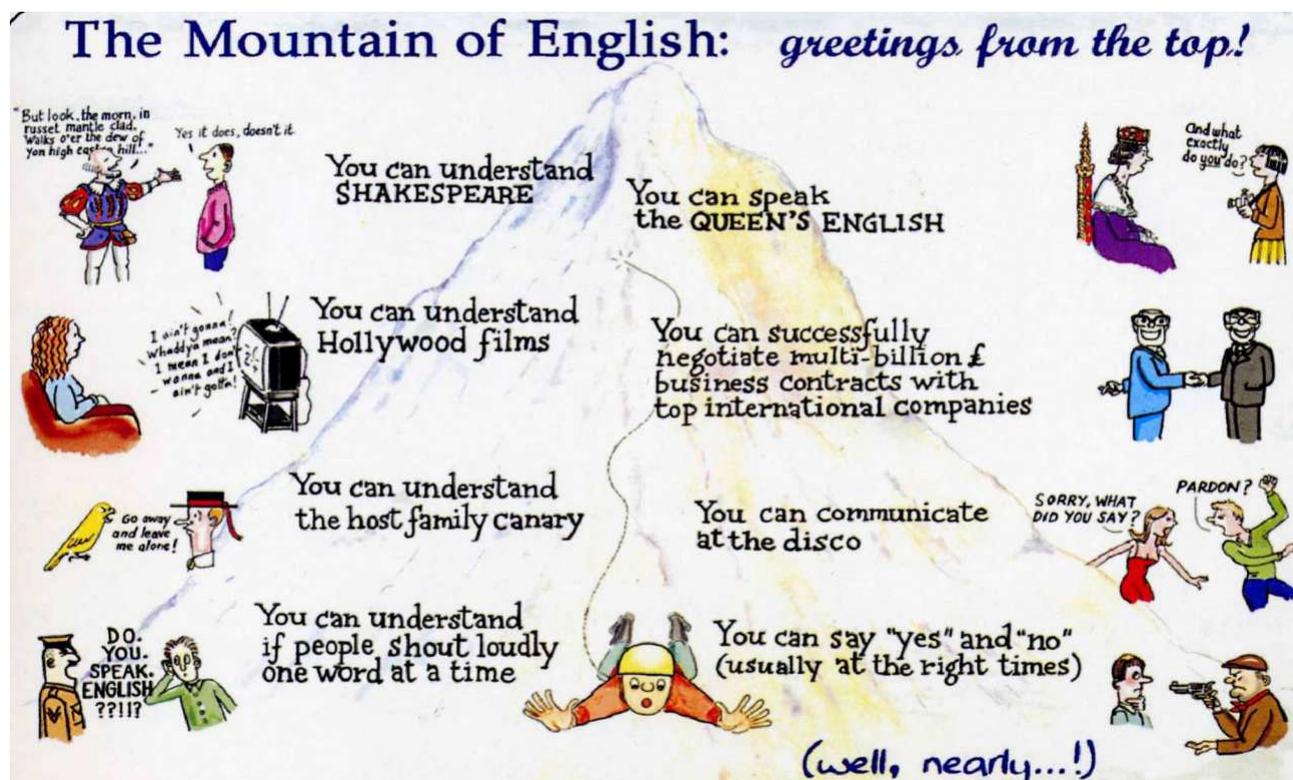
1. Look at Picture 1, read the accompanying text and say which national

stereotypes of British people are presented in a humorous way. Which things the British people are proud of? What do they tell strangers about British culture, traditions and lifestyle?

If you are a visitor to our country, I expect by now you have realized why we call it **Great** Britain: our long and glorious history; the unspoiled beauty of our landscape; the rich variety of our weather, not to mention our unrivalled achievements in cricket and football. Then there are our cherished traditions: afternoon tea at four, roast beef on Sunday, and warm beer until 11p.m. And there 's us, with our old-world courtesy and tolerance. Oh, and our sense of humour. I mustn't forget that. We do like a good laugh!

As for me, well, I'm so many feet and inches tall, and I weigh so many stones, pounds and ounces. My petrol comes in gallons and my milk in pints – from a milkman. I pay for them, of course, in pounds sterling. My home is my castle and I 'Do-it-Myself'. I only hope I live to pay off the mortgage on it. My garden is my recreation and a sanctuary to many endangered species, not least of all myself!

2. You are mastering English as well as millions of people all over the world. Look at Picture 2 and say which abilities are needed, according to the author, at each of the four levels of mastering English? Which is your level of English language knowledge and skills?



3. It is usually very difficult for students mastering a foreign language to understand idioms.



a. Look at the Picture 3 presenting idioms with body parts and try to match them with their meanings

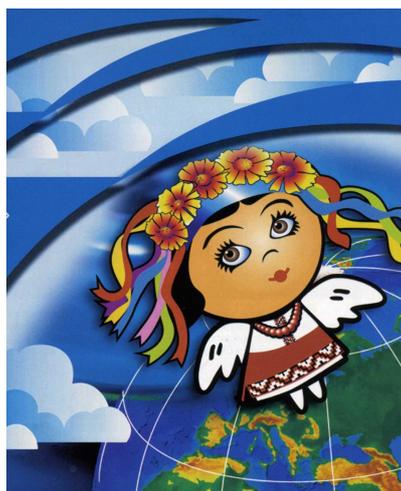
- | | |
|--|------------------------------------|
| to have head screwed on | be in a hurry |
| to keep one's nose clear | be responsible, sympathetic person |
| chin up | be energetic, enthusiastic |
| to keep one's shoulder to the wheel | be at the lowest level of progress |
| to put one's best foot forward | be sensible, have good judgment |
| to have one's heart in the right place | never lose courage |
| to be the bottom of the class | be careful, cautious |

b. Complete the sentences using the body parts idioms

- All who would like to prosper in the future must _____ now.
- In fact I know nothing better to be said of a kind man than that he _____.
- Our boss always encourages us in new projects and he always _____.
- You can rely on him and his judgment as he _____.
- At high school he was _____ and so decided to get a job.
- "_____", the officer said, "and remember, old soldiers never die".
- When you are working at a very high speed you have to _____.

H. Project work. Try to answer the following questions and get ready with a short presentation on the topic “Education in Ukraine”. Find out the statistic materials needed in the Internet and use the necessary illustrations.

- a. Do you think the graduates of public and private schools in Ukraine have different entrance opportunities?
- b. Which educational institution is considered to be central in Ukraine?
- c. Do you think private universities are more reputable and popular than public ones? Give examples.
- d. Do you think it is an advantage or disadvantage to get a higher education in another country? Give your reasons.
- e. Is education compulsory in Ukraine?
- f. How strict is the discipline in elementary or high schools?
- g. What do you think of the National exams in Ukraine? Do they reflect the real level of knowledge of the graduates?
- h. What are the categories of people who enjoy privileges when entering a university? Do these people get any scholarships?



Module II

The World of Work and Culture

**Dr. Ed Mitchell:
Astronaut, Scientist,
Network Marketer**

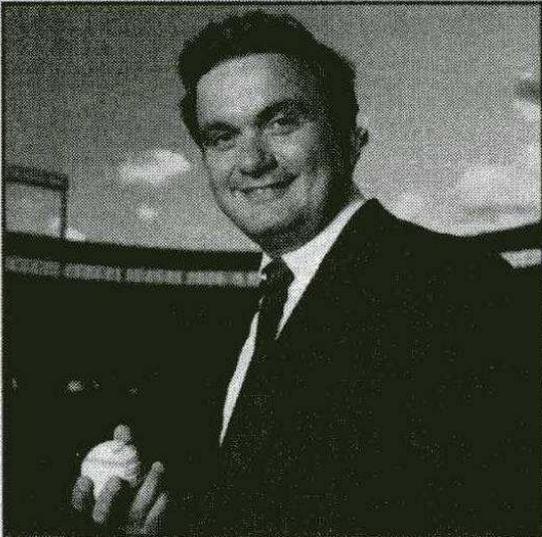
POWER! By Harvard's Howard Stevenson

SUCCESS

JUNE THE MAGAZINE FOR TODAY'S ENTREPRENEURIAL MIND 1994

FROM **Mailman** **Amazing Odyssey**
To **Millionaire**

How Steve Geppi Built a \$250 Million Empire



PLUS:
**Create the
Ultimate High-Tech
Home Office**

**Entrepreneurs:
Born or Made?**

**THE POSTMAN-
TURNED-TYCOON:**
Geppi's boldness
propelled him from
civil servant to founder
of his own dynamic
enterprise — and to
attaining his dream
of owning the
Baltimore Orioles.



U.S.A. \$2.95
CANADA \$3.95

7 22627 00361 4

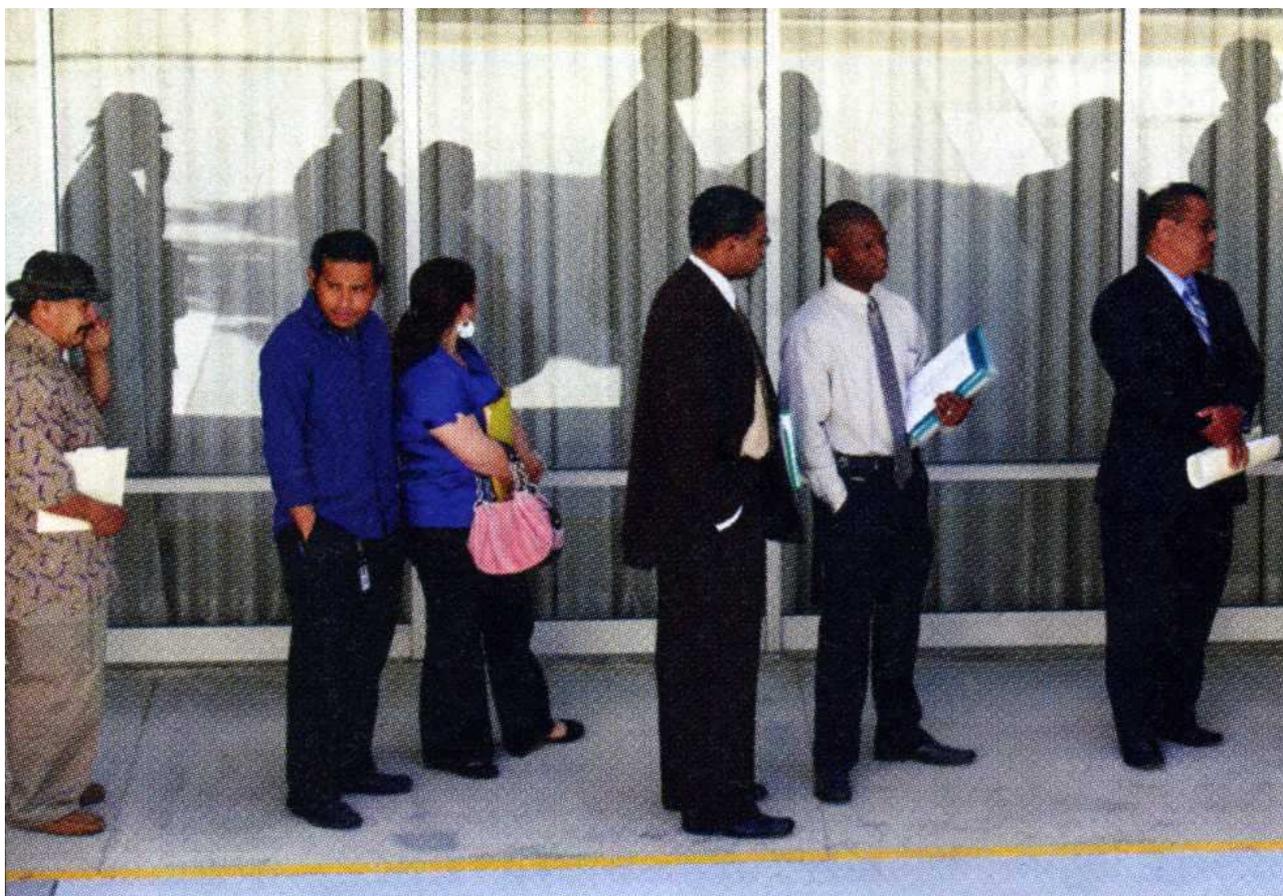
A. Reading and Speaking

Pre-reading task

What is the role of business in American society? Are many people involved in it? Which big businesses do you know in the U.S.?

I. Read the text and do the comprehension check. Study the new vocabulary.

stock prices	– биржевые цены
welfare	– пособия, выплачиваемые малоимущим гражданам
foreign aid	– международная финансовая помощь
unions	– зд. профсоюзы

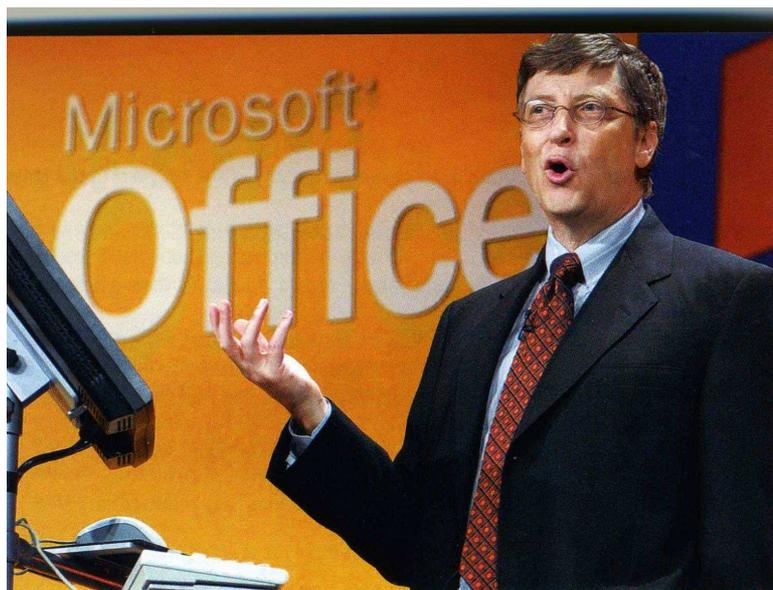
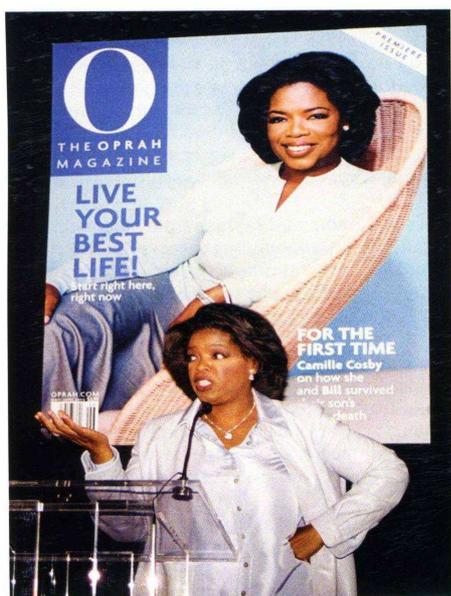


THE PLACE OF BUSINESS AND WORK IN U.S. SOCIETY

Henry Ford, the famous U.S. inventor and car manufacturer, once said, "The business of America is business." By this he meant that the U.S. way of life is based on the values of the business world.

Few would argue with Ford's statement. A brief glimpse at a daily newspaper vividly shows how much people in the United States think about business. For example, nearly every newspaper has a business section, in which the deals and proj-

ects, finances and management, stock prices and labor problems of corporations are reported daily. In addition, business news can appear in every other section. Most national news has an important financial aspect to it. Welfare, foreign aid, the federal budget, and the policies of the Federal Reserve Bank are all heavily affected by business. Moreover, business news appears in some of the unlikeliest places. The world of arts and entertainment is often referred to as "the entertainment industry" or "show business." Many readers are just as interested in how much money movie stars earn in a film as they are in their performances. The positive side of Henry Ford's statement can be seen in the prosperity that business has brought to U.S. life. One of the most important reasons so many people from all over the world come to live in the United States is the dream of a better job. Jobs are produced in abundance because the U.S. economic system — often referred to as the "free market" system — is driven by competition and not by government planning. People believe that this system creates more wealth, more jobs, and a materially better way of life for most of the population,



The negative side of Henry Ford's statement, however, can be seen when the word *business* is taken to mean *big business*. And the term *big business* — referring to the biggest companies, such as the oil, railroad, steel, mining, automobile, and communications corporations — is seen in opposition to *labor*. Throughout U.S. history working people have had to fight hard for higher wages, better working conditions, and the right to form unions. Today, many of the old labor disputes are over, but there is still some employee anxiety. *Downsizing* — a word meaning the laying off of thousands of workers to keep expenses low and profits high — is a term

that creates feelings of insecurity for many.

Business is such a dominant element in the culture of the United States that many business values — such as hard work, competition, individualism, and teamwork — are expected parts of everyday social life.

Comprehension check. Choose the best completion for each statement

1. According to the article, many people in U.S. _____.
 - a. think about business
 - b. depend on business
 - c. work in business
2. Business news can be found _____.
 - a. on local radio
 - b. in federal budget accounts
 - c. in the most surprising places
3. Many newspaper readers are interested in _____.
 - a. business influence on welfare
 - b. how many celebrities earn
 - c. where business news are published
4. The positive side of Henry Ford's statement is _____.
 - a. The wealth business has given to the people of U.S.
 - b. The existence of "free market" system in the U.S.
 - c. The dream of better jobs of the people inside the U.S.
5. The negative side of Henry Ford's statement is that _____.
 - a. business refers not only to big companies
 - b. business is opposed to labor
 - c. business does not provide better working conditions
6. The importance of business is proved by _____.
 - a. downsizing of the biggest companies
 - b. the necessity of regulation by the government
 - c. the influence of business values on the life of the society

II. Find in the article the definition of the term “downsizing” and explain it using your own words.

III. Name the main business values mentioned in the article that influence the social life in the U.S.

IV. Vocabulary work. Match the words with the following definitions

1. achiever	a. employed for only a fixed time
2. disadvantaged person	b. belonging to a particular racial group
3. mainstream worker	c. employed for only a part of the working day, week
4. role model	d. a person to be copied
5. parttime worker	e. a person who has gained or reached smth. by effort
6. ethnic minority person	f. a person in an unfavorable position
7. temporary worker	g. belonging to the principal working force

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____



B. Reading and discussing

I. Read the text and complete the sentences using the words below

AMERICAN BUSINESS IN THE GLOBAL MARKETPLACE

industry	goods	advertising	operation
efficient	global	giant	

Fifty years ago, the _____ of American business took place almost entirely in the United States. Recently, American business has become a part of a much larger _____ economy. If a person spent today \$ 20,000 for a General Motors car, \$6,000 might go to South Korea for labor, \$3,500 to Japan for advanced parts, \$1,500 to Germany for design and styling, \$800 to Taiwan, Singapore, and Japan for small parts, \$500 to Britain for _____, and \$100 to Ireland and Barbados for data processing.

The United States is the single largest market in the world: a customer society looking for _____ from all over the world. Old _____ corporations such as IBM and AT&T laid off thousands of workers to become more efficient and competitive. The auto _____ that many were ready to pronounce dead has revived and is flourishing. American business now understands that it must be highly _____ if it is to compete successfully in the global marketplace.

II. Comprehension check. Read the text again and write T if the statement is true and F if it is false according to the information given in the text

	a. Recently, American business is not a single country business.
	b. The money paid by a customer for a General Motors car advertising goes to Ireland.
	c. American society is a society consuming goods from all corners of the world.
	d. Giant companies employ new workers to become more competitive.
	e. Efficiency of business is needed to compete in the global market.

III. Vocabulary work. Match the words in Column A with the words in Column B to make word-combinations

A	B
rate of	workers
average	force
gain	model
parttime	sport
company	promotion
mainstream	businessman
productive	contract
dangerous	pay
self-made	career
role	unemployment

IV. Complete the sentences using the following phrases

- they are self-made people who have become their own bosses
- some scientists believe having multicultural workforce
- there will be fewer of white males and more minorities and women
- business competition protects the basic American values of individual freedom, equality of opportunity, and hard work
- as American businesses have to compete in the global market

American businesses are privately owned and are operated for making profit. Americans have great respect for business because they believe _____. Business people are respected heroes as they create a successful career out of nothing and _____. _____ many companies have reduced their size to become more productive. The 21st century has brought many changes in the American workforce and in future _____. _____ could be an advantage for competing in the global marketplace.



C. Reading and discussing

Pre-reading task

What do you know about the working day of people in UK?

Do you think the growing number of immigrants to UK has changed the workforce of the country? In what way?

Do you think men and women get similar salaries for similar work?

What qualities are mostly esteemed in business people of today?

I. Read the text and do the tasks that follow. Study the new vocabulary

to fare

— преуспевать

“glass ceiling”

— «стеклянный потолок», негласный уровень лимитирующий повышение работника по служебной лестнице

mainstream workers –

— основная категория работников

disadvantaged

— тот, кто находится в неблагоприятных условиях

disprivileged

to follow the pattern

— следовать модели, образцу

role model

— образец для подражания

WORK IN UK : NEW TRENDS

The working week in UK generally covers 9.00a.m. to 5.00p.m., Monday to Friday, although few people still work those exact hours and many are now employed on “flexitime”, with unfixed times for arriving at and leaving work.

Britons work the longest hours in Western Europe and attempt to express their real selves through leisure activities, both in the private space of the home and outside it.

WOMEN AT THE WORKPLACE



Women in employment have fared less well than men, though there are now more women in the workforce than men. However, for a number of reasons, including prejudice and part-time working, women have often failed to gain promotion to posts of greater responsibility. The term “glass ceiling” is applied to this consequent upper limit of women’s progress in company careers. Their rate of unemployment is less than half that of men but their average pay is only 75 per cent of men’s in similar occupations.

However, unemployed ethnic minority women and men are even more disadvantaged than mainstream workers, with rates of 17 per cent and 24 per cent respectively.

Today many more people are being employed on temporary or part-time contracts and some business analysts prefer to see it as following the pattern of the United States and supplying a more flexible productive force.

BUSINESS HEROES OF TODAY

Young people today particularly esteem achievers in business, commerce and finance. The businessman Richard Branson is the most admired figure. He is self-made, rich, and takes part in dangerous sport such as ballooning and powerboat

racing. He deals in elements of youth culture such as CDs, videos and DVDs and he also owns an airline and a train company.

Annita Roddick who founded the Body Shop is also admired for the efforts which she takes on matters such as testing of cosmetics on animals. As a female businessperson she serves as a role model of a younger generation of women who want to make power and principles a part of their life.

Comprehension check

- a. What is the difference between a traditional working day and “flexitime” employment in UK?
- b. How do Britons express themselves after the working day?
- c. Is it difficult for a woman in UK to get a position with a greater responsibility? What are the reasons?
- d. What is the rate of unemployment with women in UK?
- e. What is the percentage of unemployed ethnic minority men and women?
- f. Which country is mentioned as a model of flexible workforce?
- g. Which characteristics make R.Branson and A.Roddick popular figures for young people in UK?

II. Making a commentary

Explain the meaning of the term “flexible productive force”. Do you think such workforce is useful for the economic development of a country? Would you like to have a “flexitime” employment?

D. Making commentaries on proverbs. Read the following English and Russian proverbs and say which cultural values each of the proverbs means. Note that some proverbs contradict others. Find English and Russian proverbs with similar meanings. Give examples of Ukrainian proverbs about competition and success.

Every man for himself.

Победителей не судят.

Never give up.

Без труда не выловишь и рыбку из пруда.

May the best man win.

Работа не волк, в лес не убежит.

To the winner belong the spoils.

Победителей не судят.

It is a dog-eat-dog world.

Терпенье и труд все перетрут.

The end justifies the means

Цель оправдывает средства

E. Reading and speaking.

I. Read the text and do the tasks that follow.

UK + EU = OK?

MEASURING UP TO EUROPE

Despite being *a* member of the European Union since 1973, other countries are often puzzled by the UK's apparent reluctance to integrate with the rest of Europe. Many British people feared that the opening of the Channel Tunnel in 1994 would mean an end to Britain's unique island status, but it seems as if Britain's reputation for 'splendid isolation' has never been stronger. Britons still talk about going 'to Europe' or 'to the continent' when they cross the Channel, and foreign visitors to a British pub today are still served beer in pints, and still have to pay for those pints in pounds sterling.

The metric system has been taught in British schools since 1974 and today's teenagers use it without thinking, but most Britons over 40 still cling on to imperial measurements. Since 2000, all food retailers have been obliged by law to price and weigh their food in metric measurements, but they are also allowed to show the imperial equivalents. This double-labelling, which will have to end in 2010, has led to a number of compromises.

Milk and butter are still produced in their standard, recognised 1-pint cartons or 8-ounce packages, but proudly display the odd metric equivalents, and market traders often advertise the imperial prices of their fruit and vegetables much more clearly than the metric prices.



Feelings run high on this issue, with many people resenting the 'interference' of Brussels in the traditional British way of life.

In 2002, five 'metric martyrs', all market traders, were taken to court for not

displaying metric prices on their goods. Their spokesman, Neil Herron, said that their defeat meant "the death of democracy", but the five received huge support from the public, who raised £250,000 to help pay their legal costs. Britain has also constantly delayed adopting the euro, which other major European countries such as Germany, France and Italy accepted as their currency without fuss in 2002. The British government has promised to hold a referendum on the subject and let the British people decide if they want the new currency or not, but with an estimated 65% of voters currently opposed to joining the euro, it is very uncertain when this will take place.



Comprehension check

1. How did the opening of Channel Tunnel influence the isolation of Great Britain?
2. Which system of measurement do British people over 40 prefer? Why?
3. Which type of prices are more frequently displayed for milk and butter? For fruit and vegetables?
4. What do the British people charge the EU authorities with?
5. How did many British people demonstrate their support of the market traders taken to court by the government? Why?
6. Why do you think that Britain feels such a strong sense of independence from the rest of Europe?
7. Do you believe Britain will finally adopt European measurement and currency?

CONVERSION TABLE

CONVERSION TABLE

Length	
1 inch (in)	2.54 centimetres
1 foot (ft)	0.31 metre
1 yard (yd)	0.91 metre
Weight	
1 ounce (oz)	28.35 grams
1 pound (lb)	0.45 kilos
Liquid	
1 pint (pt)	0.57 litres

II. Complete the table with the correct dates from the text.

Year	Event
	UK joins the EU
	Metric system introduced in British schools
	Channel Tunnel opened
	Obligatory pricing of food in metric measurements
	Major European countries adopt the euro
	Pricing of food in imperial measurements must end

III. Choose the correct alternatives to complete this summary of the text.

Britain *is/isn't* a member of the EU, but a lot of British people feel that their country is quite *separate from/similar to* the rest of Europe. The metric system of *currency/measurement* has been used in Britain since the 1970s, but many Britons, especially *older/younger* people, prefer to use the old imperial system. Food sold in Britain is usually priced using both types of measurement, but it is *legal/illegal to* price products using imperial measurements only. Britain uses the *euro/pound sterling* as its currency, *like/unlike* all of the other countries in the EU. A date for a referendum in the UK on the euro *has already/hasn't yet* been fixed.

F. Reading and discussing.

Pre-reading task. Do you know that people from different cultures have different images of time. The interpretation of time greatly influences that manner of doing work and business. Try to do the following questionnaire to learn more about the perception of time in your culture. Respond to the following questions by circling T for TRUE and F for FALSE (for you personally).

1. Time is a source of pressure, a taskmaster that demands accomplishment.
2. Time is a limited commodity and must be used wisely.
3. I should avoid wasting my time talking with friends or "goofing off."
4. Time seems to be more of an enemy than a friend to me.
5. If I make an appointment, I must keep it.
6. Time is a flexible thing that stretches if I want to enjoy the company of family or friends.
7. Time is adjustable, allowing me to shift appointments freely.
8. I can drop my work for a while to talk on the phone or drink coffee or tea with a friend.
9. The things written on my calendar don't necessarily have to occur.
10. Time is my servant, not my master.

Give yourself one point for any "true" responses for #1-5 and one point for my "false" responses for #6-10.

Write your score here: _____

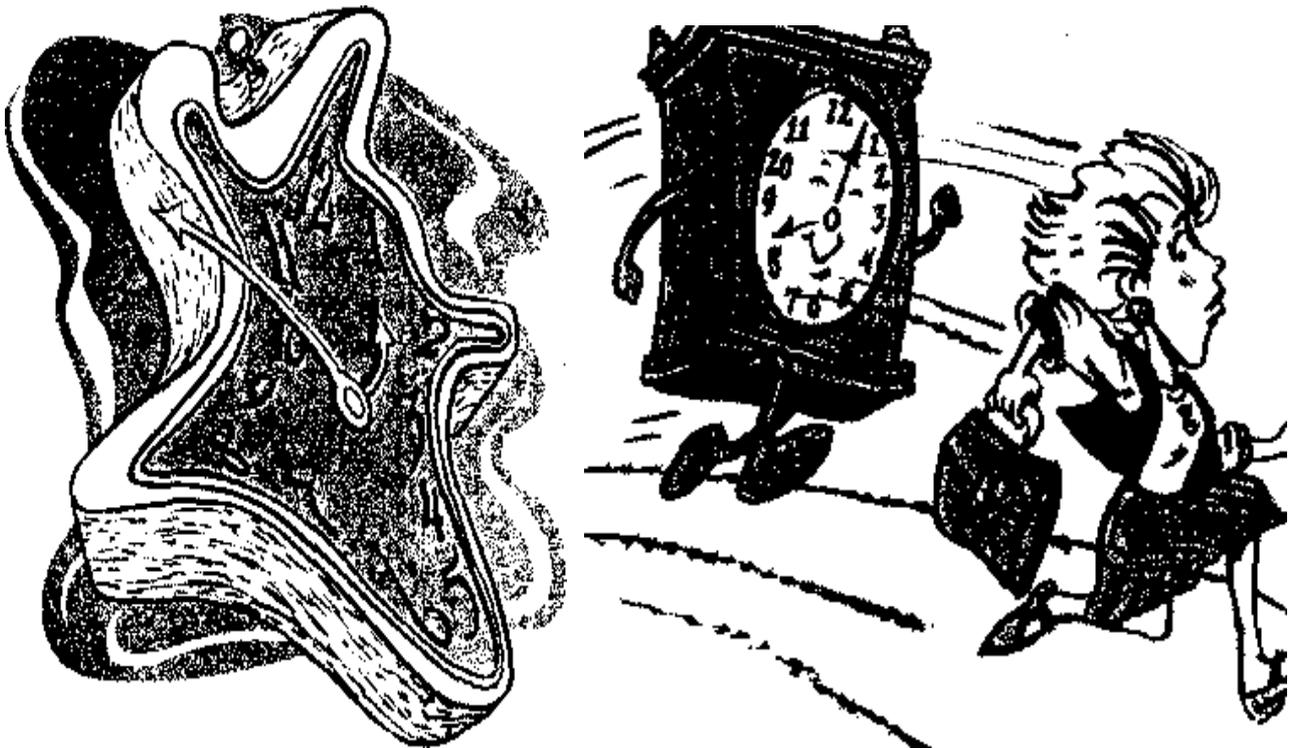
If you have a score of 5 or more, you are probably from a culture that values using time for achievements and accomplishments. If you have a score of less than 5, you are probably from a culture that values having time to enhance relationships.

I. Read the text and do the following tasks

MONOCHRONIC TIME (M-TIME) AND POLYCHROMIC TIME (P-TIME)

There are many kinds of time systems in the world, but two are most important We call them monochrome and polychrome time. **Monochronic time** means paying attention to and doing only one thing at a time. **Polychronic time** means being involved with many things at once. Like oil and water, the two systems do not mix.

In monochronic cultures, time is experienced and used as a road extending from the past into the future. Monochronic time is divided quite naturally into segments; it is scheduled making it possible for a person to concentrate on one thing at a time. In a monochronic system, the schedule may take priority above all else and be treated as sacred.



Monochronic time is perceived as being almost **tangible**: people talk about it as though it were money, as something that can be "spent," "saved," "wasted," and "lost." Because monochronic time concentrates on one thing at a time, people who

are governed by it don't like to be **interrupted**. Monochronic time seals people off from one another and, as a result, **intensifies** some relationships while depriving of others. Time becomes a room which some people are allowed to enter, while others are excluded.

Monochronic time dominates most business in the United States. While Americans perceive it as almost in the air they breathe, it is nevertheless a learned product of northern European culture. Monochronic time is a result of the industrial revolution in England; factory life required the labor force to be on hand and in place at the appointed hour. In spite of the fact that it is *teamed*, monochronic time now appears to be natural and logical because the great majority of Americans are **accustomed** to it.

Other Western cultures - Switzerland, Germany, and Scandinavia in particular - are dominated by the iron hand of monochronic time as well. German and Swiss cultures represent classic examples of monochronic time. Still, monochronic time is not natural time; in fact, it seems to violate many of humanity's innate rhythms.

In almost every respect, polychronic systems are the opposition of monochronic systems. Polychrome time is characterized by the simultaneous occurrence of many things and by a great involvement with people. There is more emphasis on completing human communication than on holding to schedules. For example, two polychronic Latins conversing on a street corner would likely choose to be late for their next appointment rather than abruptly terminate the conversation before its natural conclusion.

Proper understanding of the difference between monochronic and polychronic time systems will be helpful in dealing with the time-flexible Mediterranean [and Latin American] peoples. While the generalizations listed below do not apply equally to all cultures, they will help convey a pattern:

MONOCHRONIC PEOPLE	POLYCHRONIC PEOPLE
<ul style="list-style-type: none"> • do one thing at a time concentrate on the job • take time commitments (deadlines, schedules) seriously • are committed to the job • always stick to the plans • are concerned about not disturbing others; follow rules of privacy and consideration • show great respect for private property; seldom borrow or lend • emphasize promptness • are accustomed to short-term relationships 	<ul style="list-style-type: none"> • do many things at once • are subject to interruptions • consider time commitments an objective to be achieved, if possible • are committed to people and human relationships • change plans often and easily • are more concerned with those who are closely related (family, friends, close business associates) than with privacy • borrow and lend things often and easily • base promptness on the relationship • have strong tendency to build lifetime relationships

(Source: Edward T. Hall and Mildred Reed Halt, Understanding Cultural Differences, 1990.)

II. Match the words from the text given in Column A with their descriptions given in Column B

COLUMN 1	COLUMN 2
monochronic	ability to do smth. without a delay
commitments	clear, definite, real
interrupted	dealing with a concept of one-directional time
privacy	strengthens
accustomed	concerning multidirectional time
tangible	duties or agreements made for the future
intensifies	freedom from intrusion
polychronic	lifelong, permanent
promptness	stopped in the middle of activity

III. Making comments. Every culture is rich in proverbs concerning time.

Here are just a few proverbs from North American and Northern European cultures. Many of these have spread around the world to other English-speaking countries, such as India. In the blank, write down what each of the proverbs means. If you don't know, confer with someone else. Note that some proverbs contradict others.

“Time marches on.”

“Be on time”

“Haste makes waste.”

“Rome was not built in a day”

“The early bird catches the worm.”

“Time heals all wounds”

“Better late than never.”

“Patience is a virtue”

“Make hay while the sun shines.”

“A stitch in time saves nine.”

“Never put off until tomorrow what you can do today”

“Time is money”

“Time and tide wait for no one.”

“A day late and a dollar short”

“Instant gratification takes too long.”

IV. Supply examples of Ukrainian and Russian proverbs on time and explain their meanings. Are the meanings similar to the English proverbs?

G. Reading and discussing

I. Read the text and do the tasks that follow

SPACE IN POLYCHRONIC CULTURES

In polychronic Mediterranean cultures, business offices often have large reception areas where people can wait. Company and government officials may even transact their business by moving about in the reception area, stopping to confer with this group and that one until everyone has been attended to.

Polychronic people feel that private space disrupts the flow of information by shutting people off from one another. In polychronic systems, appointments mean very little and may be shifted around even at the last minute to accommodate someone more important in an individual's hierarchy of family, friends, or associates. Some polychronic people (such as Latin Americans and Arabs) give precedence to their large circle of family members over any business obligation. Polychronic people also have many close friends and good clients with whom they spend a great deal of time. The close links to clients or customers create a reciprocal feeling of obligation and mutual desire to be helpful.

(Edward T. Hall and Mildred Reed Hall)



II. Making commentaries. Using the information about monochromic and polychromic cultures discuss the following situations and decide which of the cultures they would best suit. What other examples can you think of?

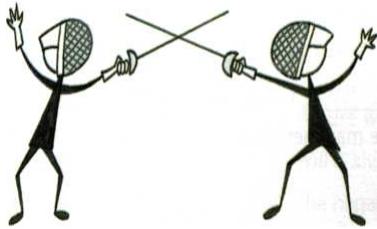
1. You arrive at the airport an hour before your flight to find that there are large crowds pushing their way to the counter. Whoever pushes hardest gets to the front. The ticket agent behind the counter serves several people at once, focusing attention on the one who has made himself or herself most noticed.
2. The doctor has told you that he will meet you at the hospital at 10.00 a.m. to take care of a minor problem. You have difficulty finding transportation but finally arrive at 10.30. The doctor is seeing another patient and says that he will not be able to see you now. He will “squeeze you in” around his other appointments. You will probably have to wait until late afternoon.
3. You have an appointment with a prospective business partner for a certain time. But when you enter the waiting room of his office you see some people are waiting to see him as well. You have to wait in a line. Some minutes later a young man who probably has a protector of a great authority is received by the boss as soon as he appears.
4. You have a business meeting with a partner but it is interrupted from time to time by the company workers who bring papers to sign and by the telephone conversations of your host.
5. The concert is scheduled for 7p.m. It is 7.20 and the concert has not started yet. Some people are still coming to their seats but mostly they are not noticed by the audience already sitting and discussing their problems and news. People are patiently waiting and enjoying their time.

H. Reading and discussing

I. Read the text and do the tasks that follow. Study the new vocabulary

II. The text is about the different styles that men and women have in the workplace. Look at the cartoons and say which figures you think represent men and which represent women?

a



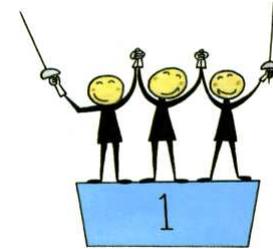
confrontational, competitive

b



personal achievement comes first

c



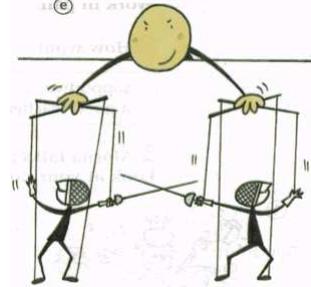
share credit success

d



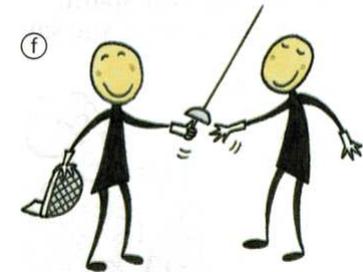
forceful, self-protective, challenging, direct

e



in control

f



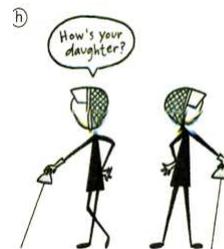
collaborative

g



welcome contributions

h

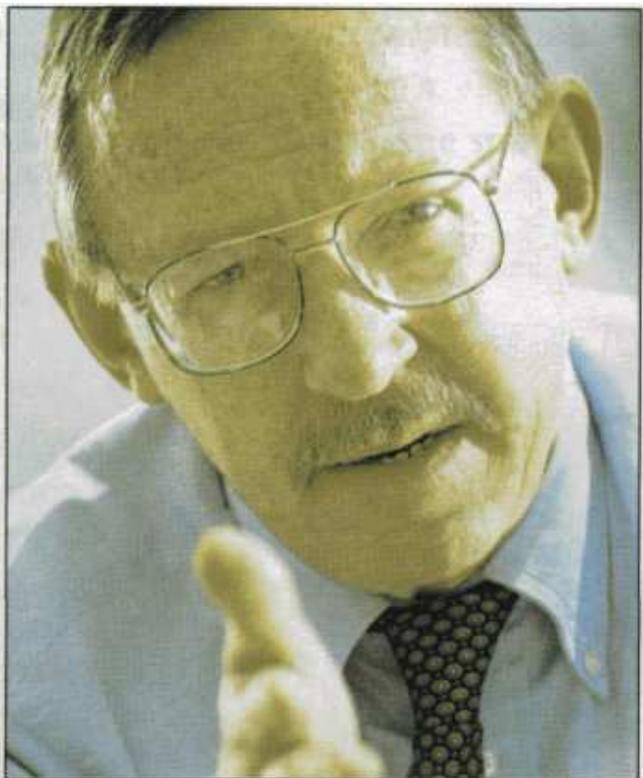


talk about personal matters

i



hysterical



lateral thinking

творческое мышление

flatter organization

организация, имеющая ограниченное количество менеджеров, при этом все остальные сотрудники имеют равный статус

managing by consensus

управление путем достижения всеобщего консенсуса

Men and women do things differently. There are, of course, exceptions to every generalization, including this one.

Cristina Stuart is a managing director of Speakeasy Training, a consultancy that runs courses for men and women working together. Here she describes a few key differences between the sexes in the workplace.

1. Working together

The male approach to business is competitive, direct and confrontational. The end justifies the means. Personal status and a focus on the individual are important.

The female method is collaborative. Collective action and responsibility are more important than personal achievement. Lateral thinking as well as goodwill the well-being of the individual, are also of great importance.

2 Tackling problems

The male approach is to go to the heart of the problem, without taking into account secondary considerations. The female preference is to look at various options.

3 Body language

Male body language tends to be challenging. Female body language tends towards self-protection. A stereotypical female pose is sitting cross-legged; the male sits with legs apart to give an impression that he is in control.

Male behaviour can include forceful gestures for example banging a fist on the desk for effect. The female style does not usually include aggressive gestures.

4 Language

The male way of speaking does not encourage discussion. Women tend to welcome others' opinions and contributions more.

5 Conversation

Men like to talk about their personal experiences and achievements or discuss 'masculine' topics such as cars or sport. Women tend to talk about staff problems and personal matters.

6 Meetings

If a woman does not copy the male confrontational style, she is often ignored.

7 Self-promotion

Men find it easy to tell others about their successes. Women tend to share or pass on the credit for a success.

8 Humour

Men's humour can be cruel - a man's joke usually has a victim. Female humour is less hurtful. A woman often jokes against herself.

CAVEAT

Many men have a female style of working. Equally many women have a male approach.

As Ms Stuart says, many of the current management theorems - flatter organizations, empowerment, managing by consensus - have a female style to them.

III. Match the cartoons to the eight sub-sections of the text

IV. According to the text, which of these phrases are typically used by men and which by women? Example:

'It's very simple. The point is ...'

Men because 'the male approach is to go to the heart of the matter'.

1. 'But we need to take account of ...'
2. 'You look worried. What do you think about the new plan?'
3. That's rubbish!'
4. 'I built the department from nothing.'
5. Thanks for your kind words, but this really was a team effort.'
6. 'It was so funny. He looked ridiculous!'

V. Complete the table using the words from the text and then complete the following sentences using one of the words from the table

	VERB	NOUN	ADJECTIVE
1.	to compete (with)	competition	competitive
2.	to confront	confrontation	_____
3.	to collaborate	collaboration	_____
4.	to control	_____	controlling
5.	_____	encouragement	encouraging
6.	to achieve	_____	achieving

- 1 It was a great _____ to win the company's prize for excellence.
- 2 This is a really difficult job at times. I'd like a bit of _____ from my boss occasionally.
- 3 I hate having meetings with Alan. He's always aggressive and _____.
- 4 I don't like working on my own, I need other people to _____ with.
- 5 It's impossible to _____ events, but you can influence them.

I. Making a presentation. Work in groups and prepare a short presentation. Choose a spokesperson in the group to make a presentation to the whole class, summarizing the opinions in the group

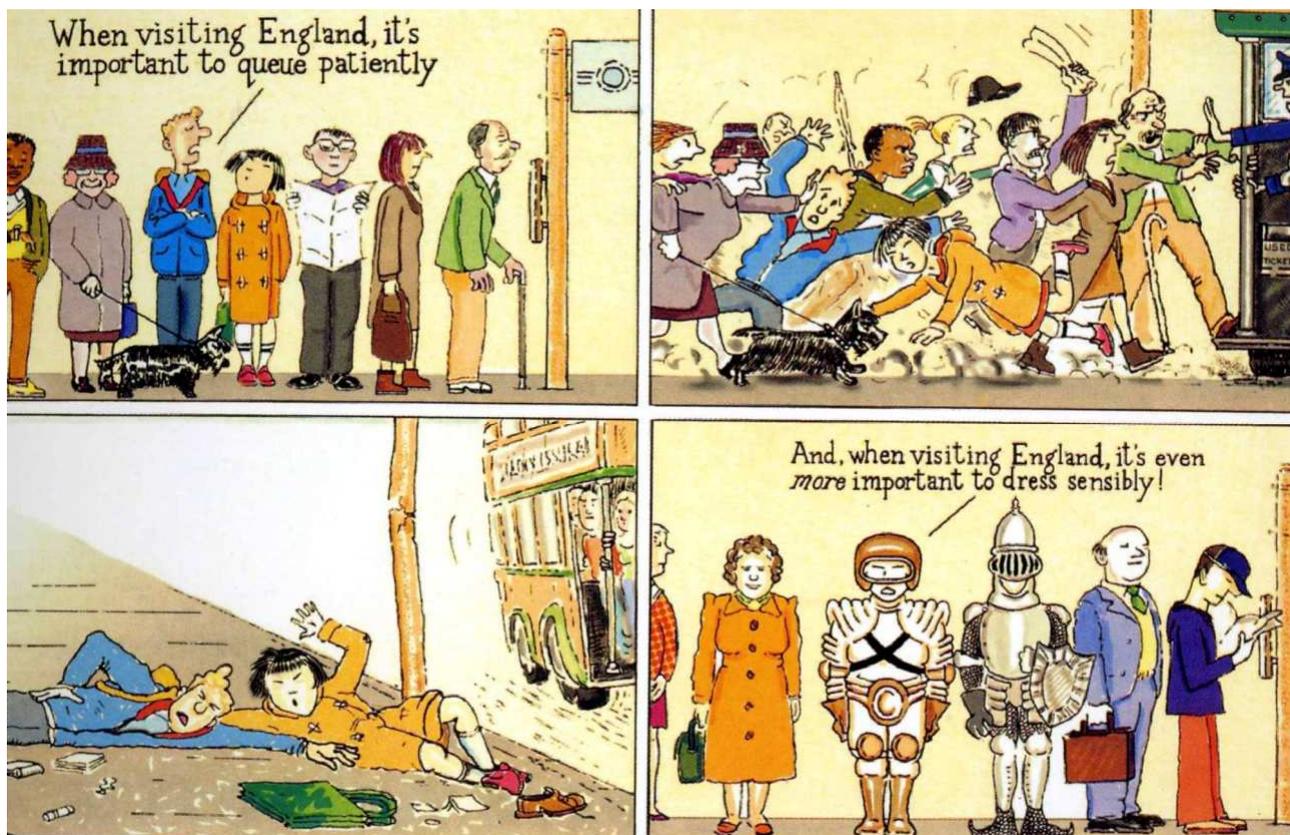


- 1 What is the style of male and female managers in companies in Ukraine? Are they similar to the ones outlined in the text?
- 2 Do you think there is a difference in style between men and women or is any difference usually because of personality?
- 3 Do you know any men who have a 'female' style of working? Women who have a 'male' style of working?
- 4 Do you find it easier to work with men or women? Why? Which personal

qualities would you like your boss to have?

- 5 How would you feel to have a woman as your boss? Are there many women managers and executives in Ukraine?
- 6 Are there jobs that women traditionally do or do not?

J. Culture with Humour. Look at Picture 1 and read the text that accompanies it. Try to define which typical feature of the British way of life is discussed in the picture. Does the tradition of queuing help to define British culture as a monochromic or polychromic?



QUEUING

It is not true that queuing in Britain has died out. Only the bus queue seems to have dissolved more or less into a continental free-for-all. Go to a post office, or bank, or supermarket check-out and you will find the custom is thriving, with special rails and tapes to keep the line straight.

Queue-jumping is a low and mean offence, like tipping old age pensioners out of deckchairs. Not fame, nor wealth, not merit nor urgency will get you to the front of the queue. Only time. And small shuffling steps. And queuing is an opportunity to

review your life, or at least your purchases. A queue in a shop can provide important cooling off time for the hot-headed shopper (“What am I doing? I don’t really want this red PVC mini-skirt!”) Though you may be unhappy to join the end of a long queue, the reward is being able to turn round later and see how that unhappiness has passed back to the faces that have accumulated behind you.

Look at Picture 2 and read the text that accompanies it. Try to define which characteristic of a typical image of a British person is discussed in the following humorous picture. How does this characteristic influence the way of doing business in Britain? Find out old words and try to explain their usage in the text.



YE OLDE BRITAIN

The coach sets you down at the market cross. The people here live in black and white half-timbered houses with pretty window boxes full of flowers. There’s a Norman church with Saxon windows and a Gothic spire. This is a grand house with priest holes and a ghost.

You are taken down a cobbled street to see the oldest pub in England, where

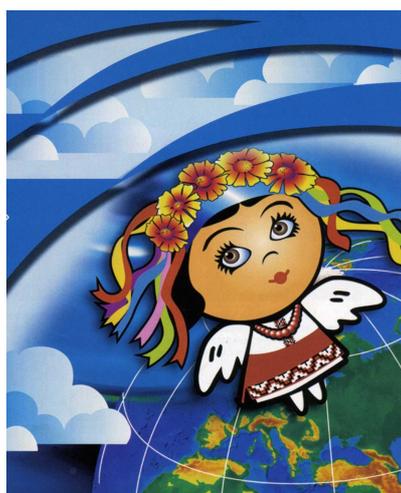
pilgrims, smugglers and runaway princes all met (though not necessarily at the same time). There, sitting outside at a wooden table with a ploughman’s lunch and a tankard of ale, you’ll find our true Brit. Stroll out of town past the guildhall, and the mediaeval stocks where rogues were punished (unlike today!), then climb the hill to the old castle with its ruined battlements. The weather is always fine, so stop for a picnic in the meadow with scones (“as mother used to make them”) and strawberries and cream. On the river there are chaps in blazers standing up in flat bottomed boat, and girls in straw hats waving to them from the bank. They say you shouldn’t live in the past. But the true Brit does, and he’s very happy there.

K. Project work. *Discuss the topics of the Module II and get ready with a short presentation “New trends in business and work in Ukraine”. Use the Internet and other sources to get the statistics and illustrative material you need.*

Explain the meaning of the term “glass ceiling” in your own words. Do you think “glass ceiling” limit is typical for Ukraine in women employment?

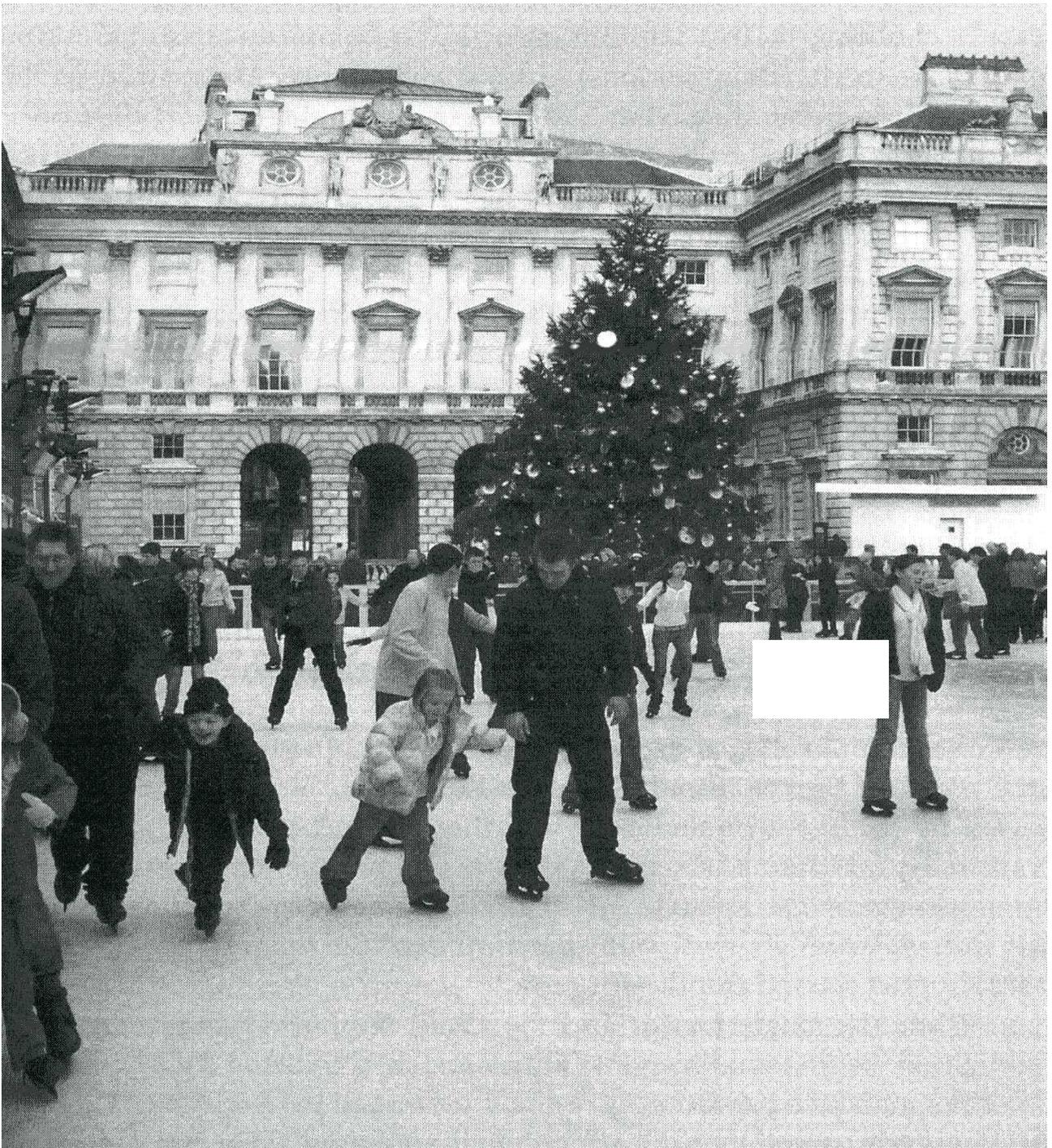
Does Ukraine have any ethnic minority workers? Which businesses are they employed in?

Which people in Ukraine you consider to be models? Are there any businesspeople among them? Are there any women? What characteristics make these people role models for you?



MODULE III.

LEISURE, LIFESTYLE AND CULTURE



A. Reading and speaking

Pre-reading task

How do you think British/American people like to spend their free time?

What do you know about British/American eating habits? What is junk food?

What is the impact of TV and computers on children?

I. *Read the text and do the tasks that follow.*



WHAT AMERICANS EAT

What people in the United States eat is as various as cultures of the country, though some foods, like hamburgers and hot dogs, seem to be symbols of American dining. How people eat is another matter. Many value the tradition of the family dinner at home. They value the ideal of close, traditional family eating dinner

together each evening and sharing the experiences of the day in spirited conversation. But these days, very few families have schedules that permit eating together: the children may have after-school activities that go past dinnertime, both parents may work until early in the evening, or there may be only one parent in the household and thus no time for cooking. So people turn to three quick solutions: buying prepared foods at the supermarket, ordering out, and eating out.

Daily newspapers reflect these three solutions. Many readers study their local paper for supermarket ads and coupons to save money and find discounts. The typical supermarket provides not only prepared and frozen foods but also fully cooked dinners to take home. Restaurants also advertise heavily in the newspaper, and restaurant reviews help readers decide where to go for a night out. Franchise restaurants – national chains like McDonald's, Burger King, and Taco Bell – are the result of this need for a fast, convenient alternative to a home-cooked dinner.

But the rarity of home-cooked dinners makes them even more special. As a result, when people in the United States do cook a meal, they frequently turn to the food sections and recipes in the local newspapers in order to make something especially tasty. And the popularity of low-calorie and low-fat recipes is a response to the fact that people do less and less active manual work and are increasingly overweight. Thus dieting is popular as well. Americans like to think of their country as a land of plenty – plenty of jobs and natural resources and farm land, but also endless cheeseburgers, pizza, hot dogs, and carry-out.

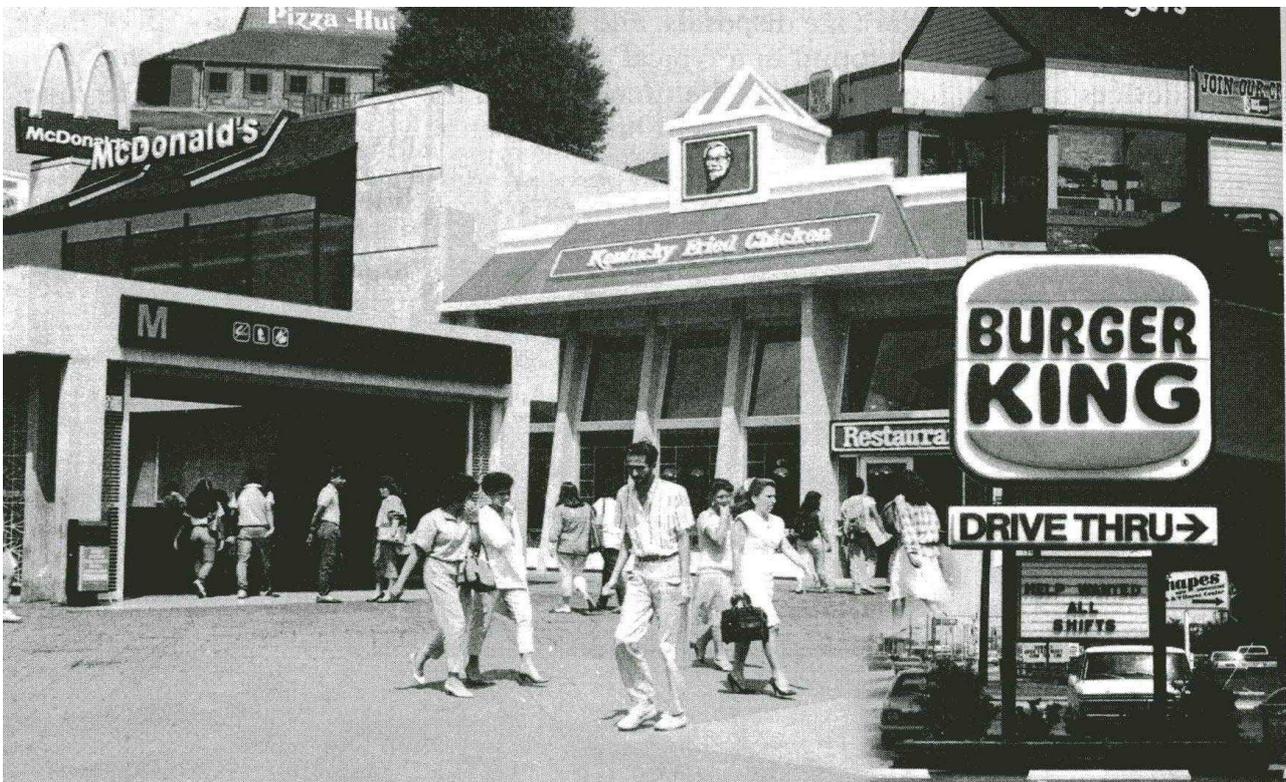
Comprehension check

1. Which food is considered to be symbols of American dining?
2. Why the tradition of family dinner is dying in the US?
3. What are the modern three alternatives to the traditional family dinner?
4. In what way do newspapers help people organize their dining?
5. Which recipes do Americans choose for home-cooked dinners? Why?
6. What are the reasons for popularity of dieting?
7. What are the names of food mentioned in the text? Is this food international?

Which food chains known internationally are referred to in the text?

II. Vocabulary work. Match the words from the text with their definitions

prepaid food	request to supply meals
ordering out	possessing a special right given by an authorized company
eating out	prepaid at home to be eaten with a family
frozen food	made ready at home
carry-out	direction for preparing a meal having little fat
low fat recipe	preserved by being kept very cold
franchise restaurant	have meals at a restaurant or cafeteria
home-cooked dinner	meals bought outside to be eaten at home



III.. Complete the sentences using the following words.

to limit	percentage	busy	alternative
	foods	consuming	control

Statistics shows that 50 percent of Americans eat pizza once every two weeks, _____ that is no doubt quite a bit higher among high school and college

students. Americans are _____ more and more hamburgers french fries, and soft drinks at restaurants, not only because they like them but also because these _____ are often the cheapest items on the menu. Another significant factor is Americans' _____ lifestyle. Since so many women are working, families are eating a lot of fast food, frozen dinners, and restaurant "takeout." Some experts believe that Americans have really lost _____ of their eating; it is not possible _____ fat and calories when they eat so much restaurant and packaged food. It takes time to prepare fresh vegetables and fish; stopping at KFC (Kentucky Fried Chicken) on the way home from work is a much faster _____. Often American families eat "on the run" instead of sitting down at the table together.

B. Reading and discussing

I. Read the text and answer the questions that follow. Discuss these questions in small groups and make a short presentation.



MCDONALDS AND OBESITY LAWSUIT

lawsuit – судебный иск
to allege – утверждать

obesity - ожирение
to file – подавать от имени кого-то

The US fast-food industry is watching a lawsuit filed on behalf of several obese teenagers who claim the fast-food company McDonald's is responsible for making them fat.

The lawsuit, filed by lawyer Samuel Hirsch in a Manhattan federal court alleges that McDonald's deliberately misled consumers into thinking their cheeseburgers and other products were healthy and nutritious.

It says the company did not adequately provide information on the health risks associated with fast food, and the children developed health problems such as diabetes, high blood pressure and obesity from eating its products.

If Hirsch is successful, fast-food companies fear that it could start a series of further suits and huge payments to victims – potentially running into billions of dollars – similar to those that have severely damaged the tobacco industry.

McDonald's has asked the court to dismiss the case.

II. Find the following words in the text using their definitions. The number of the paragraph is put in the brackets to help you.

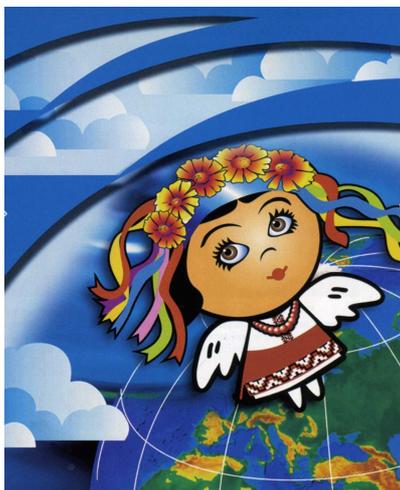
1. recorded publicly [1]
2. deliberately confused [2]
3. a disease resulted in being very fat [3]
4. a person suffering loss [4]
5. to reject the case [5]

III. Discuss the following questions in groups and then report on the results

- a. What is your opinion of the families that took McDonalds to court?
- b. Do you think McDonald's is guilty? What reasons could the families have for bringing a lawsuit against them?
- c. What other American industry mentioned in the text had to make large payments to its "victims"? Who do you think took that industry to court?
- d. Do you think there are "victims" of fast-food industry and tobacco industry in Ukraine? What is the way out of the problem situation?

C. Writing task. Discuss the following topics in groups and prepare a written report (100 words) on one of the topics.

- a. Do you think eating habits have changed recently in Ukraine? What are the alternatives to the traditional family dinner?
- b. Do Ukrainians have the same reasons for changing their dinner habits as Americans?
- c. Is dieting popular in our country? Why? Speak about your own experience of dieting.
- d. What are the international cuisines popular in Ukraine now? Do you often visit international fast-food chains?
- e. What are the popular recipes for your family's traditional dinner?
- f. Why do you think the profession of chef is so popular and well-paid in the US and Western Europe? Would you like to work as a chef?
- g. What is a supermarket ad? Do you use them when shopping for finding discounts?
- h. What is a restaurant review? What is the reason for publishing them?



D. Reading and discussing

I. Read the article and invent a title for it. Which trend on the US leisure market is the article focused on? Study the new vocabulary.

self-reliance	– умение надеяться на самого себя
'do-it-yourself' project	– вещи, сделанные своими руками
'rough' adventure	– суровое, трудное приключение
'soft' adventure	– приключение с минимальными трудностями
baby boomers	– представители поколения, в котором резко возросло количество новорожденных



The recreational interests of Americans also show a continuing respect for the self-reliance, and sometimes the adventure and danger. While some choose safe pastimes such as handicrafts, gardening, or "do-it-yourself" projects like building bookcases in their den, others are ready to leave home and take some risks. In 2005 *Newsweek* magazine noted that adventure travel had grown to "an \$8 billion business, perhaps as much as a fifth of the U.S. leisure travel market." Millions of Americans have bought mountain bikes to explore the wilderness on their own. Many others are choosing to go white-water rafting, mountain climbing, rock climbing, sky diving, helicopter skiing, and bungee jumping. U.S. park officials complain about the number of people who take life-threatening risks in national parks and have to be rescued. "It is as if they are looking for hardship," one park official stated. "They seem to enjoy the danger and the physical challenge."

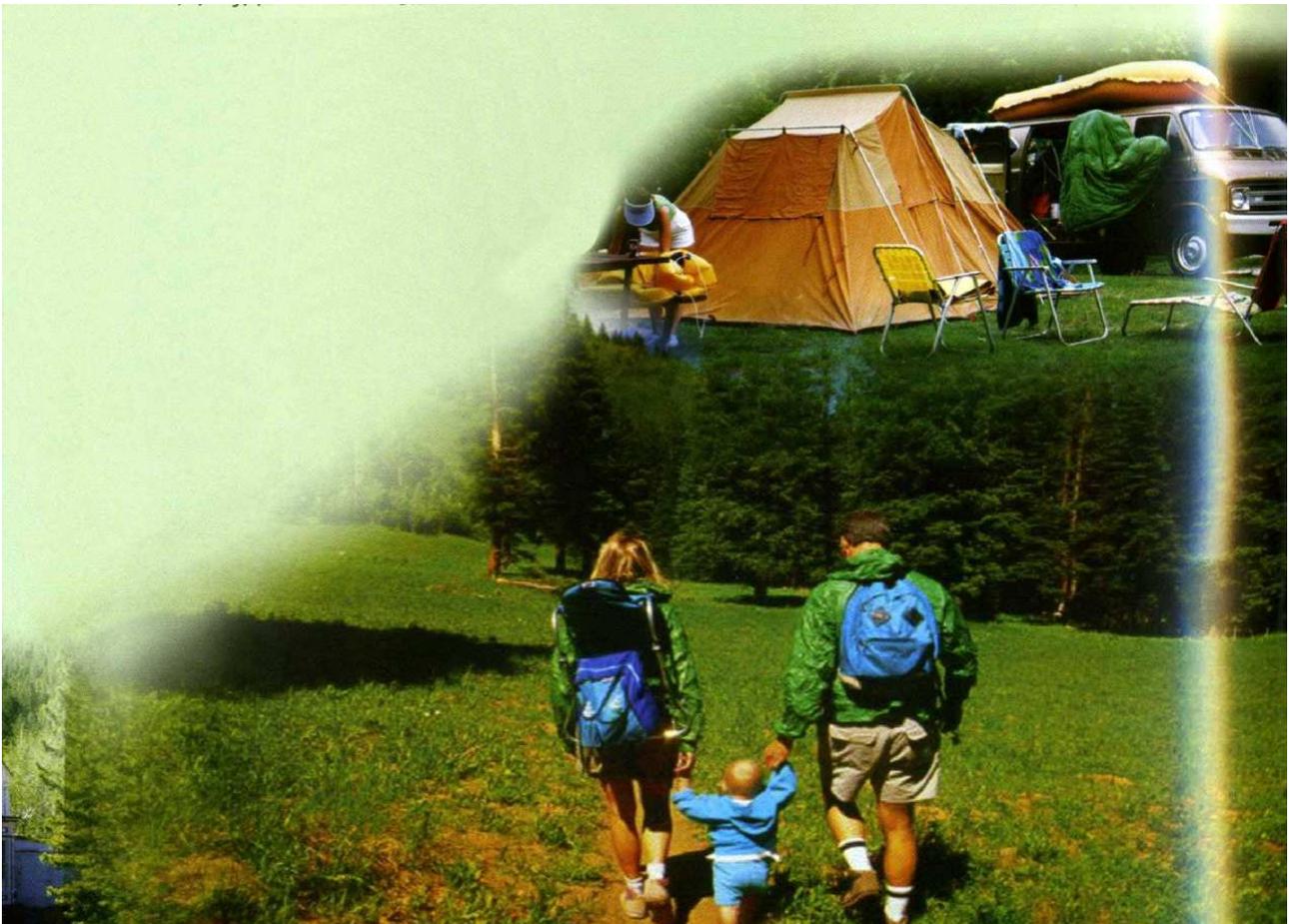
Not all Americans want to "rough it" while they are on their adventure holidays, however. *Newsweek* reports that there are a number of travelers in their 40s who want "soft adventure." Judi Wineland, who operates Overseas Adventure Travel says, "Frankly, it's amazing to us to see baby boomers seeking creature comforts," On her safari trips to Africa, she has to provide hot showers, real beds, and night tables. The American love of comfort, mentioned seems to be competing with their desire to feel self-reliant and adventurous.

II. Read the article again and answer the questions.

- a. What are the two types of leisure activities American people prefer?
- b. What is the share of adventure travel at the US leisure travel market today?
- c. What are the types of rough adventure activities mentioned in the text? Name others you know.
- d. According to the theme park official, what the reasons of the people doing adventure sports are?
- e. What is the difference between 'rough' and 'soft' adventure? Which conveniences needed the 'soft' adventure tourists?

III. Vocabulary work. Match the words in Column A with the words in Column B to make word combinations naming recreational activities

water	diving
mountain	hunting
sky	biking
helicopter	rafting
bungee	climbing
rock	skiing
safari	jumping



IV. Making commentaries

What kind of people would prefer leisure activities focused on adventure and danger and what people would choose gardening and making handicrafts?

What type of leisure activity do you prefer? Why?

E. Reading and writing

I. Read the text which is focused on the negative influence of TV and computers on children and do the following tasks.



THE IMPACT OF TELEVISION

Ironically, although television seems to promote images of slender, physically fit people, the more people watch TV, the less likely they are to exercise. Television has a strong effect on the activity level of many Americans. Some people spend much of their free time lying on the couch watching TV and eating junk food. They are called “couch potatoes”, because they are nothing but “eyes”. (The small marks on potatoes are called “eyes.”) Couch potatoes would rather watch a baseball game on TV than go play softball in the park with friends or even go to a movie.

Cable and satellite TV bring hundreds of stations into American homes.(Satellite TV can bring in as many as 500 channels.) Many of the American TV channels are specialized – the weather channel, home shopping, CNN and other news networks, ESPN (sports), MTV (Music TV), HBO (Home Box Office), and various other movie channels, to name a few.

With so many programs to choose from, it is not surprising that the average family TV set is on six hours a day, and estimates are that children are watching TV programs and videotapes an average of four or five hours a day. Many adults are worried about the impact of so much television on the nation's children. They are not getting as much exercise as they should, but the effect on their bodies may not be as serious as the effect on their minds. Many children do not spend enough time reading, educators say. And some studies have shown that excessive watching of television by millions of American children has lowered their ability to achieve in school.

And what do children see? Too much sex and violence, most Americans would say. In a recent study, 72 percent said that they believed there was too much violence on television. The American Psychological Association estimates that the average child will witness 8,000 made-for-TV murders before finishing elementary school. Unfortunately, most experts would probably say that the new Millennium brought few positive changes in children's programming. Indeed, some studies have discovered that there are even more violent acts committed on children's shows, many of them by cartoon characters, than there are on adult shows.

The popularity of home computers and 'surfing the net' – seeing what is on the Internet and the World Wide web – has brought a whole new world of leisure time activities to Americans. Some value the enormous educational opportunities it brings, while others prefer spending their time in "chat rooms"(having discussions with others "online"), communicating with friends or family via e-mail, or playing the latest computer games. Computers are also extremely popular with children and teenagers, and this of course raises questions of where they are traveling on the net or the web and what they are seeing. Now parents have to worry about monitoring the computer in addition to monitoring the TV.



Comprehension check. Write the letter of the best answer according to the information of the text.



1. _____

a. The activity level of “couch potatoes” is reduced because of TV.

b. “Couch potatoes” prefer to go play softball instead of watching TV.

2. _____

a. Average family watches TV less than four hours a day.

b. Children watch video and TV four of five hours a day.

3. _____

a. Many adults worry that watching TV most seriously effects the children’s bodies and physical activity.

b. Parents worry that the negative effect of TV may be as serious for children’s body as for their minds.

4. _____

a. Psychological studies show that recently more acts of violence are committed on children’s shows.

b. Statistics shows that recently more violent acts are committed on adult’s shows.

5. _____

a. Introduction of computers made parents worry their children do not enough use the educational opportunities of computers.

b. The popularity of computers made many parents worry about the sites their children ‘surf’.

II. Vocabulary work.

a. Match the words from the text with their definitions

to promote image	move quickly from one Internet site to another
junk food	supervise
movie channel	place in the WWW where computer users can pass on news, information, etc.
violent act	help to organize a mental picture or idea
communication site	favorable chance to have intellectual training
surf the net	means of telecommunication transmitting films
educational opportunities	severe conduct
to monitor	things to be eaten which are low value, unhealthy

b. Complete the sentences using the following words and word combinations

monitor adventure travel fast food violent acts recreational activities live arts eating habits couch potatoes

Many people view their leisure time as an opportunity for self-improvement and they frequently seek _____ such as running, tennis, swimming, skiing which require a high level of physical activity. _____ are declining as well as home entertainment. _____ and do-it-yourself projects bring to some people a feeling of self-reliance.

However, many Americans do not get enough exercise and possess poor _____. Although they know high-fat dishes are bad for them, they eat too much _____. _____ watch a lot of TV and teenagers do too. Many parents worry about the sex and _____ that children see. As many parents work, it is difficult for them to _____ what sites their children visit in the Internet.

F. Writing task. Answer the following questions and write an essay on how the society should deal with the problem of negative impact of TV and computers on children. Find statistical and other information needed on the Internet.

Do you think there is a relationship between the violence on TV and the crime rate in the country? Do you believe adults should prevent children from watching movies and TV programs that show sex and violence? If so, whose responsibility is it? Parents ? Movies and TV shows creators? The government? The schools?

G. Reading and discussing



Read the text and do the tasks that follow. Study the new vocabulary

TRENDS IN ENTERTAINMENT. BRITAIN

animated entertainment

live gigs

technological gizmo

fun club

multiplex

canned culture

disposable income

развлечения с использованием анимации

живая популярная или джазовая музыка

технические новинки

клуб любителей веселых развлечений

развлекательный комплекс

глобальная культура, не имеющая национальных признаков

чистый доход

There is now a noticeable preference by young people for inanimate over animate sources of entertainment. This is evident not just in the decline of such live arts as theatre or home pastimes like card playing or in the preference of nightclubs with DJs over live gigs. New generation often prefers things to people: cash machines to bank cashiers; computers to socializing; cyber cafes to coffee houses; virtual reality to reality; the internet and technological gizmos such as iPods, mobile phones and answering machines, to live individuals. Nor do people just prefer TV and cinema to live entertainment. Within electronic media they prefer cartoons to 'real' representations of people. They prefer their TV adverts to contain animated characters rather than real ones.

Another notable change in the pattern of people's leisure is a move away from socializing at home to frequenting public places of entertainment: 'fun pubs', multiplexes (containing cinemas, bowling allies, fruit machines and nightclubs). There are regional variations, but generally the fact that British socialising took place in the pub or club made it difficult for new people to integrate into post-war British society. In time however, with so many aspects of mass culture being wide-spread (body piercing, casual clothing, rap music, etc.) young people from minorities joined the move to socialize outside the home. So young people of all ethnic origins now mix in places of public entertainment.

Operators of multiplex cinemas, bowling allies and nightclubs (many of them multinationals, such as Time-Warner) cater to a young population brought up on 'canned' culture and dedicated to Britain's consumer society. Most Britons are unaware that the owner of the greatest number of pubs in Britain (4,867) is the Japanese company Nomura - or that the following famous British brands are now foreign-owned: Walkers Crisps and HP Sauce (American), Thomas Cook and Rolls Royce (German), Rowntree (Swiss), Hamleys Toys (Icelandic).

The older generation meanwhile, which saves 13 per cent of its disposable income continues to opt for home entertainment. Eighty-four per cent of British households have video or DVD recorders and are catered for by an estimated 2,000 video shops - supplying a market which didn't exist thirty years ago, and which has expanded with DVD-by-post services.

Comprehension check

- a. What examples does the author give to prove that younger generation prefers “things to people”?
- b. Do the British choose real people or cartoon characters in advertising?
- c. Why was it difficult for immigrants to integrate into British society fifty years ago?
- d. Has the situation change now? What aspects of mass culture typical for young people in Britain are mentioned?
- e. Can you prove the fact that the majority of operators of leisure market in Britain is represented by multinational companies?
- f. Which services are offered at the market of home entertainment?

II. Put the following titles before the correct paragraphs

1. Substitution of national operators of leisure market by multinational ones.
2. Preference of things over people by younger generations.
3. Change in the home entertainment.
4. Move from entertainment at home to visiting public places.

III. Put the forms of entertainment mentioned in the text to the right column of the table (two examples are given for you). Add other forms of entertainment you know into each column.

Forms of live entertainment	Forms of entertainment using technical devices
Card playing	computer games
_____	_____
_____	_____
_____	_____
_____	_____

IV. Making commentaries

Do you think many aspects of mass culture of young people can be seen in Ukraine (body piercing, casual clothing, rap dances, etc.)?

Which technological devices do you and your friends use for entertainment (computer, mobile telephone, iPod, TV, cinema, MP3 player, mobile DVD player, etc.)?

What is the traditional way of getting entertainment in Ukraine: at home or at public places? Has the tradition changed recently?

H. Making a presentation. How do you prefer to spend your leisure time? Read the following list of leisure time activities and decide which things you enjoy most. Imagine that you had a whole weekend free and you could spend it doing any of the activities on the list. What would you most like to do? List that as number 1. Put the rest of the items in order of importance of things you would like to do on your free weekend. Make a short presentation.

1. Go shopping or window shopping.
2. Read a good book/magazine.
3. Visit cinema.
4. Make a rearrangement or redecoration in my room.
5. Play tennis (football) or go to a fitness club.
6. Have a dinner in a café with your friends.
7. Watch TV or DVD player.
8. Go for a walk with a friend.
9. Make a party in your house.
10. Visit a disco or nightclub.
11. Listen to the music at home.
12. Visit a concert.
13. Have a picnic with family or friends.
14. Visit the theater.
15. Speak on the phone with friends and share the latest news.
16. Visit a sport game.
17. Surf the net/communicate with friends.

Other (you name it).



I. Reading and speaking

- I. Read the text and complete the sentences of the text using the words given below.

single function public house entertainment
social dominoes welcoming

BRITISH PUBS

The principal place of _____ outside the home that people automatically think of in relation to Britain is the _____ or 'pub'. In the past, pubs have performed different _____ functions. Traditionally they were a male preserve. Some city-centre pubs specified 'men only' and discouraged _____ women.

Various sociological studies have suggested that until 1950s the British pub was a more welcoming place for a man than his home. It was familiar and cozy, with a fire and games such as darts and _____.

This changed when houses in the 1950s were brought up to date and made more modern and attractive with higher standards of conveniences, labour-saving appliances, new furnishings and even central heating.

However British pubs managed to survive and with the churches in Britain being in decline, pubs are finding a new role. Today pubs are much more _____ to people of both sexes and with the percentages of men and women who never drink alcohol at 15 and 20, they perform the _____ of community meeting place being very much central to British life.



II. Read the text again and mark the statements as T (true) or F (false) according to the information of the text.

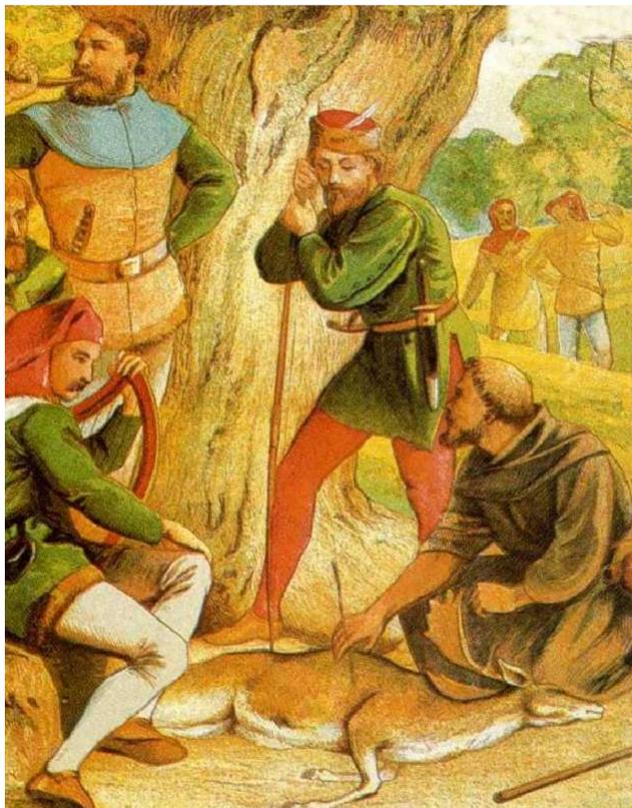
- _____ a. The public house is a new type of entertainment in Britain.
- _____ b. Pubs are traditionally visited by men only.
- _____ c. Pub was second welcoming place for men after home.
- _____ d. Rearrangement and improvement of conveniences made homes more attractive for people.
- _____ e. Pubs have lost their popularity today.
- _____ f. Nowadays pub is a one of central institutions of British life.

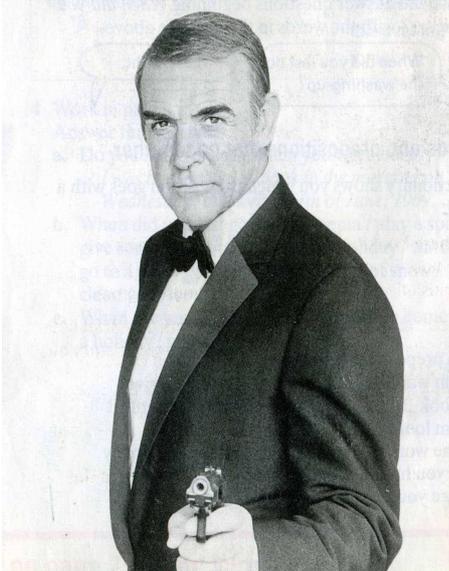
J. Making comments on cultural identities

I. Look at the list of items which English people consider to be important for their culture, the items are put in the order of importance:

- | | |
|----------------------------------|-------------------------|
| 1. Royal family | 9. Imperialism |
| 2. Big Ben/ Houses of Parliament | 10. Union Jack |
| 3. Manchester United | 11. Snobbery |
| 4. Class system | 12. BBC |
| 5. Pubs | 13. West End |
| 6. Robin Hood and Merrie Men | 14. The Times newspaper |
| 7. Cricket | 15. Shakespeare |
| 8. White cliffs of Dover | 16. Cup of tea |

(Source: Julian Barnes, *England, England* (1998))





Which of the items are familiar to you? Do you feel these things to be really so important for English culture? Try to find the pictures of some of the abovementioned items.

II. Look at the top five most famous Scots according to the survey done by Crabbies Green Ginger Wine in late 2006:

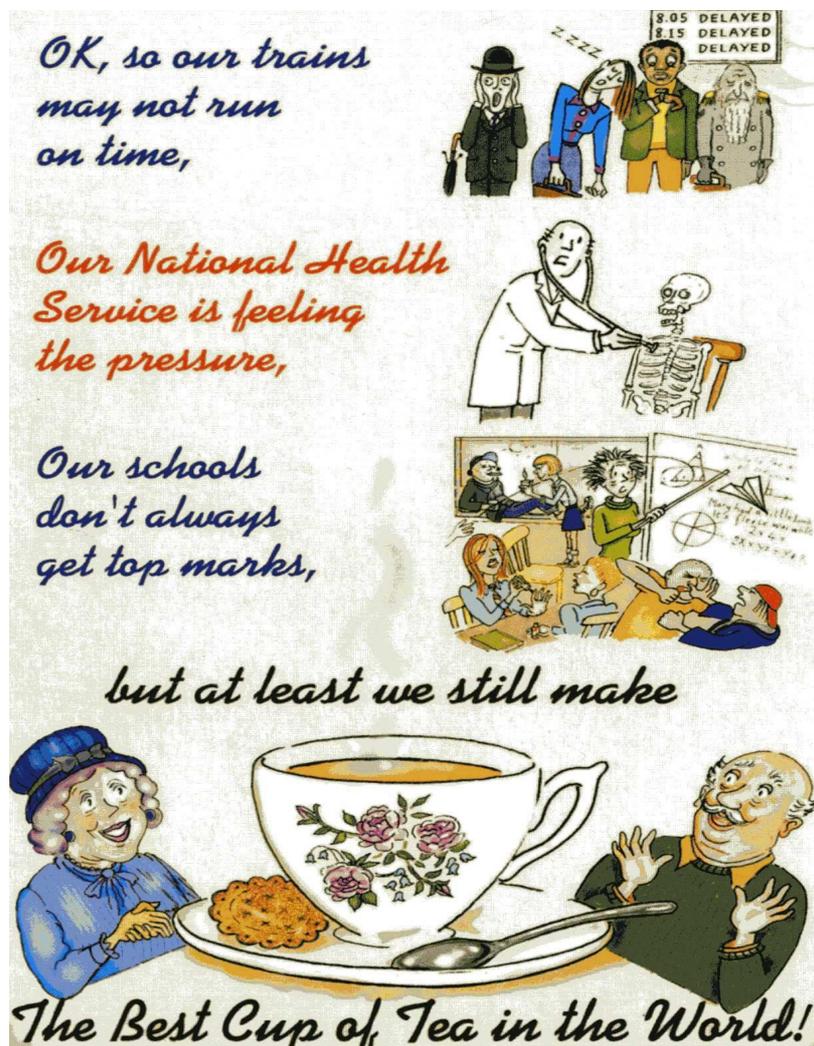
- Loch Ness Monster
- Robert Burns
- Sean Connery
- Robert the Bruce
- William Wallace

Are you familiar with these names? What are the sources you used to get information about these people and things?

III. Make up a list of at least 10 items which you think to be important for Ukrainian culture and identity. Explain your choice.

K. Culture with Humour. Making comments.

a. Look at Picture 1 and say which aspects of British lifestyle are touched upon? Which of them are characterized negatively and positively? Which thing is declared to be the most important for British people?

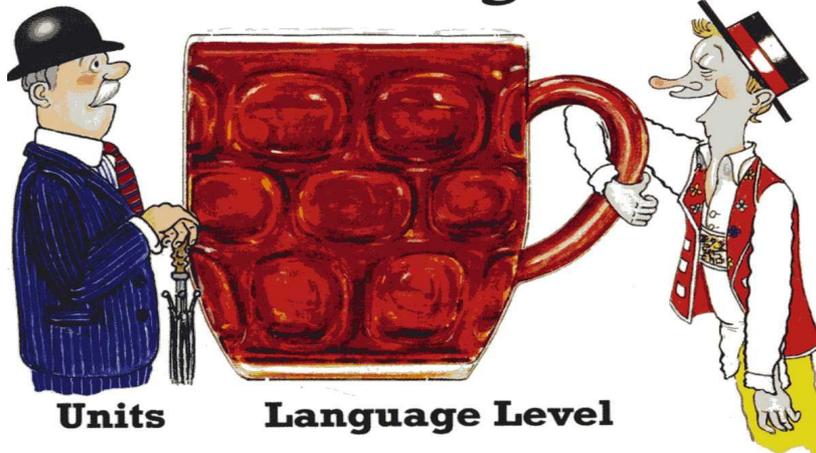


b. Look at Picture 2 and read the text that follows. Make your commentaries on the importance of beer and pubs for British people. Which characteristics help us differentiate a real British pub and its imitation?

BRITISH BEER

or

Instant English!



Units	Language Level
1 pint	No change to your English
2 pints	Your English goes up a level
3 "	Your English goes up a level (but the grammar disappears)
4 "	You become very fluent, but start mixing English with your own language
5 "	You discover you can sing in English, and are brilliant at karaoke
6 "	You suddenly know lots of taboo words in English (fortunately, no-one else seems to understand them)
7 "	You can't speak English at all (and also forget your own language)
over 7 (DANGER ZONE)	You start speaking American English

Few experiences can compare with the thrill of a night out at a pub – with bitter beer, ready-salted crisps, pickled onions, a raffle, a guiz and several trips to the loo. Unfortunately, with the profusion of continental-style café-bars these days, it is becoming harder to find an authentic, traditional British pub. Visitors are advised to look for the following signs:

Low doors and ceilings, yellowish brown in colour.

Segregation of the social classes (saloon bar and lounge).

Hand pumps on the bar for 'real ale' (at least one of these pumps should be 'off').

Pictures on the walls of 16th century gentlemen smoking clay pipes.

A middle-aged lady with dyed blonde hair and a deep voice sitting at the bar.

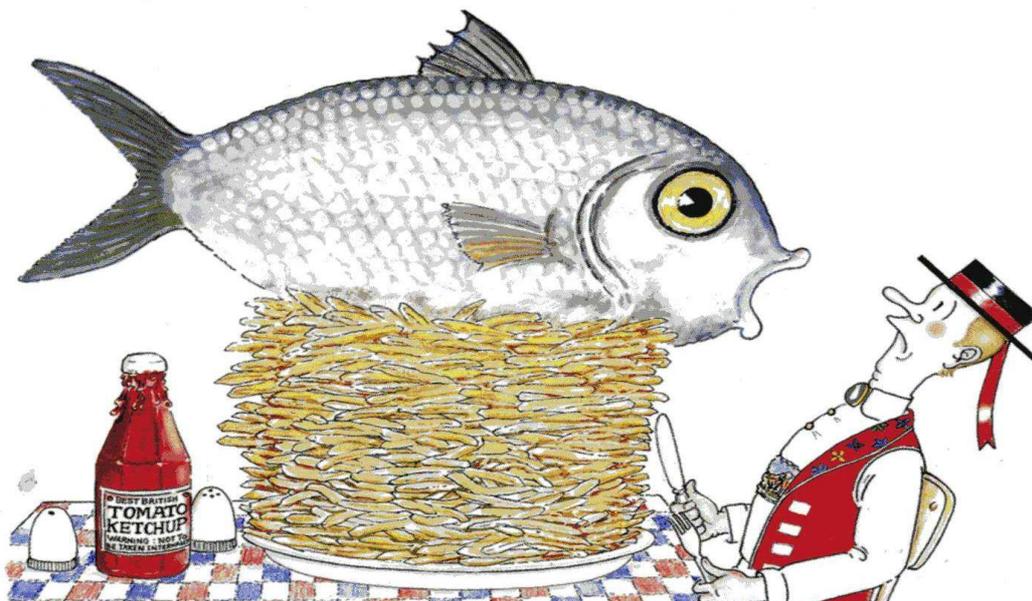
No children.

Enthusiastic ringing of the bell to signal 'Time'.

c. Look at Picture 3 and read the text that accompanies it. Describe the way British people eat their most popular take-away.

EAT FISH & CHIPS

if it's the last thing you do!



Fish and chips or rather, fish'n'chips – is another essential experience for the visitor. Britain is an island and eating fish reminds us of our practical and spiritual dependence on the sea. The chips symbolize our people: no two chips are the same, but we are united because we are all cut from the same bag of potatoes, all deep-fried in the same oil.

A fish and chip supper is the oldest fast food take-away in Britain, perhaps in the world. The visitor should ask for cod or haddock, the fish of choice for any true Brit. (Also he should hurry up as these species are practically extinct.) The fish comes dipped in batter, a mixture of flour, egg and milk. When it is dropped into the hot fat the batter acts as a sponge absorbing the maximum amount of fat and so making it nice and juicy. A traditional fish fryer will wrap your order in yesterday's newspaper. Before wrapping, he will ask: "Salt and vinegar?" to which you should reply "Yes, please!"

This supper should be eaten almost immediately, with the fingers, walking along the street, preferably in the dark, and with a light drizzle falling. Do NOT take the fish'n'chips home, empty them onto a plate and eat them with cutlery. This is not the British way.

L. Reading and discussing

I. Read the text focused on the new trends of holiday making in Great Britain.



NEW PATTERNS IN HOLIDAYS

Since 1960s in Britain the two-week annual holiday is more likely to be spent abroad. Package holidays were introduced to Britain in the 1950s by the Russian businessman Vladimir Raitz, founder of Horizon holidays. The sides which received most profits were the hoteliers of France, Spain and Florida and those losing out were British seaside landladies and traditional resorts. The most popular overseas holiday destinations for Britons in 2002 and the numbers going to them were: France (11.6 million), Spain (13.8 million), and the US (4.1 million). British people have become obsessed with holidaying abroad and make 42 million trips per year. David Lodge suggests in *Paradise News* that tourism is the new world religion.

II. a. Read the text again and find the words in the text using the following definitions:

1. a holiday arranged by a company that includes travel, a place to stay, and sometimes meals, all for a fixed price;
2. a keeper of the institution where meals and rooms are provided for travelers;
3. a place to have rest and get medical treatment;
4. a place where a lot of people often go for holiday;
5. an organized holiday that you go on in order to take part in a particular activity or in order to see a place;
6. to have a period of rest from work.

b. Complete the sentences using the words definitions for which are given in the previous exercise^

1. Our tourists spent four days in the seaside r_____ of Pattaya.
2. The great thing about p_____ h_____ is that everything is already arranged for the tourists.
3. This tourist group has gone on a round-the-world t_____.
4. Do you usually h_____ abroad?
5. This travel agency advertise many d_____ in Europe and Asia.
6. This student is fond of the career of a h_____.

III. Comprehension check. Mark the following statements as T (true) or F (false) according the information of the text.

- _____ a. Package tours are more popular in Britain than individual tours.
- _____ b. Traditional resorts in Britain today receive more holidaymakers than hotels in France.
- _____ c. Hotel owners in Spain received the greatest number of guests in 2002.
- _____ d. British people make 42 million trips to other European countries every year.

M. Reading and discussing

I. Read the text and do the tasks that follow.



VACATIONS IN THE US

Some people are surprised to learn that Americans get less vacation time than workers in other countries. American companies offer an average of only two weeks

paid vacation, compared to some other countries. For example, in France, Germany, Italy, Spain companies offer an average of four weeks or more.

During the vacation many American families go camping. – it is not expensive, and everyone can relax and enjoy nature. The national parks are a favorite place for camping. About 250 million people visit the parks every year. Yellowstone in Wyoming, Yosemite in California, and the Grand Canyon in Arizona are famous national parks.

A recent USA Today article examines how Americans' leisure time is being redefined from "time to relax" to "time to accomplish other non-work related tasks". One in ten Americans now claim that they have no free time, and four in ten say that they constantly feel rushed. (These are the people that you are likely to see doing their shopping at midnight.) Baby boomer families where both the husband and wife work are particularly affected. One of explanations is the desire for material wealth – 'the need for bigger paychecks to satisfy bigger consumer needs' People get caught up in a cycle of work-and-spend, and the luxuries become necessities. In order to get more free time, people must make a painful choice: "Do I want to work less but have less money?" Only 14 percent of Americans would answer "Yes".



1. How long is a typical vacation in the USA?
2. What are the favorite places for American families to go for vacations?
3. What is a possible explanation for free time shortage with American people?
4. What is the percentage of Americans ready to work less and earn less money?
5. In your opinion, how much time should people work each day?
6. How much vacation time, in your opinion, should people get each year?
7. How can people keep from getting caught in the work-and-spend cycle?

N. Making conclusions.

Now your 'imaginary tour' around two English speaking countries is over. We hope you liked it and you can understand American and British culture, traditions and values much better after reading and discussing the texts of the booklet.

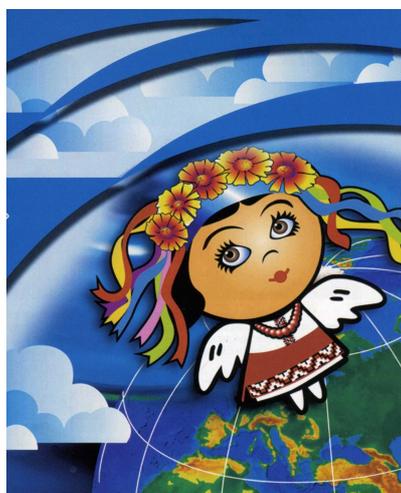
British people say about their country: "Most people have to die before they go to Paradise, but you've been there, and you are still alive!" Make up a list of the most important things you take back home after your tour and the list of the things you would like to learn about English speaking countries in your next trip.



O. Project work. *Answer the following questions and make a written presentation on the topic "Life style and leisure in Ukraine". Use the statistics you need and illustrative material in the Internet.*

- 1. What forms of recreation are popular in Ukraine? Running and jogging? Sports? Camping?*
- 2. How much interest in cultural activities is in Ukraine? Do you often visit musical concerts, cinema, theater, art exhibitions, discos?*

3. Which TV programs are the most popular in Ukraine?
4. Do you like reading? What kind of books, newspapers and magazines do young and older people in Ukraine prefer? Why?
5. What are the eating habits of people in Ukraine? Do you think young people visit fast-food restaurants more often than older people?
6. Do you think many young people in Ukraine are 'mall rats', i.e. they often visit malls and spend much time there looking for perspective buys, things with discounts, etc? Where do you usually do shopping? How much time does shopping take every week?
7. Are overseas influences in the culture should be welcomed or resisted?
8. Should the state fund culture? If so, should it aim to encourage high or popular culture?
9. How important are tradition and traditional ways in a culture?



LITERATURE

1. Програма з англійської мови для професійного спілкування. Г.Є. Бакаєва та ін. Рекомендовано міністерством освіти і науки України – К.: Ленвіт, 2005. - 119 с.
2. Duranti A. Key Terms in Language and Culture: Blackwell Publishers, 2001. - 282 p.
3. Gibson K. Intercultural Business Communication. Oxford: University Press, 2002. – 111 p.
4. Hall E.T., Hall M.R. Understanding Cultural Differences: Intercultural Press, Inc., 1997. - 176 p.
5. Kohls L.R., Knight J. Developing Intercultural Awareness: Intercultural Press, 1994. - 356 p.
6. Krieger D. Teaching ESL Versus EFL. Principles and Practices//English Teaching Forum, vol.47, №2, 2005. – p.8-16.
7. Matikainen T., Duffy C.B. Developing Cultural Understanding//English Teaching Forum, vol. 38, №3. – p.40-49.
8. McKay S. L. The Cultural Basis of Teaching English as an International// Language/ TESOL Matters vol. 13, №4 – p.1-4.
9. Risager K. Language and Culture. Global Flows and Local Complexity: Multilingual Matters Ltd., 2006.-212p.
10. Shaules J. Deep Culture. The Hidden Challenges of Global Living: Multilingual Matters Ltd., 2007.-262p.

SOURCES

1. Axtell R. Do's and Taboos Around the World: Heinle&Heinle Publishers, 1998. – 162 p.
2. Crandal J., Kearny Datesman M., Kearny E.N. The American Ways. An Introduction to American Culture. Second edition: Prentice Hall Regents., 2007.-277p.
3. Crossroads USA: Heinle&Heinle Publishers, 2003. – 162 p.
4. A Guide to British and American Culture: Pent., 2002,. – 102p.
5. Jones L. Business Communication: Longman, 2001. – 181 p.
6. Oxford R L.. Patterns of Cultural Identity: Heinle & Heinle Publishers, 1995 – 138 p.
7. Robbins S. First Insights into Business. Student's book: Longman, 2000. – 175 p.
8. Robbins S. New Insights into Business. Student's book: Longman, 2002. – 175 p.
9. Sharman E. Across Cultures. Student's Book: Longman, 2004 – 160 p.
10. Storry M., Childs P. British Cultural Identities. Routledge. L; N.Y., 2007 – 299 p.

DICTIONARIES

1. Longman Dictionary of Contemporary English: Pearson Educ. Ltd., 2003.
2. Longman Active Study Dictionary: Pearson Educ. Ltd., 2002.
3. Longman Dictionary of English Language and Culture. New Edition: Pearson Educ. Ltd., 2006.

WEB RESOURCES

1. <http://execpc.com/~dboals/diversit.html>
2. <http://pasture.ecn.purdue.edu/~agen.html>
3. <http://curry.virginia.edu:80/go/multicultural/home.html>
4. <http://www.worldculture.com>
5. <http://www.etiquetteintl.com/Articles>
6. <http://www.executiveplanet.com>
7. Britannica Encyclopedia: <http://www.britannica.com>
8. Online Dictionaries: <http://www.bucknell.edu/~rbeard/diction/html>

Newspapers on the web:

9. <http://www.intercom.au/intercom/newsprs/index.html>
10. <http://www.online newspapers.com/>

Intercultural Email Classroom Connections (IECC)

11. <http://www.iecc.org/>

Virtual Tours around the World

12. <http://www.virtualfreesites.com/museums.museums.html>

НАВЧАЛЬНЕ ВИДАННЯ

Збірник текстів і завдань для організації самостійної роботи з дисципліни «Іноземна мова професійного спрямування» (англійська мова) для студентів 2 курсу денної форми навчання напрямів підготовки 6.030601 – «Менеджмент» (спеціалізації «Менеджмент готельного, курортного і туристського сервісу»), 6.140101 – «Готельно-ресторанна справа», 6.020107 – «Туризм»)

Укладач: Олена Львівна Ільєнко

Комп'ютерне верстання та сканування Зражевська Н.В.

Редактор: М.З. Аляб'єв

План 2009, поз. 594 М

Підп. до друку 17.12.2009	Формат 60×84/16	Папір офісний
Друк на ризографі.	Умовн.-друк. арк.4,4	Обл.-вид. арк.4,5
Замовл. №	Тираж 50 прим.	

61002, Харків, ХНАМГ, вул. Революції, 12

Сектор оперативної поліграфії ЦНІТ ХНАМГ
61002, Харків, вул. Революції, 12