

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»  
(САМАРСКИЙ УНИВЕРСИТЕТ)

*А.В. АГУРЬЕВА*

## ОПЕРАЦИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ ГИДОВ-ПЕРЕВОДЧИКОВ (МАТЕРИАЛЫ ДЛЯ ПОДГОТОВКИ)

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для обучающихся по основным образовательным программам высшего образования по направлениям подготовки 45.03.01, 45.04.01 Филология

Самара  
Издательство Самарского университета  
2019

УДК 811.111(075)  
ББК 81.2Англ я7  
А276

Рецензенты: д-р пед. наук, проф. Самарского университета  
Т. И. Руднева  
д-р пед. наук, проф. СамГСПУ  
О.К. Позднякова,

*Агуреева, Алина Викторовна*

**А276 Операциональная компетентность гидов-переводчиков (материалы для подготовки): учеб. пособие/ А.В. Агуреева.**  
– Самара: Изд-во Самарского университета, 2019. – 120 с.

**ISBN 978-5-7883-1390-0**

Обосновывается необходимость формирования операциональной компетентности гидов-переводчиков, раскрывается сущность данного понятия и предлагается структура результативной характеристики профессиональной подготовки гидов-переводчиков. Доказывается целесообразность использования методов интерактивного обучения в рамках курса «Экскурсоведение по Самарскому региону на иностранном языке».

Предназначено для преподавателей и студентов переводческого отделения. Подготовлено на кафедре иностранных языков Самарского университета.

УДК 811.111(075)  
ББК 81.2Англ я7

ISBN 978-5-7883-1390-0

© Самарский университет, 2019

## ОГЛАВЛЕНИЕ

Введение.....	5
Сущность и структура операциональной компетентности.....	7
Использование методов интерактивного обучения при подготовке гидов-переводчиков.....	16
Рекомендации преподавателю.....	22
Практикум.....	24
Module 1. Being a Guide-interpreter.....	25
Unit 1. What Do They Do?.....	25
Unit 2. Who Could It Be?.....	29
Module 2. Planning a tour.....	35
Unit 1. Basic Requirements.....	35
Unit 2. Guide-interpreter's Speech.....	38
Module 3. Tours & Excursions. part 1.....	45
Unit 1. Types of Tours and Excursion.....	45
Unit 2. Museums.....	48
Module 4. Tours & Excursions. part 2.....	53
Unit 1. Tours and Transport.....	53
Unit 2. Walking Tours.....	58
Module 5. Tour guiding: challenges.....	63
Unit 1. Communicating with Tourists.....	63
Unit 2. Problems in Communication.....	70
Unit 3. Risk Management.....	80

APPENDIX 1. Checklist.....	87
APPENDIX 2. Risk Management.....	88
APPENDIX 3. Useful Links.....	89
APPENDIX 4. Useful Vocabulary.....	90
APPENDIX 5. Samara Region – Sightseeing.....	102
Список использованной литературы.....	118

## ВВЕДЕНИЕ

Современные условия общественной, политической и экономической действительности, наблюдаемый процесс сближения и гармонизации существующих систем высшего образования стран Европы отражаются во взаимодействии национальных культур [2]. Интеграция России в международное пространство определяет необходимость развития международных связей, как на общегосударственном, так и на региональном уровнях. Необходимость международного общения обуславливает потребность в специалисте, готовом и способном не только обеспечивать грамотное посредничество при коммуникации путем перевода, но и сопровождать процесс познания «другой» культуры. Международный туризм с целью досуга в образовательных или бизнес-целях определяет потребность в высококвалифицированных специалистах в области переводческих, экскурсионных и туристских услуг, среди которых особой ролью обладает гид-переводчик. Гид-переводчик – специалист, к которому выдвигают высокие требования: владение иностранным языком, умение грамотно выстраивать и управлять общением, готовность принимать решения в ситуации неопределенности наравне с общекультурной эрудированностью, стрессоустойчивостью. Профессиональная миссия гида-переводчика заключается не только в том, чтобы транслировать информацию, имеющую ценность при изучении «другой» культуры, но обеспечить группу необходимым сопровождением в процессе этого познания. Выдвигаемые требования к гидам-переводчикам как к специалистам определяют высокие стандарты их профессиональной подготовки. Содержание профессионального туристского образования исследуется с целью определения методики формирования квалификационного поля, дидактического комплекса подготовки (И.В. Зорин), определения инструментария формирования профессионально значимых компетенций (Е.В. Красильникова, С.А. Шумская), практического освоения методических приемов (В.Б. Емельянов).

Исследуются также вопросы, связанные с условиями коммуникации в рамках осуществления переводческих, а также

экскурсионных услуг. Однако не существует единого представления о результативной характеристике профессиональной подготовки гидов-переводчиков с учетом особенности и специфики их профессиональной деятельности. Остаются нерешенными вопросы, связанные с формированием компетентности, предусматривающей владение и применение четкого, определенного набора стратегий, необходимых при реализации профессиональной деятельности гида-переводчика. Преодоления требуют возникающие при подготовке гидов-переводчиков трудности, связанные с формированием способности к владению стратегиями и тактиками профессиональной деятельности гидов-переводчиков.

Данное пособие подготовлено с учетом современных требований на основе государственных стандартов: 45.03.02 Лингвистика (Приказ Минобрнауки от 07.08.2014 №940), 45.05.01 Перевод и переводоведение (Приказ Минобрнауки от 17.10.2016 №1290).

В теоретической части пособия раскрывается сущность понятия «операциональная компетентность» и анализируется специфика профессиональной подготовки гидов-переводчиков сообразно выдвигаемым требованиям к представителям данной профессии. Практическая часть пособия содержит комплекс заданий, который ориентирован на развитие способности к владению стратегиями и тактиками профессиональной деятельности гидов-переводчиков. Используемые методы интерактивного обучения (проектный метод, дискуссия и мозговой штурм, кейс-метод, эвристический и игровой метод) включены в каждый модуль и обусловлены необходимостью активизировать познавательные, поисковые и аналитико-интерпретативные механизмы, а также создать позитивную атмосферу сотрудничества и сотворчества.

## СУЩНОСТЬ И СТРУКТУРА ОПЕРАЦИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ

В настоящее время наблюдаются определенные тенденции модернизации в сфере дополнительного образования: обновление образовательной среды высших учебных заведений, поиск нетрадиционных средств реализации программ в сфере образовательной политики РФ. Рынок труда выдвигает строгие требования к специалистам-профессионалам: инициативность, ответственность, мобильность, гибкость, самостоятельность, готовность к самообразованию. Основным в дополнительном образовании является компетентностный подход, согласно которому, образование ориентируется на «безболезненную» адаптацию личности в социуме и на рынке труда путем всестороннего ее развития. Указанная цель достигается взаимодополняющими процессами: усвоение требуемых специальных знаний (согласно знаниевому подходу) и развитие познавательных способностей. Значимость компетентностного подхода обусловлена изменениями требований к современному специалисту: отказ от специальных требований в пользу интегрированных.

Спецификой профессиональной деятельности гидов-переводчиков является совокупность функций профессиональной деятельности, среди которых доминирующей является информационно-посредническая функция. Гид-переводчик в ходе реализации своей профессиональной деятельности обрабатывает и предоставляет информацию при постоянной оценке информации, собственной деятельности и деятельности аудитории. Подобные условия оказывают влияние на процесс принятия профессиональных решений. Гид-переводчик – специалист, реализующий свою профессиональную деятельность, через коммуникацию с группой. Вне зависимости от целей туризма (22% туристических услуг приходится на культурно-познавательный туризм) [1], коммуникация, обусловленная спецификой туристического дискурса, является неизменным условиям

профессиональной деятельности гида-переводчика. Цели конкретного акта коммуникации определяют как и поведение туристов, так и поведение гида-переводчика. Рассматриваются жанры и письменной коммуникации (путеводитель, ознакомительные электронные письма, туристические вебстарницы), и устной коммуникации (экскурсия, общение с официальными службами, общение с представителями принимающей стороны, видеопутеводитель, общение с туристами) [11].

Многообразие форм коммуникации, ответственность за установление взаимопонимания между культурами, необходимость принимать решения и действовать, согласуя программу своих действий с социокультурной прагматикой ситуации определяют условия неопределенности профессиональной деятельности гидов-переводчиков. Особенностью профессиональной деятельности гидов-переводчиков является совокупность рисков, связанных: с недостаточной подготовкой, организацией группы в ходе экскурсионного общения, неэффективной коммуникацией. Таким образом, действуя в условиях неопределенности, гиду-переводчику необходимо выработать определенную программу действий, которая будет служить эффективным инструментом реализации задач конкретной межкультурной коммуникации. Подобная программа должна соответствовать выявленным группам действий гида-переводчика и служить основой для принятия профессиональных решений.

Как отмечалось ранее, информационно-посредническая функция как доминирующая функция деятельности гидов-переводчиков определяет следующие виды деятельности: предварительная подготовка, сопровождение групп и предоставление информации. Для каждого вида деятельности характерен следующий алгоритм действий (схема 1).



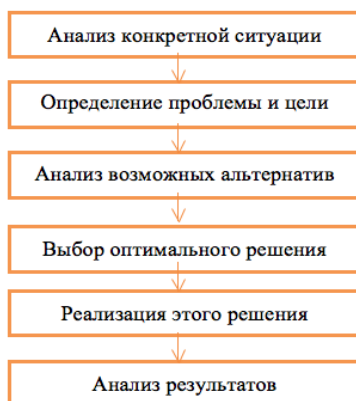


Схема 1. Алгоритм действий гида-переводчика

Учитывая особенности профессиональной деятельности гидов-переводчиков, а именно совокупность рисков, обратим внимание на то, что процесс принятия решения значительно затрудняется. С целью минимизации влияния рассмотренных ранее рисков, необходимо конкретизировать действие, придав ему новый статус, определяющий успешную реализацию принимаемого гидом-переводчиком решения. Согласно теории деятельности А.Н. Леонтьева, такой статус приобретает действием, переходящим в операцию, то есть структурную единицу деятельности, вызванную неоднократно достигаемой целью, устойчиво связанной со способом ее достижения. При этом, любая деятельность описывается как система, состоящая из трех структурных единиц: сама деятельность, определяемая мотивом; действие, определяемое целью; операция, обуславливаемая конкретными условиями (внешними обстоятельствами, внутренними средствами самого действующего субъекта) [8]. Деятельность гида-переводчика направляется мотивом выполнения своих профессиональных функций. Действия гида-переводчика определяются конкретной целью, представляющей собой образ потребного будущего, для достижения которого требуется осуществить действие, представляющееся операцией. Операции характеризуют техническую сторону выполнения

действий, и то, что называется «техникой», ловкостью, сноровкой, относится почти исключительно к уровню операций. Главное их свойство состоит в том, что они мало осознаются или совсем не осознаются – принципиальное отличие от действий. Уровень операций заполнен уже известными автоматическими действиями и навыками, подобная автоматизация действий приводит к минимизации ошибок.

Освоенные специалистом как наиболее эффективные для осуществления профессиональной деятельности навыки, умения и операции реализуются упорядоченной последовательностью действий – стратегиями. Под «стратегией осуществления деятельности гидом-переводчиком» мы будем понимать разработанный и реализуемый план, представляющий собой упорядоченную последовательность операций с целью выполнения определенной профессиональной задачи. Реализация такого плана предусматривает применение тактик в виде совокупности приемов и методов.

Осуществляя устный перевод, переводчик согласует свои действия с задачей коммуникации, согласно которой использует необходимые стратегии (рис. 1): стратегия восприятия текста – 1; стратегии «перекодировки» сообщения (формирование образа текста) – 2; стратегия адаптации этого образа на язык перевода – 3; стратегия построения нового текста на языке перевода – 4. Приведенные стратегии реализуются с целью осуществления языкового посредничества в рамках межкультурной коммуникации.



Рис. 1. Стратегии выполнения профессиональной деятельности переводчика

Стратегии выполнения профессиональной деятельности гида-экскурсовода выражаются стратегией предварительного создания текста экскурсии и стратегией трансляции текста экскурсии туристам. При этом происходит реализация следующих операций (рис. 2): предварительный сбор и анализ данных, их последующая подготовка, обработка и переработка, создание собственного текста экскурсии (1); реализация созданного текста (2). Важным отличием деятельности гида от деятельности переводчика является то, что она реализуется на родном языке специалиста. Основным направлением передачи информации является Г (гид) – А (аудитория). Стоит заметить, что деятельность гида, как и деятельность переводчика, имеет цель установление диалога между представителями различных культур, способствуя эффективной межкультурной коммуникации [4].

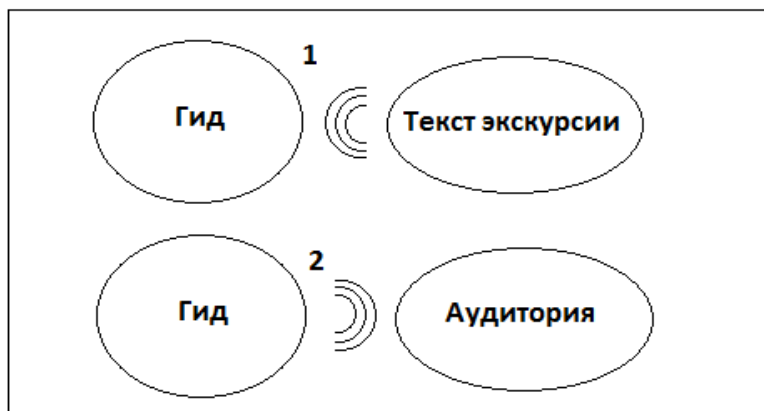


Рис. 2. Стратегии выполнения профессиональной деятельности гида-экскурсовода

Характеристика профессиональной деятельности гида и профессиональной деятельности переводчика обуславливает

определение стратегий выполнения профессиональной деятельности гида-переводчика: стратегия восприятия текста, стратегия перекодировки сообщения, стратегия предварительного создания текста экскурсии (1); стратегия построения нового текста на языке перевода; стратегия трансляции готового текста экскурсии; стратегия контроля индивидуального и группового взаимодействия в ходе экскурсии (2) – рис. 3.



Рис. 3. Стратегии выполнения профессиональной деятельности гида-переводчика

Стратегия восприятия текста реализуется через последовательность следующих операций: сбор фоновой информации; предварительный анализ категорий текста; оценка перекодированного текста, выполненных с использованием методов и приемов предпереводческого анализа текста (тактика предпереводческого анализа, подразумевающая создание образной структуры текста). Стратегия перекодировки сообщения, выполнение которой обуславливает передачу точной, полной, имплицитной информации, представляется следующей

программой операций: подбор переводческих соответствий; оценка и отбор вариантов; переводческие трансформации; создание и заполнение возможных пропусков.

Стратегия построения нового текста на языке перевода (установление точного результата перевода, установление характеристики адресата перевода, определение необходимой степени приближенности полного перевода) требует применения методов и приемов стилистической и прагматической адаптации текста. Стратегия предварительного создания текста экскурсии (предварительная подготовка, непосредственная разработка текста экскурсии, пробное проведение экскурсии) определяет применение методов и приемов отбора и обработки материалов.

Стратегия трансляции готового текста экскурсии заключается в следующих операциях: знакомство и анализ аудитории, на основе которого происходит корректировка разработанной программы; вступление (произвольное или подготовленное); оценка хода экскурсии; внесение изменений в разработанный текст при необходимости. Данной стратегии соответствуют приемы и методы ведения экскурсионного общения.

Стратегия контроля индивидуального и группового взаимодействия в ходе экскурсии предполагает последовательность операций: контроль количества участников экскурсии; контроль и регулирование длительности экскурсии; контроль психологического климата внутри группы; согласование деятельности группы с внутренними правилами, действующими на территории проведения экскурсии. Данная стратегия соотносится с приемами и методами, способствующими рекреации экскурсантов, поддержанию эмоционального состояния группы; координации взаимодействий внутри группы.

Таким образом, оправданным будет соотнести профессиональную подготовку переводчиков и гидов-экскурсоводов с освоением совокупности определенных приемов, способов и методик проведения экскурсий и обеспечения перевода с целью достижения целей экскурсионного общения,

объединяемых стратегиями профессиональной деятельности гида-переводчика. Так, стратегия деятельности гида-переводчика определяется как программа его деятельности в определенной профессиональной ситуации, обусловленное ее особенностями и целью, а также определяющее его профессиональное поведение в рамках рассматриваемой ситуации [10]. Под программой мы понимаем виды действий, реализуемые через некоторую программу операций с помощью определенных средств и методов (тактик).

Компетентность гида-переводчика заключается в профессиональной реализации должностных обязанностей, включающих: грамотное использование профессионально ориентированных лексики и языковых норм; осуществление коммуникации на требуемую тему как и на родном, так и на иностранном языках; управление данным общением и группой в целом.

Исходя из анализа предмета деятельности переводчика и гида-экскурсовода, сделаем вывод о том, что формирование профессиональной компетентности гида-переводчика в качестве результативной характеристики его профессиональной подготовки недостаточно, так как подобная категория не учитывает все особенности реализации профессиональной деятельности двух интегрированных профессий: «гид-экскурсовод» и «переводчик». Успешная реализация обозначенных нами профессиональных задач гида-переводчика определяется владением операциональной компетентностью, под которой понимается способность к владению определенной совокупностью стратегий и тактик (табл. 1).

Таблица 1. Структура операциональной компетентности гидов-переводчиков

Профессиональная задача	Риск	Операции	Стратегия	Тактика
Подготовка переводческой задачи	Риск неадекватной подготовки	Сбор фоновой информации об объектах показа	Предварительное создание текста экскурсии	Отбор и обработка материалов для создания текста экскурсии
		Разработка текста экскурсии		
		Пробное проведение экскурсии		
		Оценка переводимого текста		
		Предварительный анализ категорий текста		
		Установление точного результата перевода		
Установление характеристики адресата перевода	Восприятие текста	Предпереводческий анализ		
Определение необходимой степени приближенности перевода	Перекодировка текста	Стилистическая и прагматическая адаптация текста		
Сопровождение группы	Организационные риски	Контроль психологического климата	Контроль индивидуального и группового взаимодействия в ходе экскурсии	Осуществление контроля
		Фактический контроль за ходом экскурсии		
Предоставление информации	Риски неэффективной коммуникации	Знакомство и анализ аудитории	Трансляция готового текста экскурсии	Ведение экскурсионного общения
		Вступление		
		Оценка хода экскурсии		
		Корректировка разработанной программы		
		Речевая компрессия		
		Непосредственный перевод информации		

## **ИСПОЛЬЗОВАНИЕ МЕТОДОВ ИНТЕРАКТИВНОГО ОБУЧЕНИЯ ПРИ ПОДГОТОВКЕ ГИДОВ-ПЕРЕВОДЧИКОВ**

Получение образования имеет целью не приобретение знаний по конкретной дисциплине, а формирование целого, отражающего в полной мере личностные и профессиональные качества, комплекса знаний, умений и навыков, а также приобретаемых и развивающихся в ходе профессионального обучения способностей. Поэтому при разработке системы формирования операциональной компетентности гидов-переводчиков как результативной характеристики образовательного процесса необходимо отобрать средства, под которыми понимаются инструменты подготовки гидов-переводчиков. Полагаем, что интерактивное обучение (от англ. *interaction*– взаимодействие, воздействие друг на друга) будет способствовать формированию операциональной компетентности гидов-переводчиков, так как предполагает сообучение, обучение в условиях взаимодействия и сотрудничества [5]. Нами интерактивное обучение понимается как средство профессиональной подготовки, способствующее усвоению и закреплению полученных знаний, обуславливающих необходимый уровень подготовки гидов-переводчиков и овладение стратегиями, требуемыми для осуществления их профессиональной деятельности.

Целесообразность использования методов интерактивного обучения определим, обратившись к его дидактическим принципам и функциям. Среди дидактических принципов применения интерактивного обучения выделяют следующее [3; 9]: взаимодействие обучающихся между собой и преподавателем; общение, осуществляемое через приобретение и освоение новой информации; вовлечение в процесс обучения культурного, социального и прочего опыта обучающегося, основанное на опыте обучающихся; побуждение к самостоятельному развитию отдельных качеств обучающегося; развитие и совершенствование коллективизма и взаимообучения; обретение ценностных ориентиров.

Обратимся к следующим функциям интерактивного обучения: учебно-познавательную (связанную непосредственно с изучаемым предметом); коммуникационно-развивающую (связанную с



общим, эмоционально-интеллектуальным фоном процесса познания); социально-ориентационную (связанную с общим гармоничным развитием студента) [6]. Выделим функции деятельности гида-переводчика согласно компонентам его профессиональной деятельности: информационно-аналитическая (выражающая проектирование текста экскурсии и образа переводимого текста); посредническая (определяющая языковое посредничество в виде перекодирования информации и конструирования нового текста на языке перевода); организаторская (выражающаяся в организации хода экскурсии); межличностно-коммуникативная (способствующая ведению экскурсионного общения); рефлексивная функция (проявляющаяся в необходимом анализе при осуществлении контроля экскурсионной группы). Таким образом, соотнесем функции интерактивного обучения с функциями деятельности гида-переводчика (рис. 1).

Формирование операциональной компетентности гидов-переводчиков предполагается посредством освоения спецкурса «Экскурсия по Самарскому региону на иностранном языке» в рамках обучения студентов в системе дополнительного образования по программе «Переводчик в сфере профессиональной квалификации». Содержание программы спецкурса «Экскурсия по Самарскому региону на иностранном языке» дает представления о Самарском регионе; развивает навыки профессионального перевода с целью посредничества в межкультурном общении; развивает навыки аннотирования и реферирования различных краеведческих источников с целью составления экскурсионных текстов; формирует навыки теоретической и практической работы с оригинальной страноведческой литературой. Подготовка гидов-переводчиков с помощью спецкурса «Экскурсия по Самарскому региону на иностранном языке» предусматривает применение методов интерактивного обучения при изучении требуемых рабочей программой разделов. При этом, группе учащихся предлагаются задания, предполагающие активную, коллективную работу на иностранном языке в профессионально ориентированной ситуации. Основными принципами подобного вида работы являются: взаимозависимость членов группы; личная ответственность каждого члена группы за собственные успехи и

успехи своих товарищей; совместная учебно-познавательная, творческая и прочая деятельность в группе учащихся; социализация деятельности учащихся в группах; общая оценка работы группы, складывающаяся из оценки формы общения учащихся в группе наряду с академическими результатами работы [12].

Посредством самостоятельного подбора и изучения аутентичного материала, выполнения заданий, требующих взаимодействия и оригинальных методов решения, студенты создают и вовлекаются в акты коммуникации, выполняя функции языкового посредничества и сопровождающего в процессе познания окружающей действительности. Применение метода дискуссий обуславливает подготовку студентов к ведению коммуникации на родном и иностранном языках (коммуникативный, организаторский, конструктивный, проектировочный, гностический компоненты деятельности гида-переводчика). В ходе организованной дискуссии (среди студентов преподавателем определяются ведущий и участники) происходит обсуждение следующих вопросов: «в чем заключается деятельность гида-переводчика?», «чем отличается деятельность гида-экскурсовода/переводчика?», «существуют ли механизмы алгоритмизации деятельности гидов-переводчика?». Выявляются основные требования к речи гида-переводчика, особенности проведения экскурсий в музее/в движущемся транспорте/на природе/в городе. Определяются возможные затруднения в ходе экскурсионного общения и взаимодействия с другими работниками индустрии. В результате, студенты овладевают методикой ведения экскурсий; навыками ведения устного и письменного перевода; умением развивать новые виды экскурсионных продуктов на основе использования местных туристских ресурсов (профессионально-деятельностная компетенция). Необходимо отметить, что преподавателем заранее назначается тема дискуссии, после чего студенты осуществляют самостоятельную подготовку к занятию.

Эвристический метод реализуется через решение следующих задач: разработка собственной классификации требований к экскурсионному тексту составление портфеля экскурсовода, исходя из отбора возможных для Самарского региона видов

экскурсий; отбор объектов показа и рассказа для самостоятельно выбранной экскурсии в одном из музеев Самарского региона. Студентам необходимо произвести самостоятельный отбор объектов показа и рассказа для собственной экскурсии по одному из транспортных маршрутов Самарского региона, по одному из пешеходных маршрутов Самарского региона; подготовить собственный экскурсионный текст. Отметим, что выполнения задач, связанных с подготовкой к проведению экскурсий осуществляется в группах, что позволяет студентам уже на этапе эвристического поиска оказаться в условиях взаимодействия. Освоение указанных разделов способствуют формированию профессионально-деятельностной и общекультурной компетенций, а также навыков: познавательной, учебно-исследовательской и проектной деятельности, разрешения проблем, готовности и способности к самостоятельному поиску методов решения практических задач и применению различных методов познания; умению ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников; владению логическими действиями определения понятий, обобщения, установления аналогий, классификации на основе самостоятельного выбора оснований и критериев; умению устанавливать причинно-следственные связи, строить рассуждение, умозаключение и делать аргументированные выводы; что соответствует проектировочному компоненту профессиональной деятельности гида-переводчика.

Применение метода мозгового штурма при изучении личности гида-переводчика, а также возможных проблем при экскурсионном общении, обеспечивает формирование профессионально-личностных качеств, а также формирование коммуникативных навыков. Игровой метод реализуется через ролевую игру (распределяются роли гида-переводчика и туристов) с целью воспроизведения реальной экскурсии. Использование игрового метода позволяет подготовить студентов к конструктивной, коммуникативной, организаторской и гностической деятельности.

Кейс-метод реализован через определение проблем при экскурсионном общении. Студентам предлагается определенная

практическая ситуация, представляющая набор ошибочных действий гида-переводчика. Задача студентов заключается в том, чтобы разработать программу действий, приводящих к разрешению сложившихся затруднений. Метод проектов применяется для комплексной проверки знаний, умений и навыков, полученных студентами в ходе освоения программы спецкурса «Экскурсия по Самарскому региону на иностранном языке» и представляет собой проведение собственно разработанной экскурсии по одному из изученных видов экскурсий в Самарском регионе. Предлагаемый спецкурс реализован пятью тематическими модулями, включающих в себя юниты, раскрывающие содержание каждой темы. Структура каждого юнита представляется следующими блоками: самостоятельная проработка темы (задание на изучение материала, самостоятельная подготовка к дискуссии); аудиторное обсуждение (совместное осмысление результатов предварительной самостоятельной подготовки студентов, проведение дискуссии/мозгового штурма); составление индивидуального портфеля студента (каждый смысловой блок практикума заканчивается заданием на переработку изученного материала и воспроизведение его в виде собственного проекта).

Таким образом, по результатам спецкурса «Экскурсия по Самарскому региону на иностранном языке» студент формирует собственный набор стратегий, способствующих успешной реализации профессиональной деятельности гида-переводчика. Профессиональная подготовка гидов-переводчиков с целью формирования операциональной компетентности в рамках спецкурса «Экскурсия по Самарскому региону на иностранном языке» осуществляется при использовании следующих методов интерактивного обучения: игровой метод, метод дискуссии, метод «мозгового штурма», метод проектов, кейс метод, эвристический метод. При этом становится возможным формирование профессионально значимых компетенций гида-переводчика и освоение его профессиональных функций (табл. 2).

Таблица 2. Формирование операциональной компетентности гидов-переводчиков

Методы интерактивного	Формируемые компетенции гид-переводчика	Функции деятельности гид-переводчика
Метод проектов	<ul style="list-style-type: none"> <li>- Общекультурная</li> <li>- Профессионально-деятельностная</li> <li>- Коммуникативная</li> <li>- Профессионально-личностная</li> <li>- Кросс-культурная</li> </ul>	<ul style="list-style-type: none"> <li>- Информационно-аналитическая</li> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> <li>- Рефлексивная</li> <li>- Посредническая</li> </ul>
Эвристический метод	<ul style="list-style-type: none"> <li>- Профессионально-деятельностная</li> <li>- Общекультурная</li> </ul>	<ul style="list-style-type: none"> <li>- Информационно-аналитическая</li> </ul>
Кейс-метод	<ul style="list-style-type: none"> <li>- Коммуникативная</li> <li>- Профессионально-личностная</li> </ul>	<ul style="list-style-type: none"> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> <li>- Рефлексивная</li> </ul>
Дискуссия	<ul style="list-style-type: none"> <li>- Общекультурная</li> <li>- Профессионально-деятельностная</li> <li>- Коммуникативная</li> <li>- Профессионально-личностная</li> <li>- Кросс-культурная</li> </ul>	<ul style="list-style-type: none"> <li>- Информационно-аналитическая</li> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> <li>- Рефлексивная</li> <li>- Посредническая</li> </ul>
Мозговой штурм	<ul style="list-style-type: none"> <li>- Коммуникативная</li> <li>- Профессионально-личностная</li> </ul>	<ul style="list-style-type: none"> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> <li>- Рефлексивная</li> </ul>
Игровой метод	<ul style="list-style-type: none"> <li>- Профессионально-личностная</li> <li>- Кросс-культурная</li> <li>- Языковая</li> <li>- Коммуникативная</li> </ul>	<ul style="list-style-type: none"> <li>- Информационно-аналитическая</li> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> <li>- Рефлексивная</li> <li>- Посредническая</li> <li>- Межлично-коммуникативная</li> <li>- Организаторская</li> </ul>

## РЕКОМЕНДАЦИИ ПРЕПОДАВАТЕЛЮ

Методы интерактивного обучения фактически направлены на решение задач с неполной информацией и лишены методических указаний по восполнению отсутствующих или скрытых данных.

В качестве рекомендаций преподавателю по применению методов интерактивного обучения необходимо: сочетание различных методов интерактивного обучения; сочетание интерактивного обучения с подачей академического материала; концентрация внимания на качестве достижения цели, нежели на методе ее достижения; стимулирование мотивации студентов на самостоятельный творческий поиск с целью решения поставленной проблемы [7].

Предлагаемое пособие не является исключительным условием последующего успешного выполнения профессиональной деятельности гида-переводчика. Работа гида-переводчика обусловлена частыми и длительными командировками по стране и за границу, разнообразными и быстро меняющимися требованиями и задачами. Динамичность работы гидов-переводчиков обуславливает необходимость оперативно принимать решения в сложных ситуациях. Владение операциональной компетентностью позволяет гиду-переводчику использовать определенные заранее операции и стратегии с целью ликвидации возможных ошибок в работе. Интерактивные средства обучения гидов-переводчиков способствуют формированию операциональной компетентности гидов-переводчиков, так как направлены на активный самостоятельный поиск путей разрешения задач, ориентированных на реальные профессиональные ситуации и отработку необходимых операций, составляющих их профессиональную деятельность. Условия сотрудничества, а также усилия обучающихся, направленные на творческий поиск в ходе выполнения поставленных перед ними задач, обуславливают развитие умения анализировать конкретную

профессиональную ситуацию, определять ее возможные риски и принимать решения исходя из полученных при таком анализе данных. Предварительная самостоятельная подготовка к занятию смещает фокус с преподавателя на обучающегося, тем самым придавая ему статус главного действующего субъекта процесса познания. Однако важно заметить, что преподаватель несет ответственность как за процессом мониторинга выполнения заданий, так и за определение направления познавательной деятельности обучающихся.

# ПРАКТИКУМ

## Introduction

Being a guide-interpreter is a very important job. In many cases, the guide-interpreters' manner, their behavior, the stories they tell the causetraveller's first impression of a foreign country. A guide-interpreter should be responsible for

teaching tourists about the cities or towns they visit. In addition, many guide-interpreters hold the responsibility of teaching tourists about safety. Even if you only take a tourist from the airport to his or her hotel, you are to make a short trip bright, comfortable, safe, and full of interesting facts. With the help of this book you will learn some tips that you can use with your English-speaking group of tourists. Check your understanding as you go. For more advanced learning we recommend to write out your own notes to annotate each module. Therefore you will get your own manual with practically implemented and selected tips. So, let's get started!



## MODULE 1. BEING A GUIDE-INTERPRETER

### Unit 1. What Do They Do?

#### What the Experts Say

1. "Tour guide-interpreter" is a national qualification. Under the Guide-Interpreter Business Law, "individuals who accompany foreigners and provide them with travel guide services using a foreign language for remuneration have to pass an examination given by the JTA Commissioner and acquire a license issued by a prefectural government (Articles 2, 3, 18 and 36 of the Guide-Interpreter Business Law)." But are there any sides of this qualification?

Study the following link with the article written by Annie Fitzsimmons (Intelligent Travel's Urban Insider) and answer the questions below.

<https://www.nationalgeographic.com/travel/intelligent-travel/2013/01/22/so-you-want-to-be-a-tour-guide-afitz/>

1. Who is a tour-guide?
2. What is the author's position of being a tour-guide?
3. What are the main advantages and disadvantages of having such a job?
4. Why do most tour directors choose to work a mix of adult and student tours?
5. According to Annie Fitzsimmons, what are the main differences between a tour director and a tour guide?

#### Practical Task

1. And now, let's find out what tour directors and tour guides should know. Study the table to compare courses of their training. For more

detailed information you may visit The International Guide Academy's website. (<http://www.bepaidtotravel.com>)

TOUR DIRECTOR COURSE:	TOUR GUIDE COURSE:
<p>People working as Tour Directors within the USA or other countries travel from city to city, state to state, country to country, with responsibilities for the smooth flow of a multi-day tour. Assignments can include motorcoach travel, cruise ship travel and trains. Scroll down this page for schedule and cost of program.</p> <p>What will you learn? The beginning modules in this certification program include Travel Industry Terminology, a look behind the scenes as to how tours are put together and marketed by Tour Operators, Industry Trends, Profile of a Tour Manager/Director and your Pre-tour Departure Preparations. After this foundation your program covers Public Speaking, Airline and Airport Procedures, Baggage Handling and Control, Client Welcome preparation, content and delivery, Hotel Arrivals and Departures, Motorcoach Commentary, Cultural Practices, Being Environmentally Aware on</p>	<p>This course is intended for you if you want to work as a local Tour Guide. Tour Guides are knowledgeable within a specific locality such as a city, region, state or a specific geographic area. They provide walking tours, step-on guide service, local driver guide, on-site tours and may work special events, "meet and greets", etc. They are rarely away from home overnight. Scroll down for tuition costs.</p> <p>What will you learn? The beginning modules in this certification program include Travel Industry Terminology, Tourism Industry Overview, Types of Assignments for Tour Guides, Conduct and Ethics, Dress Codes, Leadership, Commentary Skills, Research, Presentation Formats, Teamwork, Physical Aspects of Guiding, Public Speaking, Group Welcomes, Your Role as the "Local Expert", Industry Relationships, In-class Presentations and On-the-Road</p>

<p>Tour, How to Research, Leisure Days on Tour, City Tours (working with the local Tour Guide or doing it yourself), Motorcoach Travel, Destination Itinerary Planning, Discussion with a Motorcoach Driver and Teamwork, Optional Excursions (what they are, how to present them, operate them and money handling), when available a Tour Operator speaks with the class, Group Psychology, Passenger Emergencies, Industry Networking, preparing your resume, telephone interview techniques as well as Hiring Companies and their practices are identified.</p> <p>All graduates receive a book specially prepared for that specific class which covers Getting Hired, over 150 specific Tour Operators that are looking to hire IGA graduates plus Cruise Lines contact information. Throughout the program, the participants are video recorded with copies to each student, role playing, actual motorcoach travel is included and more. All students are also given an interview to practice your skills. With IGA you learn by doing.</p>	<p>Presentations, Hiring Companies and their practices are identified and address the class, and more.... With IGA you learn by doing.</p>
---	--

Summarize the information to make a list of necessary knowledge.

A tour director should know: \_\_\_\_\_

---

---

---

---

---

A tour guide should know: \_\_\_\_\_

---

---

---

---

---

2. There is another part of the guide-interpreter's function. Guess what? Yes, that is interpreting. According to your course of translating and interpreting activities, give your own definition of interpreting. If necessary, consult the Appendix.

**Interpreting** \_\_\_\_\_

---

---

---

### **Discussion**

1. Tour Director. Tour Guide. Guide-Interpreter. What is the difference?

2. What is the main benefit of working with people as a guide-interpreter?
3. Try to describe a typical day of a guide-interpreter.
4. What is the role of tour-guiding today?
5. What do you know from the history of tour-guiding? What are the milestones?
6. Being a guide-interpreter is considered to be quite simple. Can you agree with this statement?
7. Conversation is one of the most unpredictable part of the guide-interpreter's work. Find at least 7 points to prove it.
8. Is it possible to anticipate human emotions and behaviour? If yes, give as many useful recommendations as you can.
9. What is your personal motivation to become a guide-interpreter?
10. Do you have all the necessary personal characteristics to become a good guide-interpreter? What should you learn?

## **Unit 2. Who Could It Be?**

### **What the Experts Say**

1. Read the extract from the article 'The Role of the Tour Guide in Transferring Cultural Understanding' (Ian McDonnell, 2001). What are other roles of a guide-interpreter or a tour guide you can name?

*In the contemporary context of tourism the pathfinder role is still extant in that the tour's itinerary 'shows the path' to tourists wanting to discover more about the place they are visiting, or as Cohen (1985, p.7) puts it, 'through a socially defined territory to which they have no access'.*

*Pearce (1984, p.136) supports this proposition when he points out 'that in cross-cultural settings...many tourists still need a guide since such visitors frequently break social rules and intrude upon others privacy'.*

*In addition, the pathfinder role gives the tourist a sense of security in a strange environment, a precursor to a successful tourist destination region, as Leiper (1996) has noted.*

*While the original role of the mentor was one of spiritual and intellectual guidance, the contemporary mentoring role can be considered to be one of transmission of information and the interpretation of that information. The one constant in the evolution of sightseeing, as Adler (1989) observes, is that of discourse between the tourist, the mentor and eminent people encountered during the tour. As tourism has become a mass phenomenon, opportunities for discourse with eminent people have lessened somewhat for the great majority of tourists. The discourse of discovery of information now is mainly between the tour guide and the tourist and, if done well, results in a transference of cultural understanding between guide and tourist.*

...

*As discussed above, tour guides also have a pathfinder role. It can be assumed that one reason why tourists spend time and money on guided tours is to become familiar with the topography of their destination, and to achieve a 'sense of belonging'... Again, these figures are superficially quite flattering. However, given the propensity of tourists to be overly positive in customer satisfaction surveys, 45% of respondents giving a neutral or worse rating suggests that this aspect of the guides' role needs further attention.*

2. As a professional a guide-interpreter should know what his or her code of ethics is. Now study the extracts 1-5 and match them with suitable titles a-e.

- a. **Improve Business Relationships.**
- b. **Prohibiting Inappropriate Behavior among tour guides.**
- c. **Increase tour Company Reputation.**
- d. **Legal Considerations/legal benefits.**
- e. **Promoting tour guides accountability.**

1) \_\_\_\_\_

Many tour companies use a code of ethics to prohibit inappropriate behavior of tour guides. Inappropriate behavior can include lying to managers or clients, engaging in fraud or embezzlement, failing to meet specific operational standards or other similar conduct.

2) \_\_\_\_\_

Owner, director or upper-level management accountability is an important function of a company's code of conduct. These individuals are usually required to exhibit honesty, transparency and integrity in their daily roles. Not only do these actions set the company's ethical tone, it also keeps individual owners and managers accountable for their actions. Allowing an unethical manager free rein in a business capacity can create difficult business situations that overextend the company's resources.

3) \_\_\_\_\_

Proudly displaying your code of ethics on your website or in press releases, while taking care to ensure that your actions are always in line with your words, can garner a positive image among consumers and job-seekers, creating a loyal customer base and helping to develop your brand image.

4) \_\_\_\_\_

A code of ethics can help companies improve business relationships. Ethical values are often designed to provide guidance when working with other companies and the general public. These values dictate how businesses handle contract negotiations, customer questions and feedback or negative business situations.

5) \_\_\_\_\_

A comprehensive code of ethics can provide extra protection on Tour Company if a tour guide commits a criminal act in the name of company,





3. List the guide-interpreter's responsibilities. Put them in the order of importance. Explain your choice.
4. Guide-interpreter is a bridge. Yes or no?

### **Output**

Complete the following resume to get a comprehensive account of a guide-interpreter as a specialist. Do not copy. Expand the ideas you have got from Module 1.

#### **Guide-interpreter.**

Personal  
details: \_\_\_\_\_

---

---

---

---

---

Education and qualifications:

---

---

---

---

---

Professional and personal skills:

---

---

---

---

---

Responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interests: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## MODULE 2. PLANNING A TOUR

### Unit 1. Basic Requirements

#### What the Experts Say

Read this sample of a tour-guide's speech. If necessary, you may listen to the source recording with the help of the link below. After that, find out what the main sections of a tour-guide's speech are.

*Hello everyone. My name is Luca. On behalf of Suntan Tours I'd like to welcome you all to Los Cabos. The bus ride to your hotel will take about fifteen minutes. Right now I'd like to take a minute to familiarize you with the area and discuss some brief safety precautions. Firstly, I ask that you remain seated until we reach our destination and that you not eat or drink while on the bus. Secondly, please realize that it is against the law to get drunk in public. Enjoy your vacation, but do drink responsibly and do not drink and drive. I promise you are going to enjoy your stay here in San Jose, Los Cabos. This is a beautiful, quiet city where you can relax, sit by the beach, enjoy great meals and feel very safe. You can walk into town and enjoy the fountains or take a moonlit walk along the water. Please do not swim here. This is not a safe place to swim because there is a strong undertow. Cabos San Lucas is the place to go if you want to enjoy swimming in the ocean. You can take a short bus ride from your hotel. There you will also enjoy entertainment and dancing. Suntan tours offers a variety of special discounts depending on your travel plans. We have golf packages, as well as guided whale boat tours, and fishing charters. There will be a short information session at 1pm in the lobby of the hotel tomorrow where you can learn all about these offers. We recommend that you do not purchase packages from street vendors as they are not always 100 percent reliable. They also may charge you more than what they say. Please take my advice and allow Suntan tours to book all of your day*

*trips and activities while you are here. If you need to exchange your dollars into pesos, please use a bank or money exchange. We don't recommend exchanging your money at the hotel because you won't get a fair rate. Some restaurants will accept American or Canadian money, but you are better off to exchange your money and pay with pesos. Or, if you prefer, you can always use your credit cards. Also, if you want to get around the city, or travel to Cabos San Lucas, we recommend that you take the local bus rather than a taxi. The bus costs about one American dollar, and the driver can give you change if you don't have the exact amount. If you do decide to take a taxi make sure that you negotiate a price before you go. We're going to be pulling up to the hotel in just a few minutes. Please sit back and enjoy the view of the ocean on the left hand side of the bus as we enter the city. I ask that you remain in your seats until we have come to a complete stop. Javier will be meeting us at the bus to help you with your bags. Please double check to make sure your bag has been taken off the bus. On behalf of Suntan Tours, have a wonderful vacation in San Jose and I hope to see you tomorrow at the information session.*

<https://www.englishclub.com/english-for-work/tour-guide-sample-speech.htm>

### **Practical Task**

1. Study the following links with the tips for organising a tour. Which tips do you find useful? Which aspects of a tour do they cover?

#### **How to make a travel brochure that looks stunning**

<https://www.lucidpress.com/blog/how-to-make-a-travel-brochure-that-looks-stunning>

## 5 PRE-TOUR MUST-DO'S FOR A GREAT TOUR GUIDE

<http://www.solimarinternational.com/resources-page/blog/item/154-5-pre-tour-must-do-s-for-a-great-tour-guide>

### PLANNING A TOUR ITINERARY

<http://www.tourismcouncilwa.com.au/guide-planning-tour-itinerary>

2. Here you can find the points to check while planning a tour. Put them in the correct order.

<b>Tour Preparation Checklist</b>	<b>No</b>
Seek approval from Principal / Head of Department	
Collect all permission slips	
Study the local history materials	
Check medical conditions with particular attention to asthma, mosquito and bee sting allergies	
Organize bus transport	
Select objects to show and tell about	
Organize playground duty relief if necessary	
Select and print booklets	
Give a trial tour	
Complete preexcursion activities	
Notify other staff	
Study your potential audience	

## Discussion

1. What is the guide-interpreter's main goal of giving an excursion?
2. Planning of what you are going to tell and show is believed to be the most important part of the guide-interpreter's preparation. Can you agree with this idea?
3. What other excursion components can you remember? Which component would be the most difficult for you?
4. Give all the possible recommendations, how to select objects for further excursion.
5. Is it necessary to study your further audience while planning an excursion? How to adopt the text you have organized for your current audience?
6. What are the research skills speaking of the guide-interpreter's professionalism? How to develop them?
7. What are the possible sources to use while planning an excursion?
8. How to structure objects to show?

## Unit 2. Guide-interpreter's Speech

### What the Experts Say

Read the following article 'How to be a Funny Tour Guide' written by Digital Marketing Strategist at Checkfront Inc. Then give your own understanding of the extracts above. How can these ideas be helpful for the guide-interpreter's job? What is the main goal to make people laugh or smile?

<https://www.checkfront.com/how-to-be-a-funny-tour-guide>

*That's because we react to painfully obvious statements uncomfortably and feeling uncomfortable often makes us laugh for relief.*

*Telling the bitter truth is similar to being painfully obvious.*

*Add some exaggeration to the absurd scenario and you got yourself a recipe for the biggest cake of laughter...*

*Poking some fun at yourself is a great way to show your tour group that you're approachable...*

*There's a rule of three in comedy, meaning the first time the expression is used, you might get strange looks, the second time, half smiles. By the third time, the familiarity will have folks smiling ear to ear and anticipating its return.*

## **Practical Task**

1. Your audience expects to be both informed and entertained. To achieve this, as a guide-interpreter, you should pay attention not only what to tell but how to tell! Here you will find some communication skills. Make a short report (4-5 sentences) to explain each skill. Which of them could be important for a guide-interpreter? Expand the list.

- Open Communication.
- Active Listening.
- Personal Communication Style.
- 5Cs and KISS.
- Presentation Skill.
- Team Formation.
- Non-Verbal Communication.

2. Study the dialogues and change the guide's phrases to make the conversation more attractive for the audience. You may use phrases from the box or add your own sentences.

Do you have a question, Sir? Yes? (if you see a hand raised)	I wish I knew the answer. (Sorry, I don't know.)
Is there something I can help you with?	Hmm. That's a tough (difficult) question.
Does everyone see it there?	Keep your eyes open for...
I'll try my best to answer your questions.	I'll point it out when we pass it.
I'm afraid I don't have the answer to that. (Sorry I don't know.)	I'll have to look into that further.
That's an interesting question.	I'll have to ask someone about that.
That's what I'm here for.	I'm glad you asked.
Please don't hesitate to ask.	Hmm. I've never been asked that before.
You don't have anything to worry about	I'm not sure, but I can find out for you.
	I can give you a map of the city, though.

### Conversation 1.

**Guide:** If you have any questions while we're going along, ask them.

**Man:** I have a question actually.

**Guide:** Yes?

**Man:** I'd like to get a snack somewhere around here. What can you recommend?

**Guide:** Well, there are many places. You can try '99-N', for example.

**Man:** How do we get there?

**Guide:** It's going to come up on your right in a few minutes.

**Woman:** My daughter wants to know if we're going to be passing any castles today?

**Guide:** Castles. No, all of the castles are further into the city. We're going to be staying near the coast today. If you a map, it will show where all of the castles are.



**Man:** Sorry, I have another question.

**Guide:** OK.

**Man:** Isn't it prohibited to take pictures inside the museum?

**Guide:** I forgot to mention that. Taking photographs inside the art gallery and the museum isn't possible. However, you can take pictures of the grounds and the outside of the buildings. The architecture is beautiful.

**Woman:** Oh, and what time will we be stopping for lunch?

**Guide:** We'll break around noon and meet back at the bus at 12:45 sharp.

## **Conversation 2.**

**Guide:** It's about a three minute ride up to the top of the mountain. As we pass the two towers the gondolla may sway a little.

**Man:** This thing is safe, right?

**Guide:** Yes, it is. We do about 100 trips a day up the mountain, and these tours have been going on for over ten years without any accidents. Get ready to see wildlife as we ascend. It isn't uncommon to see deer and even bears.

**Woman:** What's that mountain to the left called?

**Guide:** That's Mount Karen. And to the right of that with the three small points is Mount Brown. Now, if you look up straight ahead, you should be able to see a large eagle's nest. Can you see it?

**Man:** Are there any baby birds?

**Guide:** I haven't seen any yet, but we usually see them around this time of year.

**Woman:** What's that lake down there, to the right of the green meadow?

**Guide:** That's John Lake. It's actually a man made pond that was built as part of a conservation effort over twenty years ago. During the 70's there was a lot of clearcutting of forests in the area, and much of the wildlife was lost. Since John Lake was built, ducks, swans, and geese have returned to the area.

**Man:** Is this the highest mountain in this region?

**Guide:** No, actually, Mount Heather, which you we will be able to see in just a minute or so has the highest peak. But, this is the highest

mountain for recreational purposes like skiing and guided tours.

**Woman:** Can you ski throughout the year?

**Guide:** No, it warms up enough to actually suntan up there in the summer. Oh, there are two deer feeding in the clearing right below us.

**Man:** Thanks, that should be a great photo. So... what is there to do besides ski at the top of the hill at this time of year?

**Guide:** We have horseback riding, snowmobile tours, and a petting zoo for children.

3. As an interpreter, what could be useful for your further successful communication with the audience?

### **Brainstorm**

1. Guide-interpreter's speech as informing process/discussion/conversation.
2. Forms of Guide-interpreter's discourse: report, annotation, talk.
3. Speech or language?
4. Inner speech.
5. Guide-interpreter's language style.
6. Language and ethics.

### **Output**

A guide-interpreter should prepare in advance if a tour is to run smoothly. Complete the following resume to get a comprehensive account how to plan a tour. Remember, you are only to give recommendation for each section of planning. Do not copy. Expand the ideas you have got from Module 2.

*1. What to talk about?*

Subject

---

---

---

*What will the audience see? Why should they see it?*

TOP VISUAL PRIORITY (PTV)

---

---

---

---

---

---

Top Non-Visual Priority (TNVP)

---

---

---

---

---

---

*2. How to talk?*

Establish a RAPPORT

---

---

---

---

---

---

*How can a guide-interpreter get people's attention?*

---

---

---

---

---

---

*Guide-interpreter's vocabulary*

---

---

---

---

---

---

## MODULE 3. TOURS & EXCURSIONS. PART 1

### Unit 1. Types of Tours and Excursions

#### What the Experts Say

Study the following sources to find out the most popular types of tours and excursions.

- <http://activehistory.ca/2013/10/a-step-by-step-guide-to-historical-walking-tours/>
- <https://www.rayburntours.com/educational-trips/useful-information/history-tour-guides/>
- <https://www.cbi.eu/market-information/tourism/cultural-tourism/cultural-tourism-europe/>
- <https://www.gaiadiscovery.com/travel-transportation/definitions-of-ecotourism-nature-tourism-sustainable-tourism.html>
- [https://ac.els-cdn.com/S1877042815021485/1-s2.0-S1877042815021485-main.pdf?\\_tid=4e2edc84-e442-4d3a-ba9d-e13626b23577&acdnat=1534762872\\_ce49272cf4ade9bbcf55ddd81d6feccd](https://ac.els-cdn.com/S1877042815021485/1-s2.0-S1877042815021485-main.pdf?_tid=4e2edc84-e442-4d3a-ba9d-e13626b23577&acdnat=1534762872_ce49272cf4ade9bbcf55ddd81d6feccd)
- [https://portal.uni-freiburg.de/interpreteurope/service/publications/recommended-publications/veverka\\_planning-interpretive-walkingtours.pdf](https://portal.uni-freiburg.de/interpreteurope/service/publications/recommended-publications/veverka_planning-interpretive-walkingtours.pdf)
- <https://www.igi-global.com/dictionary/creative-tourism-and-cultural-heritage/39259>
- <https://www.acsedu.com/info/adventure-and-ecotourism/guiding-ecotourism/nature-tourism.aspx>

## Practical Task

Complete the following table to compare different types of tours. Use the links from the previous task and your own materials. Mind references!

	Cultural Tour	Historical tour	Natural Tour
Definition			
Objectives			
Characteristics/ Principles			

Attractions			
What do tourists need to know?			
Main activities			
Group management			

## Oral Discussion

1. What is heritage and what is heritage guiding?
2. What do tourists need to know about tangible cultural and historical attractions?
3. What are cultural and historical interpretation principles?
4. What is the difference between natural tourism and ecotourism?
5. How to develop an engaging historical/cultural/natural tour?
6. Are there any differences in tour conducting skills for each type?
7. There are two categories of natural based attractions: geographical aesthetic, landscapes attraction and bio-ecological attraction. Describe their features.
8. Think of 4 different places you may visit while cultural/historical/natural tour guiding. What are the objectives for visiting each place?

## Unit 2. Museums

### What the Experts Say

1. Read the following extracts from the research project “Guiding is a profession. The museum guide in art and history museums”(Mark Schep, Pauline Kintz, University of Amsterdam). What makes travellers visit museums? Are there any other important reasons for them to do it? You may study the full version with the link (Appendix ?).

*Each museum is unique, and that starts with the hardware: building and collection. A museum can be anything from a bunker to a glass cube, from a windmill to a ship, from a dungeon to a palace. Collections can consist of musical instruments, mounted animals, paintings, and there are museums that focus on their location and offer their visitors the experience of ‘being where it happened’.Your museum’s DNA is*



*characterized by its location and collection; they define who your visitors are, and the bounds and possibilities of your visitor services policy – which stories you can tell and which resources you can use. Accordingly, the objects (or the place) and the presentation format determine whether you can tell your story chronologically, adopt a thematic approach or focus on a single individual, or reflect on history or concentrate on the present. The DNA of your museum also dictates the choices you can make in the way you tell the stories. A natural history museum aims to give visitors an impression of the imposing stature of a dinosaur, and shows how the animal's skeleton is built up bone by bone. An art museum wants visitors to look at the objects, so endeavours to hold their interest long enough for them to become immersed in the presentation or wonder what may have moved the artist to create the work.*

...

*A museum is a learning environment with extraordinary qualities. In most cases, it's a place for free-choice learning: visitors come voluntarily, often without a specific learning goal, which may mean that they are more open to new experiences than they would be in a formal learning environment. Also, a museum visit in the context of a course is a different experience to a lesson in a lecture hall or classroom. An essential part of the visit is to offer museum-goers a sensory experience by presenting (authentic) objects. After all, other than written or spoken texts, objects stimulate the senses and augment the cognitive learning aspect with affective aspects. In a museum, you can see a genuine prehistoric battle axe, or 'touch' Van Gogh, Rembrandt or Mondrian with your eyes. And sometimes the objects are unique – there is only one in existence, and it's here. What's more, objects invite exploration and critical thought. An object piques curiosity, making visitors wonder about aspects not immediately visible: the time it was made, how it was produced, what it was made from, how it was used, what the artist was trying to say, and the creative process behind it. The museum as learning environment is also characterised by less conducive elements. At peak times, visitors get in each other's way, the building's routing could be complicated, the acoustics may be less than optimal, fragile objects are protected by a glass case or filtered light that creates distance,*

*and you have little insight into visitors' prior knowledge and experiences. All aspects that play a part in the search for answers to the question.*

...

*Learning can be approached in a variety of ways, and works differently for every visitor. While one is affected by a compelling story, another enjoys being challenged to talk about an object, and a third prefers to use their own creativity. Just as the traditional one-way interaction between guide and visitor is far from the ideal way of sharing information with visitors, the alternatives (dialogue, discussion, asking questions, looking without providing information, and so on) may not always be the method best suited to everyone.*

2. Giving an excursion in museums is a complex and demanding process. A person who leads it is responsible for encouraging visitors to enhance their own potential. But being only creative is often not enough for a tour guide. What are your own recommendations for tour guides and guide-intepreters to be “out-of-the-box” leaders? Give at least 10 recommendations. Then compare your ideas with the tips given by Harriet Lynn (a member of IMTAL - International Museum Theatre Alliance) in the article «Engage, Involve, and Connect with Today’s Visitors by Providing Museum Tours that Inspire and Create Lasting Impressions» - see the link below.

---

---

---

---

---

---

---

---

<http://www.westmuse.org/articles/engage-involve-and-connect-today's-visitors-providing-museum-tours-inspire-and-create>

### **Practical Task**

Now you are to create your own checklist for crafting a museum tour. Give recommendations for each section of your further tour. You may use extra materials from Appendix. Do not copy. Expand the ideas you have got from the materials.

### **Before your tour**

---

---

---

---

---

---

---

---

### **At the Museum**

---

---

---

---

---

---

---

---

### **Postvisit activities**

---

---

---

---

---

---

---

---

### **Brainstorm**

1. Tour in museums: learning or teaching?
2. Competencies that a guide-intepreter should have to give a perfect museum tour.
3. Interpreting during a museum tour.
4. How to evaluate the quality of a museum tour?

### **Output**

Work in groups. Choose one museum in your city to create an excursion tour. Define the topic of this tour, its objective and tasks. Select the objects to show and talk about, then distribute them among all the members of your group. Prepare visuals to imitate a real trip with stops. Give the excursion in front of the other groupmates. Do not forget to put down all the difficulties and hidden pitfalls you faced while planning, making, and giving the excursion.

## MODULE 4. TOURS & EXCURSIONS. PART 2

### Unit 1. Tours and Transport

#### What the Experts Say

Read the recommendations for travellers written by Rick Steves (guidebook author) – “Bus Tour Self-Defense: Tips for Enjoying Europe on a Big-Bus Tour”. How can tour guides use these recommendations to advance their career? Highlight the given tips and adopt them to get instructions for tour guides.

*For many people, a bus tour in Europe is the best way to scratch their travel itch. Having someone else navigate for you, arrange where you'll sleep, and make the decisions takes the stress and work out of travel.*

*A tour can also be the most economical way to see Europe: Large tour companies book thousands of rooms and meals year-round, and with their tremendous economic clout, they can get prices that no individual tourist can match.*

*If you're looking to travel comfortably and cheaply, bus tours can be a good option — and if you've got an excellent guide, it can be a great one. The best guides bring Roman life alive in Pompeii or help you recall recent history in Berlin.*

*Once you're on board with a bus tour, you'll be part of a group dynamic — but that doesn't mean you can't have any control over your trip. Here are some suggestions to help make sure the good times roll for you while you're on the road:*

*Be informed. A good guidebook and map are your keys to travel freedom. Get maps and tourist information from your hotel or a tourist information office. If your accommodations are located outside the city center, ask your hotelier how to catch public transportation downtown. Taxis can be affordable if you split the cost with other travelers.*

*Remember that it's your trip. Don't let bus tour priorities keep you from what you've traveled all the way to Europe to see. If your Amsterdam guide schedules a trip to the diamond-polishing place instead of the Van Gogh Museum (no kickbacks on Van Gogh), feel free to skip out and sightsee on your own. Your guide may warn you that you'll get lost and the bus won't wait. Keep your independence — and your hotel address in your moneybelt.*

*Discriminate among optional excursions. Some tour companies include certain activities in the price (such as half-day city sightseeing tours), then offer one or two optional special excursions or evening activities for an additional cost. While you are capable of doing plenty on your own, optional excursions can be a decent value — especially when you factor in the time and energy it requires to plan and execute logistics independently. But don't feel pressured to join. Guides may promote excursions because they get a commission. Compare prices by asking your hotelier or checking a guidebook for the going rate for a gondola ride, Seine River cruise, or whatever.*

*You'll find that some options are a better value through your tour than from the hotel concierge, but others aren't worth the time or money. While illuminated night tours of Rome and Paris are marvelous, I'd skip most "nights on the town." On the worst kind of big-bus-tour evening, several bus tours come together for an evening of "local color." Three hundred tourists drinking watered-down sangria and watching flamenco dancing on stage to the rhythm of their digital camera clicks is big-bus tourism at its worst.*

*If you shop...shop around. Many people make their European holiday one long shopping spree. This suits your guide and the local tourist industry just fine. Guides are quick to say, "If you haven't bought a Rolex, you haven't really been to Switzerland," or, "You can't say you've experienced Florence if you haven't bargained for and bought a leather coat."*

*Don't necessarily reject your guide's shopping tips; just keep in mind that the prices you see often include a 10–20 percent kickback. Do some comparison shopping, and don't let anyone rush you. Never swallow the line, "This is a special price available only to your tour, but you must buy now."*

*Keep your guide happy. Leading a tour is a demanding job with lots of responsibility, paperwork, traveler hand-holding, and miserable hours. Very often, guides are tired. They're away from home and family — often for months on end — and are surrounded by foreigners having an extended party that they're not always in the mood to join. Most guides treasure their time alone. Each traveler has personal demands, but don't insist on individual attention when the guide is hounded by countless others. Wait for a quiet moment to ask for advice or offer feedback.*

*Some guides feel threatened by independent-type tourists, but it's possible to maintain your independence without alienating your guide. Use your guide as a resource, and consider their insider advice when planning your solo sightseeing.*

*Seek out unjaded locals. The locals most tour groups encounter are hardened businesspeople who put up with tourists because they have to — it's their livelihood. Spending a "Bavarian evening" with 40 Americans at the most touristy beer hall in Munich, you'll meet all the wrong Germans. But if you make it a quest to find your own beer hall, it won't be long before you're clinking mugs with friendly locals. Break away. One summer night in Regensburg, Germany, I skipped out. While my tour was still piling off the bus, I enjoyed a beer — while overlooking the Danube, and under shooting stars — with the great-great-great-grandson of the astronomer Johannes Kepler.*

## **Practical Task**

1. Have you ever tried “Hop-on-hop-off” tour? What is your own impression of such an experience? How does it work? Read the following feedback of a trip in Porto by Hop-on-hop-off’ bus. Make a list of its main advantages. Then compare this way of getting information about the city with a tour guide’s speech with the help of the table below. Find at least 10 points to cover.

<https://minitravellers.co.uk/review-hop-hop-off-bus-porto-river-tour/>

	“Hop-on-hop-off”Bus	Bus Tour with a Guide
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

2. Study the following platform for booking tours and find out which transport for tours in Russia is the most popular. Range at least 4 types of transport in the order of demand. Then complete the table below. You may use extra resources to get a comprehensive account of transport tours.

[https://www.tripadvisor.co.uk/Attraction\\_Review-g298507-d2253844-Reviews-Best\\_Guides\\_Tours\\_in\\_St\\_Petersburg-St\\_Petersburg\\_Northwestern\\_District.html](https://www.tripadvisor.co.uk/Attraction_Review-g298507-d2253844-Reviews-Best_Guides_Tours_in_St_Petersburg-St_Petersburg_Northwestern_District.html)



No				
Type of tour				
Benefits				
Difficulties and limits				
Tour Guide's special knowledge				

### Brainstorm

1. Dangerous in bus tours.
2. Instructions for travellers.
3. Interpreting in bus tours.
4. How to spread your attention among all the travellers?
5. You have lost your traveller. What to do?

### Output

Work in groups. Choose one route in your city to create a bus tour. Define the topic of this tour, its objectives and tasks. Select the sites to show and talk about, then distribute them among all members of your group. Prepare visuals to imitate a real trip with stops. Give the excursion in front of the other groupmates. Do not forget to put down all the difficulties and hidden pitfalls you faced while planning, making, and giving excursion.

## Unit 2. Walking Tours

### What the Experts Say

Read the recommendations taken from “Planning interpretive walking tours for communities and related historic districts” (John A. Veverka, Associate Professor, State University of West Georgia - Heritage Tourism Institute)

Which of them correspond with the ideas from other passages you have studied? How do others differ? Which ideas are special only for walking tour preparation?

What is the main interpretive feature or attraction – architecture, the home of a historic personality, the site of historic business, etc?

### *The Basic Planning Process*

*1. First consider the resource(s) to be interpreted.*

*Possible resource: a street map of the community or historic district,*

*What to choose: historic homes, historic gardens, architecture, industry and related sites of interest.*

*2. Make a list of all of the sites being considered for possible interpretive stops, and plot their location on the street map.*

*3. Make a list of the main interpretive theme or concepts that each of the potential interpretive stops would best illustrate.*

*4. Think of the theme as the ONE THING that, if nothing else, you want the visitor to remember or learn about your community by the end of the tour.*

*5. Do an analysis of all of the sites you are considering and look for those sites that illustrate a common theme or story. Also consider the relative importance of each site, facility or home.*

6. From your analysis of all possible stops on a walking tour, begin to cull out the potential stops. Remember! A walking tour should not take more than an hour to walk. Try to limit the tour to about 10 stops.

7. Review the stop locations on your street map to look for and consider:

- Where to start and end (it should be a loop)?
- Are there any safety issues?
- Will each stop be easy to find or will special directions be needed in the tour book?
- Will the visitors be in the shade or need rest stops to sit down?
- Will there be any conflict with tour walkers and property owners?

...

8. Consider the objectives.

The objectives for your walking tour would be specific to your resources and your desired outcomes.

...

9. Consider just who the visitors are that you are trying to attract.

Different market groups might need some different “interpretive” considerations. So think about your intended audience – will they be:

- Local residents who have lived here a long time.
- Local residents who are new to the community.
- Local and/or regional school groups (will the interpretation need to reflect the schools social studies or history curriculum?).
- Tourists from within the state (familiar with state history and somewhat familiar with your site, community, history, etc.).
- Tourists from further away or from other states that have no knowledge about your history or community at all.
- Tourists that are older (over 65) – who will be “reminiscing” about their own past?

- *Families with young children.*
- *Architecture students or experts.*
- *Historic preservationists.*

...

*10. Media Selection - the best media to be used for the walking tour itself. Some of the most common media to consider:*

- *Self-guiding booklet.*
- *Interpretive panels at each stop.*
- *Cassette tape tour.*
- *A portable video player with a “live” guide that directs you to each stop, shows illustrations or historic photos of how the site “used to look”, can use various background music, etc.*

...

*11. Using Interpretive Communication Principles with individual site interpretation.*

*Interpretive strategy is that each text copy or oral presentation needs to:*

- *Provoke the attention or curiosity of the reader or tour participant.*
- *Relate the concepts or information into terms that visitors can understand using analogies, or graphic examples.*
- *Reveal the main concept or point of the interpretation at the end of the interpretation – a surprise ending.*
- *Address the Whole – make sure that this stops interpretive message links to the other stops, and illustrates the main interpretive theme.*

## Practical Task

There are several types of walking tours all over the world. Some of them are more active, some of them – less. People prefer both safe and dangerous trips. Give the definitions of the following ways of walking tours and decide which of them had be better followed by a guide tour and which guide suits more to accompany travellers.

- Alpine Treks - \_\_\_\_\_

\_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- Classic Walks - \_\_\_\_\_

\_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- Palace Tours - \_\_\_\_\_

\_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- Coast Tours - \_\_\_\_\_

\_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- Treks & Climbs - \_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- Legend (Ghost) Walking Tours - \_\_\_\_\_

Tour Guide \_\_\_\_\_

\_\_\_\_\_

- National Parks and Reserves - \_\_\_\_\_

\_\_\_\_\_

## **Discussion**

1. How did walking tours appear? What were their precursors?
2. What is the difference between the guide's explanations and interpretations?
3. Who else can act as a narrative during the historical tours?
4. Do travellers who prefer photowalking activity need a tour guide to accompany them?
5. Is it possible to use audio recording when giving an excursion in walking tours?
6. What is hiking? What are its features?
7. How can a guide-interpreter plan future interpreting while planning an excursion?

## **Output**

Work in groups. Choose one route in your city to create a walking tour. Define the topic of this tour, its objectives and tasks. Select the sites to show and talk about, then distribute them among all the members of your group. Prepare visuals to imitate a real trip with stops. Give the excursion in front of the other groupmates. Do not forget to put down all the difficulties and hidden pitfalls you faced while planning, making, and giving the excursion.

## MODULE 5. TOUR GUIDING: CHALLENGES

### Unit 1. Communicating with Tourists

#### What the Experts Say

Communication is the natural aspect of human life. It is something that makes the guide-interpreter's job so special. The word «Communication» is derived from the Latin word 'Communis' which means to make common, to transmit, to impart or to share between two or more persons or groups. Here you will find the definitions of the term «communication» given by different authors. Which one is the most clear for you? Give your own definition paying attention to the guide-interpreter's basic activities and responsibilities.

*- the process of creating meaning between two or more people through the expression and interpretation of messages.*

S. Cleary

*- a systemic process in which individuals interact with and through symbols to create and interpret meanings.*

Julia T. Wood

*- is the process of passing information and understanding - from one person to another.*

Keith Davis

*- the process by which information is transmitted between individuals or organizations so that an understanding response results.*

Peter Little

*-transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver.*

G.G. Brown.

*-the intercourse by words, letters or messages.*

Fred G. Meyer.

Communication –

---

---

---

### **Practical Task**

1. As a tour guide, communication will be your main tool in informing and guiding guests around sites and keeping their interest. Complete the description below to describe some forms of communication and their features. Consult the Appendix if necessary.

**\* to inform, remind and advise**

What does it mean?

---

---

---

---

How to do it?

---

---

---

---

**\* to clarify, and to avoid confusion and misunderstandings**



What does it mean?

---

---

---

---

How to do it?

---

---

---

---

**\* to promote and persuade**

What does it mean?

---

---

---

---

---

How to do it?

---

---

---

---

**\* to build relationships**

What does it mean?

---

---

---

---

How to do it?

---

---

---

---

**\* to evaluate your services**

What does it mean?

---

---

---

---

How to do it?

---

---

---

---

2. To succeed in communicating with tourists guide-interpreters should find the useful strategies that help to reach their objectives. Study the objectives below and the activities given in the table. Match the activities with their objective(s). Describe the importance of the activities. Then expand the list by adding some more helpful activities and(or) objectives.

- Clear speech
- Active listening
- The message is clarified
- The audience is interested
- The audience is organised

Activity	Objective(s)	Whysoimportant
Pay attention and approach all the group members to make sure they could hear you clearly. Speak loud enough and talk to everyone in the group.		
Tell the tourists real cultural and historical stories about your own family, village or monuments which you know best.		
Tell tour participants relevant information about the destination, the village, the local community and environment in which the tourist attractions are originated.		
Make presentation short and straight		

<p>to the information needs required by tourists.</p>		
<p>Make content of your talk close to the audience's background. Avoid using slang language, local language or technical jargon.</p>		
<p>Use published/ validated sources of information to develop your presentation. Do not exaggerate the story.</p>		
<p>Plan what not to share with your guests. If you only have few minutes with your audience, you should spend more time deciding what you don't plan to share, than what you plan to share.</p>		

<p>Provide the information required by the tourists. It is your sensitivity to observe and learn the information needs of your tourists.</p>		
<p>Leave room for others: you have a lot of information but until you quiet down and figure out who is in your audience, you won't know which info may be best to share.</p>		
<p>Less is more when speaking to a group for a long period of time.</p>		
<p>Start your introduction after your clients all gathered in front of you.</p>		


## **Brainstorm**

### 1. Communication Model:

- Sender
- Message
- Receiver
- Barriers
- Feedback

### 2. Verbal communication

### 3. Non-verbal communication.

### 4. How to make a tourist feel welcome.

### 5. Networking

## **Unit 2. Problems in Communication**

### **What the Experts Say**

1. Study the definition of barriers taken from the project “Communicating Effectively with Tourists” (Lu’isa Taufatofua, William Hatch Tokotaha – Community Development and Trainig

Centre, Kingdom of Tonga; Richard Drummond – Education and Training Advisor, The Open Polytechnic of New Zealand). What else can cause misunderstanding between guide-interpreters and their audience?

*Barriers are the things that stop your message being understood. For example, someone tells a joke, but instead of laughing, the listeners look angry and walk away. What went wrong? ... Maybe the listeners did not understand the joke. Maybe they did not hear the punch line (the funniest part of the joke). Ask the participants to think of other reasons. Something that causes misunderstanding is called a communication barrier.*

*Here are some of the barriers that can stop a message being understood:*

- *too much information*
- *noise*
- *cultural difference/accent difference*

2. In the tourism industry, communication and complaints are very close to each other. As a tour-guide you should be well prepared to solve tourists' problems. However sometimes it could be quite hard to deal with their outrage. Study the list of 20 astonishing holiday complaints taken from *Wanderlust magazine* (<https://www.wanderlust.co.uk>) and choose 5 cases to give recommendations how to calm the tourists.

1: *"I think it should be explained in the brochure that the local store does not sell proper biscuits like custard creams or ginger nuts."*

2: *"We booked an excursion to a water park but no-one told us we had to bring our swimming costumes and towels."*

3: *"The beach was too sandy."*

4: *"On my holiday to Goa in India, I was disgusted to find that almost every restaurant served curry. I don't like spicy food at all."*

5: *A tourist at a top African Game Lodge over looking a water hole, who spotted a visibly aroused elephant, complained that the sight of this rampant beast ruined his honeymoon by making him feel "inadequate".*

5: *A tourist at a top African Game Lodge over looking a water hole, who spotted a visibly aroused elephant, complained that the sight of this rampant beast ruined his honeymoon by making him feel "inadequate".*

6: *"It's lazy of the local shopkeepers to close in the afternoons. I often needed to buy things during 'siesta' time - this should be banned."*

7: *A woman threatened to call police after claiming that she'd been locked in by staff. When in fact, she had mistaken the "do not disturb" sign on the back of the door as a warning to remain in the room.*

8: *"We found the sand was not like the sand in the brochure. Your brochure shows the sand as yellow but it was white."*

9: *A guest at a Novotel in Australia complained his soup was too thick and strong. He was inadvertently slurping the gravy at the time.*

10: *"We bought 'Ray-Ban' sunglasses for five Euros from a street trader, only to find out they were fake."*

11: *"Topless sunbathing on the beach should be banned. The holiday was ruined, as my husband spent all day looking at other women."*

12: *"No-one told us there would be fish in the sea. The children were startled."*

13: *"It took us nine hours to fly home from Jamaica to England. It only took the Americans three hours to get home."*

14: *"I compared the size of our one-bedroom apartment to our friends' three-bedroom apartment and ours was significantly smaller."*

15: *"I was bitten by a mosquito. No one said they could bite."*

16: *"The brochure stated: 'No hairdressers at the accommodation'. We're trainee hairdressers - will we be OK staying there?"*



17: *"There are too many Spanish people. The receptionist speaks Spanish. The food is Spanish. Too many foreigners now live abroad."*

18: *"My fiancé and I booked a twin-bedded room but we were placed in a double-bedded room. We now hold you responsible for the fact that I find myself pregnant. This would not have happened if you had put us in the room that we booked."*

19: *"We had to queue outside with no air conditioning."*

20: *"It is your duty as a tour operator to advise us of noisy or unruly guests before we travel."*

## **Practical Task**

1. Tourists' complaints are often (but not always!) the result of the guide-interpreter's mistakes. Think of the possible results of the following missteps.

- Bad communication

---

- Misunderstanding

---

- Bad management

---

- Not enough training

---

- Different expectations

---

2. Problem solving is a complicated process requiring the analysis of a situation and good skills of decision-making. Study the algorithm below and practise its use to solve the problems A and B. Then describe one of the problems you faced while giving trial excursions (Modules 3, 4) and complete the same assessment template.

**I. Identify the problem.**

State what the immediate problem is.

**II. Identify the possible causes.**

Sometimes there may be more than one possible cause. Consider all possible causes.

**III. Identify the possible consequences.**

Looking at the issues shows how important the problem might be. Because this problem has happened, what other problems might it make?

**IV. Identify the possible solutions.**

There may be several ways to overcome a problem. Think of all the possible solutions first before you decide how good they are.

**V. Study the solutions and put them in order from the best to the worst.**

For each solution you identified in Step 4, look at its good points and its bad points. Some solutions are better than others, and some solutions are impossible. Ranking the solutions will help you think carefully about the best solution.

**VI. Act!**

You will probably find that one option is better than the others. Look a for win/win solution, where no one loses.

A. During a formal ceremony, where everyone is to sit down (according to custom), some tourists stand up and start taking photographs. To stand up while the chiefs are sitting down is extremely offensive to the local people.

**I. Identify the problem.**

---

---

---

---

---

---

**II. Identify the possible causes.**

---

---

---

---

---

**III. Identify the possible consequences.**

---

---

---

---

---

**IV. Identify the possible solutions.**

---

---

---

---

---

**V. Study the solutions and put them in order from the best to the worst.**

---

---

---

---

---

**VI. Act!**

---

---

---

---

---

---

**B.**The village of Pea was very excited. The tour guide had telephoned, and Mary had taken down the message that 10 tourists were coming off the cruise ship for lunch at 2 o'clock. The whole village got involved in making umukai (underground oven cooking). Food was gathered and put in the pits, the floorshow party gathered, work stopped for the day. At 10 o'clock, a minibus stopped at the village, and two people got out. They looked very surprised at the huge feast half prepared and the floorshow practising. 'Where are all the other tourists?' asked Mary. 'This is all there is', said the tour guide. 'I said 2 people for 10 o'clock!'

**I. Identify the problem.**

---

---

---

---

---

---

**II. Identify the possible causes.**

---

---

---

---

---

---

**III.** Identify the possible consequences.

---

---

---

---

---

---

**IV.** Identify the possible solutions.

---

---

---

---

---

---

**V.** Study the solutions and put them in order from the best to the worst.

---

---

---

---

---

---

**VI.** Act!

---

---

---

---

---

---

---

---

---

---

**C.**

**I. Identify the problem.**

---

---

---

---

---

---

**II. Identify the possible causes.**

---

---

---

---

---

---

**III.** Identify the possible consequences.

---

---

---

---

---

---

**IV.** Identify the possible solutions.

---

---

---

---

---

---

**V.** Study the solutions and put them in order from the best to the worst.

---

---

---

---

---

---

**VI.** Act!

---

---

---

---

---

---

## Discussion

1. What do tourists need when they complain?
2. What is a difficult tourist?
3. What is the difference between hearing and listening?
4. What are the possible recommendations to remain patient?
5. How can a guide-interpreter express empathy to tourists?
6. How does stress affect the guide-interpreter's behaviour? How to deal with stress while working as a guide-interpreter?

## Unit 3. Risk Management

### What the Experts Say

1. Study the definitions of risk taken from different fields. Match the definitions (1-4) with their field (a-d). Then give your own definition that will refer to the field of tourism.

a. Project Management	b. Information Security	c. Business	d. Health
-----------------------	-------------------------	-------------	-----------

1. ... *the probability of loss inherent in an organization's operations and environment (such as competition and adverse economic conditions) that may impair its ability to provide returns on investment.*

2.... *isn't reactive only, it should be part of the planning process to figure out risk that might happen in the project and how to control that risk if it in fact occurs.*

*A risk is anything that could potentially impact your project's timeline, performance or budget. Risks are potentialities, and in a project*



*management context, if they become realities, they then become classified as “issues” that must be addressed.*

*3. ... refers to the potential for loss or damage when a threat exploits a vulnerability. Examples of risk include financial losses as a result of business disruption, loss of privacy, reputational damage, legal implications and can even include loss of life.*

*4. ... risk is the likelihood that a person may be harmed or suffers adverse health effects if exposed to a hazard.*

2. Read the extract of 'Types of Risks Associated with Tourism' essay retrieved from <https://www.ukessays.com/essays/tourism/types-of-risks-associated-with-tourism-tourism-essay.php?vref=1>. What is the issue of Safety and Security at the level of tourism development? Why does level of safety correspond with customer loyalty? What actions could be fruitful to provide tourists with a secure and safe environment?

*The issue of Safety and Security has gained more importance in the Tourism industry during the past decade. The safety component of the tourism health and safety problem has received relatively little attention from tourism and safety management researchers. This particular topic is of fundamental importance globally when we aim at providing quality service in the tourism sector. “Safety and security” has been identified as one of the five global forces that will drive the tourism industry in the new millennium (Chiang 2000). Successful tourism development is subject to the reduction of risks associated within a destination. Quality service being an important dimension of the tourism industry; safety and security need to be put forward in order to achieve our objective of quality service. Compared to any other economic activity, the tourism sector is highly dependent on our ability to accommodate our guests with a secure and safe environment. In tourist destination areas, it has been noted that tourists are more likely to be potential victims of crimes. According to Ryan (1993), “crime can impede tourism by wielding a*

*significant blow to the fragile nature of a destination's safe image". It is therefore very important to capitalise all our efforts to providing a crime free destination for the tourists.*

*Tourism is also about providing quality experience to the guests. "Safety and security are seen as a priori for a prosperous tourism industry in any destination" (Pizam et al., 1997; Neumayer, 2004). The UNWTO includes "safety and security as a determinant of quality tourist product" (UNWTO, 2003). For a tourism product or service to comply with the UNWTO's safety and security standard, "it should not pose a threat to the life, health and other interests, and integrity of the consumer". As outlined by the UNWTO, the concern for safety and security is reflected in several components of tourism experience, including health, cleanliness of accommodation facilities, and reliable and accurate information.*

*... Furthermore, if tourists have a negative impression of a destination where they feel threatened or unsafe, they shall develop a negative attitude towards that particular destination whereby customer loyalty is likely to suffer a lot. For example, "because of the US-Libya military confrontation in 1985, nearly two million Americans changed their foreign travel plans in 1986, which resulted in a 30% decrease in visitation compared with the previous year". (Richter & Waugh, 1986; Soñmez&Graefe, 1998b; Edgell, 1990). This can impact badly on the tourism industry in the area and thus induce a decline in tourists' arrivals in the area. According to George (2003: 577), this can happen in the following ways: "(1) Prospective tourist may decide not to visit the destination because it has a reputation for having a high crime rate." (2) "If tourists feel unsafe at a destination, they are not likely to take part in activities outside their accommodation facility". (3) "Tourists who have felt threatened or unsafe are not likely to return to the destination, and they are not likely to recommend the destination to others". Soñmez&Graefe (1998b) indicated that despite the tourism industry's worldwide economic strength, terrorism and political turmoil present major challenges to the industry. For instance the political unrest that is present in various African countries like Egypt, Tunisia and Libya has contributed to a negative impact on these*

*countries as potential tourist destinations. It is therefore very important to portray a very positive image of a tourist destination, otherwise this could impede badly on the reputation of the destination.*

*According to South African Tourism Brand Tracker, in January 2005 (DEAT 2005:29), 22-25 million potential travellers across eight key markets (the USA, the UK, Germany, France, the Netherlands, Australia, India and China) did not consider South Africa as a travel destination over the past 5 years because they were concerned about safety. “The persisting perception that South Africa is an unsafe destination, with an uncontrollable crime situation, can also influence the potential tourist’s decision-making process” (Minnaar 2007:13; Van Niekerk and Oelofse 2007:1) not to attend the event’ If Mauritius or other island destinations were to witness such an unsuccessful marketing campaign in regards to its tourism sector, this would be catastrophic for the economic survival of such destinations which are highly dependent upon tourists receipts. Crimes engaged against tourists are widely publicized around the globe and have an instant impact in terms of decreasing foreign visitor numbers and the international image of the area as a tourist destination.*

**Practical Task**

1. Here you can find the tips to manage the risk while planning a tour. Put them in the correct order.

Risk Management	№
Have some practice	
Test your plan	
Provide clear and honest crisis communication	
Reposition of your business after a crisis	
Develop a risk management plan for your tourism business	

Identify the risks	
Revive your business after a crisis	
Keep informed about the possible negative travel advice	
Team up with stake holders	
Determine your risk management strategy	

2. One of the most important steps of risk management is to identify the nature of the potential crisis. Here you will find some common hazards and risks. Consider their frequency, cause and scope of impact within the conditions of your region.

- Natural hazards
- Technological hazards
- Biological hazards
- Civil or political hazards.

3. To determine your risk management strategy, match the strategies (1-4) with their descriptions (a-d)

Strategy for Risk Management	Description
1. Avoiding the risk	<p>a. If you cannot eliminate a risk, you choose this strategy. You can do this by increasing precautions or limiting risky activities as much as possible.</p> <p>Prevention methods include</p> <ul style="list-style-type: none"> <li>-safety standards (burglary, unwanted visitors, evacuation plan)</li> <li>-fire extinguishers, smoke detectors, sprinkler installations</li> </ul>

	<p>-earthquakeproof building, watermanagement</p> <p>-qualified tour guides, (adventure) trek leaders, drivers.</p>
<p>2. Reducing the likelihood of the consequences</p>	<p>b. If other strategies are not an option, you will simply have to accept the risk. This strategy is also common for relatively minor risks that are not severe or do not occur frequently. You may also consider minor risks ‘part of the job’.</p>
<p>3. Transferringtherisk</p>	<p>c. If part of a particular route is prone to flooding during the rainy season, there are two options:</p> <p>You cancel this tour, or only offer it during the dry season.</p> <p>You continue to offer this tour in an alternative format, ignoring the flooding-prone part of the route.</p> <p>NB! It is not always an option. Some risks cannot be eliminated, for example, when your destination is in an earthquake zone. In that case, you need a different risk management strategy.</p>

<p>4. Retainingtherisk.</p>	<p>d. This strategy means you pass the financial risk to a third party, usually an insurance company. In Europe, tour operators increasingly demand that their partners have liability insurance in place. This insurance should cover possible damage and accidents involving customers during their holidays.</p>
-----------------------------	---

## Discussion

1. Try to explain the following equation:  
Risk = Hazard(%)xVulnerability/Capacity. Can you agree with it?
2. Which government agencies or tourism industry sectors should be included in a safety and security management?
3. Can cultural misunderstanding be considered as a risk of tourism?
4. How does a guide know the physical capability of a guest? What relates to tourist health?
5. What are the common safety issues for tourists in your region?
6. There are different risks and possible consequences for different levels: for the destination (local community) and for the tourists. Give the examples. Which are more common in your region?
7. What can a guide-interpreter use as tools to assess or minimize the risks?

## Output

Choose one of the trial excursions you have given. Identify the risks and complete *Excursion Risk Management* template. Compare your plan with your groupmates' plans. Do they differ from each other? If yes, why do they differ?

## APPENDIX 1. CHECKLIST

<i>Communication Checklist:</i>	
<p>- <i>Informative:</i></p> <ul style="list-style-type: none"> <li>• <i>Factual.</i></li> <li>• <i>Accurate.</i></li> <li>• <i>Simple.</i></li> <li>• <i>Concise.</i></li> <li>• <i>Structured.</i></li> <li>• <i>Relevant both to the people and the route.</i></li> <li>• <i>Cross-reference to their own homeland.</i></li> </ul>	<p>- <i>Entertaining:</i></p> <ul style="list-style-type: none"> <li>• <i>Be humorous.</i></li> <li>• <i>Be cheerful.</i></li> <li>• <i>Varied by including history, “today people” news, architecture, natural history, geography and geology, etc.</i></li> </ul>
<p>- <i>Voice:</i></p> <ul style="list-style-type: none"> <li>• <i>be Loud enough.</i></li> <li>• <i>be Clear enough.</i></li> </ul>	
<p>- <i>Variety:</i></p> <ul style="list-style-type: none"> <li>• <i>the Speed.</i></li> <li>• <i>the Pitch.</i></li> <li>• <i>the Volume.</i></li> </ul>	

## APPENDIX 2. RISK MANAGEMENT

<b>Hazard</b>	<b>PossiblePrecaution</b>
Paths (Trips, slips and falls)	Leader to inform group of hazards at a meeting point before entering. Use safe and established routes, advised no running, sensible behaviour and wear sensible shoes e.g. walking shoes.
Floors and steps inside buildings	Leader to inform group of risk, walk slowly, ensure sensible footwear worn.
Stairs general	Leader to advise that steps are uneven and handrails should be used where provided.
Machinery/scaffolding	Leader to advise strictly no climbing or touching any machinery or scaffolding. Do not reach over or go round any barriers in place.
Fire and evacuation	If visitors discover a fire, sound the alarm and exit the building. Leader to manage the group, monitor their behavior and direct them.



### APPENDIX 3. USEFUL LINKS

- <http://www.itmitourtraining.com>
- <http://www.bepaidtotravel.com>
- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.919.2561&rep=rep1&type=pdf>
- <https://www.lucidpress.com/pages/templates/brochures/travel-brochures?source=blog>
- <https://www.lkca.nl/~media/downloads/publicaties/2017/rond-leiden-is-een-vak/guiding-is-a-profession.pdf>
- <https://australianmuseum.net.au/making-the-most-of-your-excursion>
- <https://www.ricksteves.com/travel-tips/trip-planning/bus-tour-selfdefense>
- [http://wikieducator.org/VUSSC/Content/Tourism/Applying\\_Effective\\_Communication\\_Skills/Reasons\\_for\\_communicating](http://wikieducator.org/VUSSC/Content/Tourism/Applying_Effective_Communication_Skills/Reasons_for_communicating)
- <https://wisconsindot.gov/Documents/travel/ped/pedmap-all.pdf>
- <https://www.multitrans.ru>
- <https://www.thesaurus.com>
- <https://samara.travel>
- <http://visit-samara.com>
- <http://dt.samregion.ru>
- <http://m.welcome2018.com/en/cities/samara/parki/>
- ...

## APPENDIX 4. USEFUL VOCABULARY

### Nouns

word	meaning	Example sentence
<b>attractions</b>	places for tourists to see	The water park is our most recent <b>attraction</b> .
<b>bearings</b>	feeling for understanding one's location/ surroundings in an unknown area	If you're having trouble getting your <b>bearings</b> just remember that the mountains are west.
<b>businessdistrict</b>	area in a city that has many offices	Keep in mind that this is the <b>business district</b> so that grocery store may be expensive.
<b>castle</b>	a building for royalty	No one has lived in this <b>castle</b> since the last king died twenty years ago.
<b>church</b>	a place to worship God	The <b>church</b> is the central meeting place in this town.
<b>conveniences</b>	things that make life easier	There you will find all of your <b>conveniences</b> , from suntan lotion to shampoo.

<b>custom</b>	something people of a region do often	It's a <b>custom</b> to hang beads in the windows at this time of year.
<b>enroute</b>	on the way	While we are <b>en route</b> to the hotel I will point out the beach and the golf course.
<b>entertainment district</b>	a place where there are theatres and concert halls	If you want to catch a movie while you're here, the <b>entertainment district</b> is off to your left.
<b>entrance</b>	a door, gate	The main <b>entrance</b> is richly decorated.
<b>exception</b>	something/ someone that does not follow the usual rules or expectations	With the exception of <b>Johnson Street</b> , it is safe to walk around here at night.
<b>exhibition</b>	objects (i.e. art) displayed for a short time for the public to view	It may be tough to find parking with the car <b>exhibition</b> on this week.
<b>grocerystore/ supermarket</b>	place to buy food to take home	Since you have a kitchenette at your hotel you will need to know where the <b>grocery store</b> is.
<b>heritage</b>	features belonging to the culture of a particular society	These monuments are a vital part of

	that were created in the past and still have historical importance	the cultural <b>heritage</b> of South America.
<b>highlight</b>	the best part	People often say that the <b>highlight</b> of their trip is the botanical gardens.
<b>lobby</b>	front entrance	We will meet in the <b>lobby</b> at 8 am sharp.
<b>locals</b>	people who live in an area	The <b>locals</b> are usually happy to show tourists around.
<b>location</b>	place where something can be found	This <b>location</b> is the best because you don't need to bother renting a car.
<b>mansion</b>	a very large, expensive house:	The <b>mansion</b> had an atmosphere of genteel elegance and decay.
<b>market</b>	place to buy fresh food and homemade items	Every Sunday there is a farmer's <b>market</b> on Wade Street.
<b>merchant</b>	a person whose job is to buy and sell products in large amounts	Experienced <b>merchants</b> said that the fee structure for accepting cards is confusing.

<b>monument</b>	a statue/ structure that honours an event or person	This <b>monument</b> honours the men and women who died during the war.
<b>motif</b>	a pattern or design	We chose some curtains with a flower <b>motif</b> .
<b>museum</b>	a place where historical items are displayed	The <b>museum</b> charges a small fee for adults, but children are free.
<b>necessities</b>	things that people need for every day living	We recommend that you only carry <b>necessities</b> in your purse and leave everything else at the hotel.
<b>originalstate</b>	the way something appeared from the beginning	Except for the roof, this home has been left in its <b>original state</b> .
<b>questions or concerns</b>	things that tourists may want to say or ask	The plane almost missed the <b>runway</b> because it was such a bad storm.
<b>request</b>	something that has been asked for politely	The driver has made a <b>request</b> that you throw all of your garbage in the bin at the front on your way out.

<b>restaurant district</b>	part of a town/ city with many places to eat	You will see there are many more eateries to choose from when we head to the <b>restaurant district</b> .
<b>ritual</b>	tradition, custom, action (religious or cultural) that people do often	It is an old native <b>ritual</b> to dance during the sunrise.
<b>scenery</b>	natural beauty to look at	It is impossible to capture the beauty of this <b>scenery</b> in pictures.
<b>settlers</b>	people who first made a home in an area	The original <b>settlers</b> relied on oxen to carry their wares.
<b>shopping district</b>	area of town where there are many stores	You may want to save some spending money because we'll be visiting the <b>shopping district</b> this afternoon.
<b>site</b>	place, location	This is the <b>site</b> of a very famous battle.
<b>spirit</b>	state of attitude	The building was built in the <b>spirit</b> of Art Nouveau
<b>stairway/ stairwell</b>	steps going up or down	The <b>stairwell</b> is very steep, so please watch your step.

<b>storey</b>	a level of a building	Their new house has four <b>storeys</b> including the attic.
<b>street people</b>	people who live on the street, often begging for money	You may be surprised how many <b>street people</b> ask you for money.
<b>surroundings</b>	things that you see around you	I hope you enjoy the castle and its <b>surroundings</b> , including the secret garden.
<b>venue</b>	the place where a public event or meeting happens	The stadium has been specifically designed as a <b>venue</b> for World Cup matches.
<b>voucher</b>	a piece of paper that shows you have paid	Don't forget to bring your <b>voucher</b> for a free coffee in the hotel lobby.
<b>waterfront</b>	piece of land next to an ocean, lake, or river	There will be plenty of live entertainment down at the <b>waterfront</b> .

## Verbs

word	meaning	example sentence
<b>arrive</b>	reach a destination	I am glad to see you all <b>arrived</b> safely.
<b>close</b>	to finish	We will <b>close</b> the tour with a view of the city at sunset.
<b>continue on</b>	keep going	If you're all finished looking here, we will <b>continue on</b> with the tour.
<b>depart</b>	leave	The last ferry <b>departs</b> at 4pm, so make sure you don't miss it.
<b>enjoy</b>	have a good experience	I have <b>enjoyed</b> meeting all of you today.
<b>expect</b>	think that something will be/ happen a certain way	You probably weren't <b>expecting</b> to see snow.
<b>permit</b>	allow	You are <b>permitted</b> to have a beverage on the bus, but please do not eat any food.



<b>proceed</b>	go forward	Please <b>proceed</b> all the way to the back of the bus.
<b>raise (a hand)</b>	lift	If you have any questions during the tour, please <b>raise</b> your hand.
<b>recommend</b>	suggest	We <b>recommend</b> that you only keep a small amount of cash in your wallet.
<b>refer</b>	suggest	I will gladly <b>refer</b> you to my favourite restaurants, if you are interested.
<b>relax</b>	sit back and enjoy time in peace	Tomorrow you will have a day to just <b>relax</b> on the beach.
<b>show someone around</b>	take people to see an area	When we get to the museum someone else will <b>show us around</b> .
<b>sitback</b>	relax in a seated position	Please <b>sit back</b> and enjoy the bus tour.
<b>speakup</b>	talk louder	If you need me to <b>speak up</b> or slow down, please let me know.

## Adjectives

word	meaning	examplesentence
<b>abundant</b>	more than enough, a lot of	It is a region with <b>abundant</b> natural resources.
<b>ancient</b>	very old	The <b>ancient</b> village has been left untouched.
<b>artistic</b>	relating to art	The building is distinguished by its <b>artistic</b> expressiveness.
<b>beautiful/ gorgeous</b>	very nice looking	You will find <b>beautiful</b> homemade jewellery in that shop.
<b>breath taking</b>	when a view is very impressive	Under the starlight the waterfall is simply <b>breathtaking</b> .
<b>customary</b>	traditional	It is <b>customary</b> to shake hands and bow as you enter.
<b>dangerous</b>	notsafe	It is <b>dangerous</b> to accept a ride from a local.
<b>devastating</b>	very sad, unfortunate	The tsunami was <b>devastating</b> for local hotels.
<b>elegant</b>	attractive, yetsimple	There is an <b>elegant</b> dining room for guests to eat in.

<b>enormous</b>	very large	This <b>enormous</b> sculpture stands one-hundred feet high.
<b>entire</b>	whole or complete	He'd spent the <b>entire</b> journey asleep.
<b>exciting</b>	makes one feel very happy/energetic	It's so <b>exciting</b> to see new places, isn't it?
<b>extensive</b>	covers a lot	This house has an <b>extensive</b> history, and you can read more in the brochures.
<b>fascinating</b>	very interesting to learn about/see	It is <b>fascinating</b> to know how people lived back then.
<b>forged</b>	made with the help of a fire for heating metal until it is soft enough to be beaten into different shapes	<b>Forged</b> elements in the form of butterflies remind balcony fencing.
<b>haunted</b>	believed to have ghosts living there	The house is said to be <b>haunted</b> and no one has lived in it for fifty years or more.

<b>heritage</b>	of historical importance	The government named this school as a <b>heritage</b> site last year.
<b>international</b>	around the world	Every year it is an <b>international</b> celebration, with people coming from as far away as Africa.
<b>lovely</b>	very nice (appearance or personality)	This is a <b>lovely</b> place to sit and watch the local birds.
<b>magnificent</b>	amazing	This part of town is known for its <b>magnificent</b> wall murals.
<b>popular</b>	liked by many	June is the most <b>popular</b> time for tourists to come here.
<b>prevalent</b>	very noticeable	Crime is <b>prevalent</b> in the old parts of town.
<b>recognizable</b>	easy to recognize	They identify it as being a <b>recognizable</b> historic artifact.
<b>reconstructed</b>	built again	The village was <b>reconstructed</b> after the major fire in 1910.

<b>restored</b>	returned to its original state	All of the antique furniture has been professionally <b>restored</b> .
<b>safe</b>	not dangerous	The water is <b>safe</b> to drink here.
<b>scenic</b>	nice to look at (nature)	We will go up to the balcony for a <b>scenic</b> view of the grounds.
<b>striking</b>	very unusual or easily noticed	The library is a <b>striking</b> example of modern architecture.
<b>superb</b>	very good (i.e. service, food, entertainment)	The children put on a <b>superb</b> concert at Christmas time.
<b>thrilling</b>	exciting	Cliff jumping is a <b>thrilling</b> experience for those of you who aren't afraid of heights.
<b>unbelievable</b>	too amazing/strange to seem true	It is <b>unbelievable</b> what some of these street entertainers can do.
<b>visible</b>	able to be seen	The top of the tower may not be <b>visible</b> because of the fog.

## APPENDIX 5. SAMARA REGION – SIGHTSEEING

### Museums

ALABIN	Museum in honour to Alabin
ART	Samara region Art Museum
BUNKER	Stalin's Bunker
FIREFIGHTER	Museum of fire and rescue
FOOTBALL	Museum of Samara football
FORTRESS	Fortress of Samaracity
FRUNZE	Museum of Frunze
HISTORY	Multimedia historic park Russia – My History
LENIN	Lenin's memorial house
MILITARY	Museumofmilitaryhistory
MODERN/ART-NOUVEAU	Museum of modern/Museum of Art-Nouveau
AVTOVAZ	PAO AVTOVAZ Museum
RYAZANOV	Museum in honour to Ryazanov
SPACE	Samara Space Museum
TOLSTOY	Museum-mansion of Aleksey Tolstoy

## Monuments

ALEXIS	Monument to Saint Alexis
BATTERY	Monument to heating battery
BREWER	Monument to brewer
BURATINO	Buratino
BURLAK	Burlaks on the Volga
CHAPAEV	Monument to Chapaev
CHVEIK	Bravesodier Chveik
DETOCHKIN	Monument to Uriy Detochkin
DYADYA	Dyadya Styopa
ENGINEER	Russian engineer
PETER & FEVRONIA	Monument to Saint Peter and FevroniaMuromsky
KUYBYSHEV	Monument to Kuybyshev
LADY	Lady with rocket
LADYA	Ladya Stele
LENIN	Monument to Lenin
LOCOMOTIV	Monument to the first locomotive
LOVE	Lover's bench
MINOR	Monument to the minor workers of the rear 1941-1945 years
MOTHERLAND	High relief of grevieng Motherland
PUSHKIN	Monument to Pushkin
RESCUER	Russian rescuer

ROCKET	Carrier-rocket «Souz»
SUHOV	Monument to Fedor Suhov
VICTIMS	Monument to victims in local wars
VLADIMIR	Monument to Prince Vladimir
WINGS	Monument «Wings»
ZASEKIN	Monument to Prince Grigory Zasekin
VYSOTSKY	Monument to Vladimir Vysotsky

### **Parks**

GAGARIN	Gagarin Park
STRUKOVSKY	Strukovsky Garden
VICTORY	Park Pobedy (VictoryPark)
GORKY	Gorky Central Park of Culture and Recreation
BOTANIC	Botanical Garden
NIKOLAY SHCHORS	Nikolay Shchors Children's Park
FRIENDSHIP	Park Druzhby (Friendship Park)
METALLURGIST	Park Metallurgov (Metallurgist's Park)
EMBANKMENT	The river Volga Embankment



## Museum Tour

<b>Tour Details</b>		Duration	___(min)
Location	Topic		
	Objectives		
	- - -		
Audience	Number of participants		
	Need to know		
<b>Introduction</b>		Duration	___ (min)
1. Introduce yourself			
2. Give instructions			
3. Announce your plan			

Main Body				Duration	___(min)
№	Object	Time (min)	Commentary	Extra Information	Group management

Conclusion			Duration	___(min)
1. Summarizetheinformation				
2. Giverecommendations				
<b>UsefulVocabulary</b>				


<b>Self-examination</b>		
Problem	PossibleReason	Howtosolve

## Bus Tour

<b>Tour Details</b>		Duration	___ (min)
Route	Topic		
1.			
2.	Objectives		
3.	-		
	-		
Mode of transport	Distance	Special fees	
Audience	Number of participants		
	Need to know		
<b>Introduction</b>		Duration	___ (min)
1. Introduce yourself			
2. Give instructions			
3. Announce your plan			
1. Route			
2.1 Departure time		2.2. Arrival time	
3. Stops for meals	Yes/No	4. Leisure time	Yes/No

<b>MainStops</b>			Duration	___ (min)		
Departure time		Part of a Route	Commentary			
№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management	
1						
Commentary						
Departure time		Part of a Route	Commentary			
№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management	
2						
Commentary						
Departure time		Part of a Route	Commentary			

№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management
3					
Commentary					

Conclusion	Duration	___ (min)
1. Summarizetheinformation		
2. Giverecommendations		

UsefulVocabulary			


<b>Self-examination</b>		
<b>Problem</b>	<b>PossibleReason</b>	<b>Howto Solve</b>

## Walking Tour

TourDetails		Duration	___ (min)
Route	Topic		
1.			
2.	Objectives		
3.	- -		
Distance	Walking Surface	Special clothing/equipment	
Audience	Number of participants		
	Need to know		
<b>Introduction</b>		Duration	___(min)
1. Introduce yourself			
2. Give instructions			
3. Announce your plan			
1. Route			



2.1 Departure time		2.2. Arrival time	
3. Stops for meals	Yes/No	4. Leisure time	Yes/No

<b>MainStops</b>				Duration	___ (min)
Departure time		Part of a Route	Commentary		
№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management
1					
Commentary					
Depart ure time	Part of a Route		Commentary		
№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management
2					
Commentary					

Depart ure time	Part of a Route		Commentary		
№	Arrival time	Stop	Activity / Leisure time	Extra Information	Group management
3					
Commentary					

<b>Conclusion</b>	Duration	___(min)
1. Summarizetheinformation		
2. Giverecommendations		

<b>Useful Vocabulary</b>			

<b>Self-examination</b>		
<b>Problem</b>	<b>Possible Reason</b>	<b>How to Solve</b>

## Risk Management

Tour details		Duration	__(min)
Route	Topic		
1.			
2.	Objectives		
3.	-		
4.	-		
Mode of transport	Distance	Special fees	
Walking Surface		Special clothing/equipment	
Audience	Number of participants		
	Need to know		
	Number of children attending excursion		
	Need to know		
Proposed activities			

Excursion checklist	
<input type="checkbox"/> First aid kit	<input type="checkbox"/> List of adults participating in the excursion

<input type="checkbox"/> List of children attending the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobilephone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Other items _____ _____

<b>Risk Assessment</b>				
Activity	Hazard	Risk	Precautions	Elimination/control measures

## СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Ананьева, Т. Основные направления подготовки кадров для сферы туризма / Т. Ананьева // Вестн. ассоциации вузов туризма и сервиса. – М., 2012. – С 41–45.
2. Болонская декларация [Электронный ресурс]. – Режим доступа:  
<http://www.russia.edu.ru/information/legal/law/inter/bologna>
3. Двудличанская, Н.Н. Интерактивные методы обучения как средство формирования ключевых компетенций / Н.Н. Двудличанская // Наука и образование: научное издание МГТУ им. Н.Э. Баумана, 2011. – № 04. – С.13.
4. Дополнительное профессиональное образование руководителей гостиниц и иных средств размещения / О.В. Зуева [и др.] // Россия – Казахстан: приграничное сотрудничество, музейно-туристический потенциал, проекты и маршруты к событиям мирового уровня: материалы междунар. науч.-практ. конф. - №1. – Самара, 2016. – Режим доступа: <https://regrazvitie.ru/wp-content/uploads/2016/02/Maltsev-Fan-YUng-Kramarova.pdf>
5. Жолтикова, Н. В. Обучение в сотрудничестве на уроках английского языка как средство формирования коммуникативной компетенции: концепт / Н.В. Жолтикова. – Киров: Изд-во «Межрегиональный центр инновационных технологий в образовании», 2014. – №2. – С.136-140.
6. Коротаева, Е.В. Обучающие технологии в познавательной деятельности школьников / Е.В. Коротаева. – М.: Изд-во «Сентябрь», 2003. – 103 с.
7. Лаврентьев, С.Ю. Современные методы обучения как средство активизации познавательной активности студентов вуза / С.Ю. Лаврентьев, Д.А. Крылов // Вестник Марийского государственного университета. – Йошкар-Ола: Изд-во «Марийский государственный университет», 2013. – №12. – С. 108-111.

8. Леонтьев, А.Н. Деятельность. Сознание. Личность. – М.: Политиздат, 1975.
9. Летин, А.И. Дидактические свойства и функции интерактивных методов обучения и воспитания в развитии поликультурных умений школьников при обучении иностранному языку / А. И. Летин // Rhema. Рема. – М.: Изд-во «Московский педагогический государственный университет», 2014. – №3. – С.108-114.
10. Сдобников, В.В. К проблеме построения типологии переводческих стратегий / В.В. Сдобников // Вестник МГЛУ. – М.: «Московский государственный лингвистический университет», 2011. – № 615. – С.89-99.
11. Филатова, Н. Жанрово-пространство туристического дискурса. – URL: [http://mggu-sh.ru/sites/default/les/verstka\\_lolog-2-12.pdf](http://mggu-sh.ru/sites/default/les/verstka_lolog-2-12.pdf)
12. Шаповалов, Р. Г. Применение элементов интерактивного обучения в совершенствовании методов приобретения знаний студентами вуза / Р.Г. Шаповалов, Т.А. Рыбинская // Научный альманах. – Тамбов: Изд-во «Юком», 2015. – № 12-1(14). – С. 653-656.

Учебное пособие

*Агуреева Алина Викторовна*

**ОПЕРАЦИОНАЛЬНАЯ КОМПЕТЕНТНОСТЬ  
ГИДОВ-ПЕРЕВОДЧИКОВ  
(МАТЕРИАЛЫ ДЛЯ ПОДГОТОВКИ)**

*Учебное пособие*

Редактор А.В. Ярославцева  
Компьютерная вёрстка А.В. Ярославцевой

Подписано в печать 22.04.2019. Формат 60x84 1/16. Бумага  
офсетная. Печ. л. 7,5.

Тираж 150 экз. (1 з-д 25). Заказ . Арт. – 12(Р1У)/2019.

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»  
(САМАРСКИЙ УНИВЕРСИТЕТ)  
443086, Самара, Московское шоссе, 34.

---

Изд-во Самарского университета.  
443086 Самара, Московское шоссе, 34.