

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет  
економіки і торгівлі  
ім. М.І. Туган-Барановського

Кафедра іноземної філології та перекладу

**Д. В. Фурт**

## **ENGLISH FOR TOURISM**

Навчальний посібник

Кривий Ріг  
2018

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Запропонований посібник сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на першому та другому етапі вивчення іноземної мови.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Посібник відповідає сучасним методичним вимогам до навчальної літератури.

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## **ВСТУП / INTRODUCTION**

Навчальний посібник націлено на навчання іншомовній комунікації англійською мовою у сфері туристичної галузі. Посібник призначено для студентів спеціальності 242 «Туризм», які мають намір розвинути мовні навички практичного застосування англійської мови професійного спрямування, а також для широкого кола бажаючих оволодіти професійною лексикою туристичної індустрії. Навчальний посібник побудовано за тематичним принципом. Структуру підпорядковано цілям навчання основним видам мовленнєвої діяльності: читанню, говорінню (діалогічному та монологічному) та писемному мовленню. Зміст посібника сприяє продуктивному засвоєнню професійної лексики сфери туризму, допомагає формуванню необхідних навичок професійного спілкування та розвитку креативного мислення студентів. Особливою рисою посібника є його придатність для самостійної роботи та поглиблення знань студентів з англійської мови за професійним спрямуванням. Посібник може стати в нагоді студентам вищої школи, слухачам спеціалізованих курсів і тим, хто бажає підвищити свій рівень англійської мови з цього фаху.

## UNIT 1. WHAT IS TOURISM.

### Take off

«Pilot  
 Waiter  
 Tour guide  
 Resort rep  
 Flight attendant  
 Chef  
 Tourist information officer  
 Porter  
 Travel agent  
 Hotel manager  
 Receptionist  
 airline check-in clerk



1. What jobs do the people on the pictures do? Choose from the list.

2. Put all the jobs in categories, for example *travel jobs*, *hotel jobs*.

3. How many different categories are there? Can you think of other tourism jobs for each of the categories? If you don't know the name, describe or mime what the person does.

4. What is the best job in tourism in your opinion?» [1]

### **Vocabulary. Adjectives for job skills.**

Calm  
 Nervous  
 Disorganized  
 Scruffy  
 Friendly  
 Lazy  
 Creative  
 Practical

Flexible  
 Smart  
 Confident  
 Organized  
 Extrovert  
 Shy  
 Hardworking  
 Unfriendly\

**Exercise 1.** Find six pairs of opposite adjectives.

**Exercise 2.** Choose one of the jobs in *Take off*. Say which three qualities are the most important.

**Exercise 3.** Answer the questions.

1. What is your working style? Look at the questionnaire and choose the qualities and skills which describe you.

2. Discuss your answers with the partner.

3. Which three skills are most important for a career in tourism?

### **Language spot Describing job skills**

**Exercise 4.** Look at the sentences for describing job skills and abilities.

**Exercise 5.** «Complete the paragraph. Choose from the words in the list.

Be / being	smile / smiling	speak/ speaking
understand / understanding	use / using	work / working

### **So you want to work in tourism?**

#### **What do you have to do? What do you need to know?**

In most tourism jobs you have to enjoy (1) \_\_\_\_ with people - not just the customers but your colleagues as well. You have to be able to (2) \_\_\_\_\_ as part of a team. You have to know how to (3) \_\_\_\_\_, even if you're having a bad day. It's also important to be able to (4) \_\_\_\_ clearly on the phone. In many jobs you need to be good at (5) \_\_\_\_\_ people with different languages and cultures, and you need to be confident about (6) \_\_\_\_\_ the languages that you know. Sometimes, especially if you work in an office, you have to know how to (7) \_\_\_\_\_ computers. It's also important to be flexible, and you often have to be willing to (8) \_\_\_\_\_, long or unusual hours. But most of all you have to like (9) \_\_\_\_\_ with people.» [2]

Exercise 6. Look back at the jobs in *Take off*. What skills and abilities do you think they need?

*Example* A flight attendant has to be willing to work long hours.

**Go to Grammar reference Unit 1.**

### **Reading.**

**Exercise 6.** «Read the text about Andrew Sharpe.

#### **Andrew Sharpe**

*Personal details:*

Age: 28

Single

Born in Parish of Manchester, Jamaica

**Tourism experience.** Started in tourism at the age of twelve, as an assistant in a restaurant. Trained on the Cayman Islands-one-year work experience as a chef.

Other tourism jobs: hotel front desk, car rental supervisor, night manager of a small hotel, check-in clerk for a charter airline.

**Present job.** Runs his own tour company ('Authentic Caribbean Holidays Ltd.'). Promotes 'Unique Jamaica' programme (adventure travel). Attends trade fairs. Runs in-school programmes for Jamaican students to teach tourism development, sustainability, and community tourism. Offers internships and work experience for university students.

'There's so much to do in tourism. There are many aspects: hotels, water sports, tour operation, travel agents'.

**What do you need to succeed in tourism?** 'Working in tourism is about love-love for the industry. If you don't love it, forget it. It's a people industry. It's

providing service. It's people enjoying and experiencing your culture. That's crucial. If you don't have that love, it doesn't make sense. If you work in the industry, you've got to love it.'

**What do you like about tourism?** 'You get to experience different cultures, coming to Europe to see how they operate and live, what they like... In Europe you see something done differently which can help you with the same procedure back home, looking at it from a different angle. Even travelling inter-island, visiting various islands, then you see "OK, this island does it this way, we do it that way", and so forth.'

**What do you do to relax?** 'As a Caribbean, part of our life is enjoyment - having fun, our music, food, culture - it's natural for us. I play cricket. I love cricket, with friends, on the beach, and football ...'

**What's the future for you?** 'My goal is hopefully to become Minister of tourism, Director of Tourism, that's my main goal. You have to have a rounded knowledge of the industry, from ground level to the top.'» [2]

**Exercise 7.** Answer the questions.

1. When did Andrew start working in tourism?
2. What jobs has he done in tourism?
3. What does he do now?
4. What does he think is important when you work in tourism?
5. What does he want to do in the future?

### **Listening. Three jobs**

**Exercise 8.** «Listen to three people talking about their jobs.

1. Which job do they each have? Choose from the list in *Takeoff*.
2. Which of them
  - a) enjoys working with people?
  - b) gets one day off a week?
  - c) works shifts?
  - d) works mainly in the back office?
  - e) only works part of the year?» [2, 7].

**Exercise 9.** Listen again and complete the extracts.

*Extract 1.* «I (1) \_\_\_\_\_ arrivals, hand out (2) \_\_\_\_\_, process enquiries and (3) \_\_\_\_\_, that kind of thing. I work (4) \_\_\_\_\_, which can be a drag. I (5) \_\_\_\_\_ start at six in the morning, which is OK because I get off nice and early, but then (6) \_\_\_\_\_ do the late turn and I don't finish till after midnight-this week I (7) \_\_\_\_\_ the late shift.

*Extract 2.* I (8) \_\_\_\_\_ directly with the public at the desk. On a typical day, I'm on the phone and the (9) \_\_\_\_\_ most of the time. I (10) \_\_\_\_\_ the day by checking my (11) \_\_\_\_\_ and that (12) \_\_\_\_\_, the agenda for the first part of the morning at least. I have to talk to local businesses, hotels, tour companies, to check that (13) \_\_\_\_\_ the service they want, that we're stocking their brochures and soon. I also (14) \_\_\_\_\_ presentations, and I get invited to a lot of social events to network and talk about



tourist information services in the city. I (15) \_\_\_\_\_ on a big presentation for some Italian clients at the moment .

*Extract 3.* We work very (16) \_\_\_\_\_, especially on changeover days. We take the (17) \_\_\_\_\_ who are going home to the airport at six in the morning, and bring back the

new group. We then have to get them settled, sort out any (18) \_\_\_\_\_ and there always are problems!- and do the paperwork. So I (19) \_\_\_\_\_ until midnight on changeover day.» [2, 7]

**Exercise 10.** «The travel and tourism industry have different sectors. Look at the diagram and match the descriptions a-f below with the six sectors.

- a) people or companies that organize and assemble the different parts of a holiday or tour;
- b) places to stay, such as hotels, and the food and services that are provided there
- c) places that tourists want to visit
- d) ways of travelling between different places, such as trains and airplanes
- e) government organizations that promote and develop tourism
- f) people or companies that sell the holiday or tour to the customer.

**Exercise 11.** Think of a local example for each of the sectors from your city or country, for example, the name of the local travel agent.» [1]

**Pronunciation**

**Exercise 12.** «Listen to these words. How many syllables do they have? Tick (✓) the right column.

**Exercise 13.** Listen to the words with two or three syllables. Which Syllable is the strongest?

**Exercise 14.** Say each word. Let your partner check your pronunciation.» [2].

	Number of syllables.			Strongest.
	1	2	3	
World				
agent		✓		
attendant				
manages				
catering				
guide				-
porter				
tourism				
pilot				
attractions				
calm				-

**«Customer care 'The customer is always right'**

**Exercise 15.** Do you agree that 'the customer is always right'? Give you arguments.

**Exercise 16.** Look at this definition. Think of your own good experiences as a customer. Tell your partner about them.

**Tourism is about customer care:**

It's about people, not just places.

It's about always smiling.

It's about always listening.

It's about delighting the customer, not just serving the customer.

It 's about loving your job, not just doing it.» [2, 9]

**Find Out**

**Exercise 17.** «Where can you find out facts and statistics on tourism in your country?

**Exercise 18.** What are the names of the main tourism companies in your country? Find their websites and note down information on what they do, when they were founded. What jobs they provide – and anything else that you find interesting.» [2]

### Writing Country fact sheet

**Exercise 19.** «Complete this fact sheet for your country (or region).

### Reading Tourism: the biggest business in the world

**Exercise 20.** Discuss these statements with a partner. Write T (true) or F (false).

1. One in fifty of all workers are employed in tourism related industries.
2. The number of international tourism arrivals will more than double between 2004 and 2020.
3. Tourists often worry about international security.
4. Tourism has only had a good influence on the modern world.» [2]

**Exercise 21.** «Read the article to check your answers.

#### **Tourism today: Facts and challenges**

Tourism is one of the biggest businesses in the world. There are nearly 800 million international tourist arrivals every year. It employs, directly or indirectly, one in fifteen of all workers worldwide, from A to Z, from airport cleaners to zookeepers, and includes bar staff, flight attendants, tour guides, and resort reps. It is a huge part of the **economy** of many countries – in countries such as the Bahamas, over 60% of the economy is based on tourism.

Tourism is a fast-growing business. When Thomas Cook organized his first excursion from Leicester to Loughborough in 1841, he probably didn't know what he was starting. Key developments in the last 150 years or so have led to the rise of mass tourism. There have been technological developments in transport, in particular the appearance of air travel and charter flights. There have been changes in working practices, with workers getting paid holiday time and working shorter and more **flexible** hours.» [2, 10]

«In recent years we have seen the growth of the Internet and globalization, making the world seem a smaller but very fascinating place. The tourism industry grows faster and faster each year. In 1950, there were 25 million international tourist arrivals. In 2004, the figure was 760 million, and by 2020 it is predicted to be 1.6 billion.

But what are the **challenges** today? The tourism industry is affected by many different things: international events, economic change, changes in fashion. New concerns and worries appear every year, for example as people become more worried about **security** and international terrorism, or as the value of their **currency** changes. But new destinations and new sources of tourists also seem to emerge every year.

Tourism survives. It is a powerful and sometimes dangerous force in the modern world. Tourism creates many good jobs and careers, but it also produces many poor and badly paid jobs.

Tourism can help to protect environments and animal life, but it can also damage them. Tourism can save cultures and the local way of life. but it can also

destroy them. Tourism can change countries - and people - for the better, but it can also change them for the worse.

Tourism is one of the biggest industries in the world. It is perhaps also the most important.» [2, 10]

**Exercise 22.** «In pairs, answer and discuss these questions.

- 1) What do these numbers in paragraphs 2 and 3 refer to?
  - a) 841      b) 25 million      c) 760 million      d) 1.6 billion
- 2) What are the four positive and four negative effects of tourism mentioned in the article?
- 3) How many jobs in tourism can you think of?
 

*Examples: A is for airline check-in clerk.  
B is for baggage handler.  
C is for ...*
- 4) Which of the key developments in tourism do you think were the most important?
- 5) Can you think of some recent international events that have affected the tourism industry?
- 6) Do you think tourism is a positive or a negative influence in the world?

**Exercise 21.** Answer these questions.

Which countries have you visited as a tourist?

Which countries would you like to visit? Why?

What famous attractions have you seen?

Which was your favorite, and why?» [2]

### Keywords

#### «Jobs

Check-in clerk  
chef  
flight attendant  
pilot  
porter  
receptionist  
resort rep

tour guide  
tour operator  
tourist information officer  
travel agent  
waiter  
**Nouns**  
catering  
charter flight  
destination  
excursion

public sector  
retail  
shift  
tourist attraction

#### **Adjectives**

Worldwide» [2, 11]

## UNIT 2. WOLD DESTINATIONS.

### Take off

- 1) «Do you know the names of these famous attractions?
- 2) Match them with the outline map of the country where they are located. What are the names of the countries?
- 3) What type of attraction is each one? Choose from the list.
  - historic monument
  - theme park
  - castle
  - natural geographic feature
  - palace
  - beach
  - cathedral
  - temple
  - ski resort
- 4) Can you find these types of attractions in your country? Give examples.» [2, 12]

### Pronunciation

**Exercise 1.** «Look at the dictionary transcriptions of some countries and cities.

**Exercise 2.** Can you find the following places?

1. Spain            2. France        3. Japan
4. China           5. Russia

**Exercise 3.** Identify the other places.

**Exercise 4.** Listen and identify the ten places you hear.

**Exercise 5.** Listen again and repeat each place.

**Exercise 6.** Practice saying the place names from the dictionary transcription.

**Exercise 7.** How do you know where the stress is in words with more than one syllable?» [2]

### Listening «Where do tourists go?

**Exercise 8.** When we look at the movement of tourists (or tourist flow), there are three types of tourism. Match the words below with their definitions.

1. domestic tourism
2. inbound tourism
3. outbound tourism

- a) people leaving their country to take holidays ;
- b) people taking holidays in their own country;
- c) people entering the country from abroad to take holidays;

**Exercise 9.** Which countries do you think receive the greatest number of tourists?

**Exercise 10.** Listen to the numbers. Which one do you hear?

- a) 19,000/90,000
- b) 18 million /1 80 million
- c) 13.5/30.5
- d) 15 / 50

**Exercise 11.** Listen and repeat the numbers.

19 90 18 80 13 30 15 50

**Exercise 12.** Write down some similar numbers. Do not show them to your partner. Read them to each other. Can you identify them correctly?

**Exercise 13.** Listen to this presentation describing the top ten country destinations for tourists. Complete the table.» [2, 13]

Position	Country	Number of tourists
1 <sup>st</sup>		
2 <sup>nd</sup>		
3 <sup>rd</sup>		
4 <sup>th</sup>		
5 <sup>th</sup>		
6 <sup>th</sup>		
7 <sup>th</sup>		
8 <sup>th</sup>		
9 <sup>th</sup>		
10 <sup>th</sup>		

**Exercise 14.** «What do you know about the ten countries as tourist destinations? Think about the following categories and give examples.

- Towns and cities
- Natural attractions and features (e.g. beaches)
- Historical and cultural attractions
- Purpose-built attractions (e.g. theme parks)

**Exercise 15.** Think about your own country.

- 1) Where do domestic tourists go? What attractions do they visit?
- 2) What places do inbound tourists visit? Which countries do they come from?
- 3) Where do outbound tourists go? Which countries do they visit?» [2]

**Speaking** «The biggest spenders and the biggest earners

**Exercise 16.** Look at the word grid and complete the sentences.

1. If you \_\_\_\_\_ more than you \_\_\_\_\_, you will get into debt. But if you \_\_\_\_\_ more than you \_\_\_\_\_, you can save.
2. The IT manager is one of the highest \_\_\_\_\_ in the company. His total \_\_\_\_\_ are twice what I \_\_\_\_\_.
3. When you are on a business trip you can claim things like travel and hotel costs as \_\_\_\_\_. But you must remember to get a \_\_\_\_\_.
4. The travel agency didn't make a profit last year because the \_\_\_\_\_ was greater than the \_\_\_\_\_ from customers.

**Exercise 17.** Which of these countries do you think are the biggest tourist spenders, and which are the biggest tourist earners?

Austria	Germany	the Netherlands
Canada	Greece	the UK
China	Italy	the USA
France	Japan	

**Exercise 18.** Work in pairs. Give your information to your partner and complete the blank chart.

**Exercise 19.** Compare your charts. Identify the countries which receive more from tourism than they spend.» [2, 14].

*Student A. Top 10 Tourism Spenders*

Position	Country	Expenditure (\$ billion)
1	The USA	62.1
2	Germany	48.1
3	The United Kingdom	36.4
4	Japan	35.6
5	Spain	24.7
6	France	18.4
7	Italy	17.7
8	Austria	13.5
9	Canada	12.7
10	The Netherlands	11.3

*Student B. Top 10 Earners.*

Position	Country	Expenditure (\$ billion)
1	The USA	85.2
2	Spain	36.4
3	France	33.4
4	Italy	27.5
5	The United Kingdom	23.1

6	Austria	18.0
7	Germany	16.3
8	China	16.2
9	Greece	13.1
10	Canada	10.8

### **Vocabulary    «Tourism features and attractions**

The things that attract tourists to a particular country can be divided into different groups. Look at the table.

<i>Climate</i>	<i>Natural Features</i>	<i>Built attractions</i>	<i>Events</i>	<i>Food, drink, entertainment</i>	<i>Accommodation</i>	<i>Transport</i>
Rainy	Beach	Cathedral	Carnival	Restaurant	Hotel	Train
sunny	desert	museum	Folk dance	bar	motel	Plane

**Exercise 20.** Decide which column the words in the list should go in (there may be more than one possibility). You can use an English-English dictionary.

Harbour, castle, damp, music festival, concert, metro, campsite, countryside, nightlife, waterfall, art gallery, temperate, chilly, heritage, coastline.

**Exercise 21.** Complete the sentences.

- I don't really like the city. I prefer to live in the \_\_\_\_\_.
- There aren't many beaches on the island. The \_\_\_\_\_ is mainly rocky with steep cliffs.
- The Netherlands has a \_\_\_\_\_ climate, with mild winters and cool summers.
- These beautiful old churches are part of our national \_\_\_\_\_.

**Exercise 22.** Can you think of any other words to add to the table?

**Exercise 23.** Work with a partner. Use the new words to talk about your region or your favorite holiday destination.» [2, 15]

### **Customer care**

#### **«Different destinations - different customs**

Working in tourism means meeting people from different countries. It also means sending people to different destinations with different traditions and customs. It is important to respect and understand these different traditions and customs.

**Exercise 24.** Answer the questions.

- How can you find out more about the traditions of visitors from some of the countries listed in this unit?
- How can you help tourists to understand local traditions and cultures when they visit other destinations?» [2, 15]

### **«Where in the world?»**

**Exercise 25.** What do you know about New Zealand and the Balearic Islands? Think about: climate, geography and location, natural features, main attractions, and their importance as a tourist destination.

**Exercise 26.** Now read the descriptions and check your answers.

### **New Zealand**

Capital : Wellington

Population: 4 million

Currency: New Zealand dollar

Official language: English and Maori

New Zealand lies in the Pacific Ocean and consists of two islands – North Island and South Island. It is located 1,600 km south-east of Australia and is nearly 2,000 km long.

The climate is generally temperate and damp, although the extreme north has got an almost subtropical climate and the extreme south is very cold. Winds can be a problem: the capital (Wellington) is known for its high winds.

The main attraction for tourists is the scenery. The landscape is largely unspoilt and very varied. There are mountains, lakes, glaciers, rainforests, dramatic coastlines, beaches and geysers.

Other attractions include the Maori culture and outdoor activities such as river-rafting, fishing, skiing, whale-watching and bungee-jumping (which has local invention).

Tourists come mainly from Australia, the United States, the United Kingdom and Japan. Tourism is the largest single foreign exchange earner and continues to grow. An increase in visitor numbers followed the huge success of the Lord of the Rings films.» [2, 16]

### **«The Balearic Islands – Mallorca, Menorca, Ibiza, Formentera**

- Sun, sea and culture with a Spanish style
- 300 days a year of guaranteed sunshine
- Fabulous beaches
- Easy to get to
- Great entertainment
- Something for every type of tourist

Floating between Spain and the North African coast, the Balearic Islands offer the perfect location for a fantastic holiday. There are four main islands for you to choose from, each with their own special atmosphere.

The gorgeous climate boasts more than 300 days a year of guaranteed sunshine, making the islands the ideal setting for a beach holiday. The long hot summer stretches from May to October, with temperature around 27 C – just right for relaxing and getting a tan.

The island offers a number of attractions for tourists. Sun-seekers will love the fabulous beaches. Fun-seekers will enjoy the exciting nightlife – the clubs and discos of Ibiza provide plenty of entertainment for young people. But there's more to



these islands than sun and fun. You can also enjoy wonderful architecture (the Gothic cathedral at Palma is well worth visiting), hilltop villages, olive groves, great food, and hidden beaches.

You can take a relaxing fishing or sailing trip, or go to one of the many festivals. If you go in June, don't miss the spectacular Fiesta of San Juan at Ciutadella on Menorca.

Whatever you want from a holiday, the Balearic will help you find it.» [2, 16]

**Exercise 27.** «Which text would you find (1) in a reference book and (2) in an advertisement or brochure?

### Languages spot Describing resources and features

**Exercise 28.** Look at the expressions used to describe resources and features in the text on New Zealand. Does the text on the Balearic Islands use the same expressions?

**Exercise 29.** Which different expressions does it use to describe the three areas? The verbs listed below will help you identify them.

Float, choose, stretch, provide, offer, boast, love, enjoy.

**Exercise 30.** The text on the Balearic Islands is trying to attract visitors. One way it does this is to use sentences where the subject is 'you'. Find the sentences using 'you'.

**Exercise 31.** Use the sentences you identified in previous exercises to help you to write similar sentences for New Zealand.

*Example. Floating in the South Pacific Ocean, New Zealand offers the perfect location for an exciting holiday.» [2]*

**Exercise 32.** «Use the sentences about New Zealand in the table to write similar sentences for the Balearic Islands.

*Example. The Balearic Islands lie between Spain and the North African coast.*

	<i>New Zealand</i>	<i>The Balearic Islands</i>
<i>Describing geographical features</i>	New Zealand lies in the South Pacific Ocean. It consists of two islands. It is located 1,600 km south-east of Australia.	
<i>Describing climate</i>	The climate is generally temperate and damp. The extreme north has got an almost subtropical climate.	
<i>Describing tourist attractions</i>	The main attraction for tourists is the scenery. The landscape is largely unspoilt and very varied. There are mountains, lakes, glaciers...	

### Listening Favourite places

**Exercise 33.** Listen to three people talking about their favourite holiday destinations. Which of the places in the list do they each say is their favourite? London, Scotland, Northumberland, Zurich, Vienna, Budapest, Prague, Barcelona, Cyprus, Ibiza.

- a) Liz \_\_\_\_\_  
 b) Regula \_\_\_\_\_  
 c) Valery \_\_\_\_\_

**Exercise 34.** What do they like about each of their favourite places?

**Exercise 35.** Listen again to Liz. Match the four adjectives with the four nouns to form word combinations.

#### A

remote  
 spectacular  
 ruined  
 dramatic

#### B

views  
 coastline  
 cottage  
 castle» [2]

**Exercise 36.** «Match these eight adjectives and eight nouns to form more word combinations.

#### A

cheap  
 cultural  
 delicious  
 happy  
 relaxing  
 exciting  
 lively  
 crowded

#### B

memories  
 bars  
 beaches  
 heritage  
 nightlife  
 flights  
 break  
 food» [2, 18]

**Exercise 37.** «Work in pairs. Have you ever been to places with similar features, for example, *a dramatic coastline*? Tell each other about the places.

### Speaking Describing a destination

**Exercise 38.** Work in groups. Think of another destination (not your own country or region). Make statements to describe it to the other students in the group. Can they guess the place in less than ten statements? You get a point for every statement that doesn't lead to a successful guess.

**Exercise 39.** What do you know about the Seychelles and South Africa?

### Writing

#### Describing a destination

**Exercise 39.** Write descriptions of two other tourist destinations. Make one a factual description, and the other more like an advertisement or brochure.» [2]

**Find out****Exercise 40.** «Answer the questions.

- 1) What different types of holiday have you had in the past?
- 2) What was your favourite holiday? Why?
- 3) How did you arrange the holiday-independently (by yourself), through a company, online, or some other way?» [2]

**Exercise 41.** «Think of a country or a region. It could be your own country or region or a country or region that you know well. Where can you find out more about the place you have chosen as a tourist destination? Find out as much as you can and record the information under the following headings.

- Location and geographic features
- Climate
- Transport
- Tourist attractions
- Other information

**Exercise 42.** Use the information you have found out on the country or region to

- write a factual information sheet
- write a brochure description
- prepare a talk or presentation.

Use pictures and visuals where possible.

**Exercise 43.** Present your talks in small groups. Listen to each other's talks, make notes, and ask questions.» [2, 19]**Grammar Present Simple and Present Continuous****Exercise 44.** «Match the sentences with the description below.

1. They're showing a film called Bandit Country.
2. The trouble with this place is it's becoming too crowded.
3. What time does the film start?
4. Look, she's getting out of that black limousine.
5. TV personalities and film stars often stay there.
6. It costs about \$10 for adults.

- a) Permanent state;
- b) Changing state;
- c) Activity in progress now;
- d) Regular or habitual activity;
- e) Temporary activity around the time of speaking;
- f) Scheduled event

**Exercise 45.** What is the differences between the uses of *think* and *have* in these sentences?

What do you think of Los Angeles?

I'm thinking of going to Los Angeles this summer.

I think they're having lunch at Nate 'n' Al's deli.

California has hot summers and mild winters.» [2]

**For more information turn to Grammar Reference Unit 2.**

**Exercise 46.** «Underline the correct verb form in the sentences below.

1. The brochures *often feature* / *are often fearing* hotels in Long Beach.
2. LA *experiences* / *is experiencing* a boom in hotel building.
3. The accommodation tax *varies* / *is varying* from 10-17 percent.
4. In summer the temperature *stays* / *is staying* in the mid 80s.
5. A meal for two *costs* / *is costing* about \$150.
6. San Diego *becomes* / *is becoming* very popular with British visitors.
7. British Airways *flies* / *is flying* direct to San Diego daily.
8. We *look* / *are looking* for a suitable hotel in Anaheim.
9. Florida *suffers* / *is suffering* from a severe lack of a rainfall at the moment.
10. We *think* / *are thinking* of going to California for our holiday this year.
11. LA *has* / *is having* more museums than any other US city.» [2]

**Exercise 47.** «Complete the text with the correct form of the present simple or present continuous.

### Exploring San Diego

Many visitors (prefer) \_\_\_\_\_ (1) San Diego to Los Angeles because it is smaller and (appeal) \_\_\_\_\_ (2) more to people who (like) \_\_\_\_\_ (3) a family atmosphere.

For example, Sea World (put on) \_\_\_\_\_ (4) great shows with performing killer whales and dolphins and (attract) \_\_\_\_\_ (5) children and parents alike. Many people (consider) \_\_\_\_\_ (6) San Diego zoo to be the best in the world and the animals (live) \_\_\_\_\_ (7) in the zoological equivalent of five-star hotels.

Good free guided tours of the pretty Old Town (leave) \_\_\_\_\_ (8) daily at 10.30 and 2 p.m.

Until recently the downtown area was very quiet and dull but (now / become) \_\_\_\_\_ (9) much more fashionable; entrepreneurs (open) \_\_\_\_\_ (10) trendy restaurants and bars and now the whole area (boom) \_\_\_\_\_ (11) as a result of the live jazz concerts which are held every evening during the high season.» [2]

**Exercise 48.** «Look at these pairs of sentences and answer the questions.

I work for Exotic Tours.

Is this temporary or permanent situation?

I'm working For Exotic Tours.

Is this temporary or permanent situation?

We fly to Dubai on Fridays.

Is it a regular event or a plan?

We're flying to Dubai on Friday.

Is it a regular event or a plan?

The 4 p.m. shuttle is leaving.

What time is it?

The next shuttle leaves at 4 p. m.

What time is it?» [2]

### **Keywords**

«Specialist industry terms

domestic tourism

inbound tourism

outbound tourism

tourist flow

Nouns

carnival

cathedral

climate

coastline

countryside

desert

expenditure

Adjectives

remote

spectacular

temperate

unspoilt

harbour

heritage

historic monument

landscape

receipt

temple

theme park» [2, 19]

## UNIT 3. TOUR OPERATORS

### Take off

1. «Look at the different package holidays. What type of holiday are they advertising?
2. Which holiday(s) would you choose? Why?
3. Have you or has anybody you know ever been on a package holiday?
4. Why do you think people go on package holidays? Think of three reasons. Compare your reasons with your partners.» [2]

### Listening «Why choose a package holiday?

**Exercise 1.** Listen to Helga, who works for Das Reise Büro, a German tour operator. What are the reasons she gives for choosing a package holiday? Are they the same as yours?

**Exercise 2.** Listen again and choose the correct answers.

How far in advance do tour operators buy accommodation or transport?

Six months

One year

Two years

Three years

What things does Helga say that people will need money for on a package holiday?

a) Buying drinks

b) Buying souvenirs

c) Car hire

d) paying for taxis

**Exercise 3.** According to Helga, what does a tour operators representative, or 'rep', do?

**Exercise 4.** Helga says that package holidays produce 'peace of mind'. What does she mean?» [2, 20]

### Reading «The role of tour operators

**Exercise 5.** Read the article and find the answers.

1. Package holidays are created by tour operators and then sold through the chain of distribution.

a) What are the components of a typical package holiday?

b) Who else forms part of the chain of distribution?

c) How many different types of tour operator are there?

2. There are two other terms that mean the same as package holiday. What are they?

3. To buy in bulk means to buy something

a) on the Internet

b) in large quantities

c) in secret

d) a long time before you need to use it.

4. Why is it important to buy in bulk in tour operation?

5. Why do you think specialist tour operators prefer to sell direct to their clients?

6. If you could work for one of the four types of tour operator, which would you choose?» [2, 21]

### **«Putting a package together**

Package holidays, which are also known as package tours, include all of the components necessary for a complete vacation:

- ✓ transport to and from the destination;
- ✓ transfers between the airport/station/port and hotel;
- ✓ food and accommodation at the destination;
- ✓ other services such as a guide or holiday 'rep'.» [2]

«The professionals who bring these elements together to create a holiday are called tour operators. They buy in advance and in bulk from the principles: airlines, shipping lines, hoteliers, and so on. Because they buy hundreds of seats or rooms from the principle, they pay a much lower price for them than an ordinary member of the public. The tour operator then converts this bulk into individual packages known technically as inclusive tours (ITs). These are marketed to the consumer through travel agents or by other systems. In the past tour operators sold almost entirely through travel agents, but today they also use direct selling. This strategy eliminates the travel agents from the chain of distribution, and this reduces the final cost of the holiday package because direct sell operators do not have to pay commission to a travel agent. Many smaller tour operators, for example, prefer to deal directly with their clients.» [2]

«Not all tour operators sell the same type of holiday. The really big operators, the mass market operators, produce low-cost holidays to traditional sea, sun, and sand destinations like Spain, Greece, or Turkey. Other operators limit their product to customers who want a very specific type of holiday. These special operators sell adventure holidays, holidays for single people, holidays for motor-racing fans, and so on. Domestic operators specialize in tours for people who want to holiday in their own country, whilst incoming tour operators are specialists in providing holiday packages to visitors coming from abroad. For example, 'Vastravel', an Italian incoming tour operator, sells tours on Italy to people from the rest of the world.» [2]

### **It's my job**

**Exercise 6.** Read the text.

#### **«Begoña Pozo**

Fifteen years ago Begoña Pozo and her sister opened a travel agency because they both love to travel. Now she is the European agent for Myanmar Gold, a specialist tour operator for Burma. What do you think she likes about her job?

Now read on.

**Begoña says:**

... **about her job** I love to sell and to work in the office ... to try to Introduce the place to my clients, and to show them the place and tell them that they have to go there.

... **about Burma** Burma has started to attract tourists from all around the world. It's very beautiful and everything is so traditional.

... **about Burmese people** They're always smiling. And very often they give you presents because they are Buddhists. You can tell that religion is really important to them .

... **about Asia** I think that people in Europe are not as friendly as in Asia. Asian people are very friendly. On Thai Airways the flight attendants always bow when you enter the plane. On European airlines they often stand with their arms crossed. Asian culture is more polite.» [2, 22]

### Listening «The 'Peace in Burma' tour

Begoña's main job is organizing escorted tours of Burma, in south-east Asia.

**Exercise 7.** Why do you think people visit Burma?

**Exercise 8.** Listen to Begoña describing one of the tours she organizes. Tick (✓) the places the tour visits, and the activities the tourists can do.

**Exercise 9.** Listen again. Answer the questions.

Which activities can you do in which place?

What is the main problem Begoña has when she tries to get people to go to Burma?» [2]

### «Language spot Asking questions

One way tour operators like Begoña market their product is by attending tourism fairs. There they can meet other travel agents and direct-sell clients.

**Exercise 10.** Look at the notes below. They were made by a travel agent who is looking for different types of package holiday to sell.

- What were the questions the travel agent asked when talking to a tour operator?

*Examples*

Brochures of tours?

'Do you have brochures of your tours?'

Price include transfers?

'Does the price include transfers?'

- Can you think of any other questions the travel agent might ask?» [2]

**Go to Grammar reference Unit 3.**

Brochures of tours?
Price includes transfers?
Price includes meal?
Use local hotel?
Accept groups?
Discount for groups?
How much?
Travel agent's commission – how much?

### Pronunciation

**Exercise 11.** «Say the following words. Pay attention to the stress. Is it on the first or second syllable?

accept      agent      local      travel



**Exercise 12.** Listen to the words. Were you right?

**Exercise 13.** Listen to the stress pattern in the following words and then write them in the right column in the table.

brochure	holiday
commission	include
component	inclusive
customer	package
discount	providers
domestic	transfers» [2, 23]

**Exercise 14.** Practice saying the words in each column.

**Speaking «Talking to tour operators**

**Exercise 15.** Work with a partner. Student A study the information in the box. Student B, you are the travel agent. Follow the instructions. Then change roles. Student A – a travel agent. Ask your partner about culture and folklore tours to Mexico, use the ideas in the “Tour feature” column of the box to guide you. Student B - a tour operator, use the information in the box to answer your partner’s questions. Example

**Tour operator:** Good morning. Can I help you with anything?

**Travel agent:** Yes, I hope so. I'm a travel agent from (your country/region). I'm looking for tours to...

**Exercise 16.** Change roles and choose the information from a different tour operator.» [2]

**Reading «An inclusive tour**

Tour operators regularly use brochures and the Internet to advertise their package holidays and tours.

**Exercise 17.** Look at the map of the Baltics. Read through the tour and connect the cities and other places in the order in which they are visited.

**A GLIMPSE OF THE BALTICS**

**Vilnius – Riga – Tallin**

**6 days by private coach**

**Tour description:** *Visit the three independent Baltic Republics of Estonia, Latvia, and Lithuania on this short escorted coach tour. The emphasis is on the capital cities.*

**Friday. Vilnius.** Arrival. Transfer with private driver and guide. Check in at the hotel. At 7.00 p.m. welcome drink at the hotel where you will be greeted by tour guide or representative. Overnight at Hotel City Park or similar in Vilnius.

**Saturday. Vilnius – Trakai.** Morning city tour of Vilnius, capital of Lithuania for more than 600 years. Afternoon trip to Trakai, former capital of Lithuania. Visit to a 14<sup>th</sup> century castle. For ages it served as a defensive structure and residence of Lithuanian Grand Dukes. Overnight at Hotel City Park.» [2, 24]

«**Sunday. Vilnius – Riga.** Morning departure by coach to Riga, the capital of Latvia. Visit to Rundale, a beautiful baroque palace south of Riga. It is a splendid

example of the work of Italian architect F. B. Rastreli. Arrival in Riga. Check in at the hotel. Overnight at Hotel Radisson SAS Daugava or similar in Riga.

**Monday. Riga – Tallinn.** In the morning city tour of Riga, visiting the medieval town, Riga Castle, St. Peter's Church, the Old Guild Houses. Afternoon departure for Tallinn with a stop in Pärnu. Arrival in Tallinn. Check in at the hotel. Overnight at Hotel Domina Ilmarine or similar in Tallinn.

**Tuesday. Tallinn.** Morning city tour of Tallinn, visiting the Old Town of Tallinn – an example of Gothic architecture in the Baltic and Nordic countries. The tour includes the Toompea Castle. The Russian Orthodox Cathedral, and the Town Hall Square. Afternoon free. Overnight at Domina Ilmarine or similar.

**Wednesday. Tallinn departure.** After breakfast the tour ends with individual departures.»[2]

**«Guaranteed departures: Fridays 2007.**

Jun. 8, 15, 22, 29

Jul. 6, 13, 20, 27

Aug. 3, 10, 17, 24

**From:** \$ 845 per person double

\$ 345 single supplement

**Includes:**

- 5 nights at first-class hotels
- Daily breakfast
- 1 welcome drink
- Transportation by air-conditioned coach
- Private arrival transfer
- Sightseeing per itinerary
- Local tour guides
- Tax and service charges
- Individual information package (city guides and programs)» [2, 25]

**Exercise 18.** «One of your clients is interested in visiting the Baltics. Look at the tour description and find the following information for the client.

1. The length of the tour
2. Departures for the second half of July or beginning of August
3. What type of accommodation will they have?
4. The basic price of the tour
5. How much will the tour cost for one person using a single room?
6. Does the cost of the tour include
  - a) all food and meals!
  - b) entry costs to monuments?
  - c) arrival and departure transfers!
7. Will there be a guide on the tour?

**Exercise 19.** Work with a partner. Student A, you are the client. Student B, you are the travel agent. Ask and answer questions about the Baltics tour. When you have finished, change roles.» [2]

### Language spot «Prepositions of time

**Exercise 20** Match the prepositions *at, for, in, and on* with the time expressions on the right.

	Sunday
	Easter
	10 June
	the weekend
at	the afternoon
for	six days
in	night
on	the summer
	4 o'clock
	a long time» [2]

**Exercise 21.** «Use the correct preposition (at, for, in, on) to complete the itinerary.

#### **BASICALLY BOLIVIAN**

Day 01. Arrive at La Paz International Airport. (1) \_\_\_\_\_ 21.30 h. Transfer to the hotel, check-in, and light supper.

Day 02. LA PAZ. Half-day tour of La Paz. Try 'salteñas', a Bolivian **snack** that is only eaten (2) \_\_\_\_\_ the morning. Afternoon free for shopping. Visit a traditional folk music 'peña' (3) \_\_\_\_\_ night.

Day 03 LA PAZ - LAKE TITICACA. Leave after breakfast for the Tiwanaku ruins. (4) \_\_\_\_\_ more than 500 years Tiwanaku was the centre of American civilization.

Day 04 LAKE TITICACA. Lake Titicaca, the **sacred** lake of the Incas, is the highest **navigable** lake in the world. We make an early start (5) \_\_\_\_\_ **dawn** to see the sun come up over the lake.» [2, 25]

### Customer care «The personal touch

We always call our clients when they are on holiday in Burma so that we can make sure they are happy and change anything that they don't like.

*Myanmar Cold representative*

Coach tours can be very impersonal, so as the tour guide, I make a big effort to learn each person's name as soon as possible, and by the end of the second day of the tour at the latest.

*Scantours representative» [2]*

**Exercise 22.** «Answer the questions

1. Have you ever experienced a holiday or a visit to a tourist attraction when you felt you received the personal touch?

2. How can tour operators give the personal touch to tourists before, during, and after their holiday or trip?» [2]

### **Speaking «Designing a package tour**

**Exercise 23.** You are going to prepare a five-day coach tour of your country or region. To do this, you will need to make decisions about

1. which places you will visit
2. which places you will overnight in
3. how many nights you will spend in each place
4. where your tour will begin and end
5. which services and meals you will include in the price
6. the different possible dates of your tour
7. the name of your tour
8. three ways you are going to personalize your tour.» [2]

**Exercise 24.** «Look at these phrases. They are often used by people in discussions.

Asking for suggestions

*What can we call the tour?*

*Have you got any ideas about a name?*

Making suggestions

*We could call the tour ...*

*Let's call the tour ...*

*What about calling the tour ... ?*

Agreeing with a suggestion

*Yes, OK.*

*Good idea.*

*That's fine by me.*

Disagreeing with a suggestion

*I don't know about that.*

*I don't think that's a very good idea.» [2]*

**Exercise 25.** «Work in groups of three or four. Nominate one person to be the secretary. The secretary must write down the decisions about each point you discuss.» [2]

**Exercise 26.** «Plan your tour, and make sure that everybody participates in the discussion.» [2]

### **Writing «A web page for a package tour**

**Exercise 27.** Use the information from your discussion and write the text for a web page advertising your tour. You can use the web page for the Baltics Tour as a model.» [2]

### **Find out**

**Exercise 28.** «Answer the question. Use the Internet or talk to a local travel agent.

- 1) Who are the biggest tour operators in your country or region?
- 2) Which are the most popular destinations they offer?

- 3) Which are the new destinations this year?
- 4) Do tour operators in your country only sell through travel agents or do they sell direct?
- 5) Are there any specialist tour operators in your country?
- 6) What type of specialist holidays do they market?» [2]

### **Writing «Describing local tour operations**

**Exercise 29.** Use the information you have collected by answering the questions in *Find out* and write a brief description of how tour operation works in your country. You can begin like this:

**Tour Operation in** (the name of your country).

The biggest tour operators (the name of your country / region) are (the names of two or three tour operators). There are a number of important providers in our country, including (the names of any airlines, hotel groups, etc.) The most popular destinations that the tour operators offer every year are (the names of the usual destinations). New offers this year include» [2]

**Exercise 30.** «Answer the questions.

- 1) Do you have any friends or family who like going on holiday to places that are completely different from where they live?  
What about you? When you go on holiday, do you like things that are completely new or do you prefer things that are familiar?» [2]

### **Keywords**

#### **Nouns**

brochure  
client  
commission  
direct selling  
inclusive tour  
itinerary  
operator

#### **Adjectives**

domestic  
incoming  
independent  
specialist  
**Adverbs**  
in advance  
in bulk

#### **Verbs**

include  
overnight  
package holiday / tour  
provider  
representative ('rep')  
tour operator  
supplement  
transfer  
wholesaler

## UNIT 4. TOURIST MOTIVATIONS

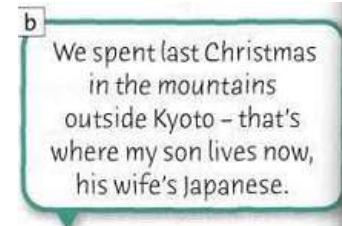
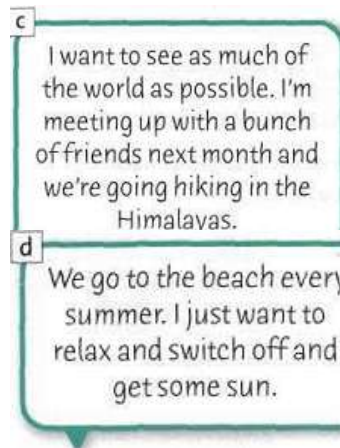
### Takeoff

**Exercise 1.** «Match the quotes with the pictures. Write quotes for the other two pictures.

**Exercise 2.** Write down the last three trips you or members of your family made, and the reason.

EXAMPLE *Paris-weekend sightseeing trip*

**Exercise 3.** Work in groups. Show each other the trips you wrote down. Can you put the different reasons into categories?» [2]



### Reading «Why do people travel?

**Exercise 4.** Read the text. How many of the types of trip you listed in Take off can you find?

**Exercise 5.** Look again at the trips you listed and put them into the categories described in the text.» [2, 29]

#### «Inside tourism: reasons for travel

People travel for many different reasons. In the tourism industry we divide the reasons for travel into

three main categories: leisure tourism, business tourism, and visiting friends and relatives (usually abbreviated to VFR).

Leisure tourism can mean anything from excursions, day trips, and weekend breaks to package holidays, pleasure cruises, and longer independent trips such as hillwalking or treks in the mountains. It also includes cultural trips (for example, to music festivals), educational trips (for example, study tours), and religious trips (for example, pilgrims on a walking tour to a holy place).

Business tourism includes any travel away from one's main place of residence, for such events as meetings, conferences, and trade fairs. It also includes special trips when workers are given a reward or a 'thank you' for good work (this is known as an incentive tour).



Travel in order to visit friends or family relatives is also regarded as part of the tourism industry. This could be for a special family party, such as a reunion or a wedding, or a regular trip made every year.» [2, 29]

### **Listening «Reasons for travel and money spent on travel**

The pie charts show the relative importance of the different categories of travel with reference to British tourists.

**Exercise 6.** Listen to a lecture extract and label the percentages for each category.

**Exercise 7.** Compare the two charts. Why do you think people travelling for leisure and for business spend more money than people travelling for VFR?

**Exercise 8.** Use the information from the trips you listed in Take off to make a pie chart. How is it different from the chart for British tourists?» [2]

### **Vocabulary «Reasons for travel**

**Exercise 9.** Match the words in A with the definitions in B.» [2]

<b>A</b>	<b>B</b>
1. Sightseeing	a) «A long hard walk lasting several days or weeks, usually in the mountains» [2]
2. Trade fair	b) «Tour or excursion that leaves in the morning and returns the same evening» [2]
3. Study tour	c) «Visiting the famous places in a city or town» [2]
4. Trek	d) «Trip, often to a city or countryside hotel, that includes Saturday and Sunday» [2]
5. Conference	e) «Religious or artistic celebration that comes at the same time every year» [2]
6. Wedding	f) «Large official meeting, often lasting several days, for members of an organization or company to discuss subjects related to their work» [2]
7. Pilgrimage	g) «Large exhibition and meeting for advertising and selling the product» [2]
8. Day trip	h) «Visit organized by an airline or tourist resort, etc. where tour operators and journalists can get to know the facilities and services offered» [2]
9. Festival	i) «Trip to a country or an area that includes visits, lectures and classes» [2]
10. Weekend break	j) «Journey or holiday given to a worker or group of workers as a reward for good work» [2]
11. Familiarization (or 'fam') trip	k) «Travel to an important religious place» [2]
12. Incentive tour	l) «ceremony where two people get married» [2, 30]

**Exercise 10.** «Answer the questions.

What is the purpose of each of the travel activities: leisure, business, or VFR?

Have you ever travelled for one of these activities? Tell your partner about it.» [2, 30]

**Listening «Passenger survey****Exercise 11.** Why do you think people would go to these places?

Argentina

Bangkok

Edinburgh

Italy

London

Madrid

Mecca

New York

Pakistan

**Exercise 12.** Listen to the conversations at an international airport. Where are the travelers going?**Exercise 13.** Listen again. Complete the information in the table.

	Where from	Destination	Purpose	Length of stay
1				
2				
3				
4				

**Exercise 14.** Listen to the first two conversations again and complete the sentences.

1. We're collecting information \_\_\_\_\_ us monitor passenger movements.
2. We're going there \_\_\_\_\_ the Holy Shrine of the Prophet Mohammed.
3. We'll probably stay for a week or so, \_\_\_\_\_ to do some sightseeing as well afterwards.
4. I have to have my phone on \_\_\_\_\_ there's a problem at the office.

Are you travelling; \_\_\_\_\_ trip?» [2, 31]

**Language spot «Talking about reason****Exercise 15.** Match the questions in A with the answers in B.

A	B
1. Can I ask you a few questions?	a) For a week or so.
2. Where are you travelling to?	b) OK, thanks.
3. What is the purpose of your visit?	c) Certainly.
4. Why are you visiting London?	d) Yes, we want to go to Scotland.
5. How long are you planning to stay?	e) For a study tour.
6. What's your reason for your trip?	f) Bangkok.
7. Why don't you check?	g) It's my brother's wedding.
8. Do you have any other reasons to be here?	h) Business.



**Exercise 16.** Which of the questions are asking about reason?» [2, 31]

**Exercise 17.** «Link these sentences with *to, for, because, because of, or in case.*

1. We're doing a passenger survey \_\_\_\_\_ help with tourism planning.
2. I've got an open return \_\_\_\_\_ they ask me to stay on.
3. We had to fly to Madrid \_\_\_\_\_ there were no direct flights available.
4. We are going to London \_\_\_\_\_ a study tour for four weeks.
5. We are here \_\_\_\_\_ we want to know about the culture, and not only the famous sights.

**Exercise 18.** Which sentence refers to a reason that might happen?» [2]

**Exercise 19.** «Complete these sentences spoken by other travelers at the airport.

1. We're going to Amsterdam \_\_\_\_\_ visit my sister who's just had a baby.
2. We're just waiting for our connecting flight. It's been delayed \_\_\_\_\_ technical difficulties.
3. They say the flight may be delayed, so I think I'll phone the hotel \_\_\_\_\_ we're late.
4. We're going to Rome \_\_\_\_\_ we want to see the Coliseum.
5. I'm going back to my old university \_\_\_\_\_ a special reunion. I've just bought a video camera \_\_\_\_\_ take a film of everyone.

**Exercise 20.** Use the information in the chart in **Listening 3** to role-play the four dialogues with a partner.» [2, 31]

*Go to Grammar reference Unit 4.*

### Pronunciation

**Exercise 21.** «Listen to the underlined part of each country. Are they the same?

Russia                      China                      Germany

**Exercise 22.** Say the name of each country. Pay attention to the pronunciation of the part underlined.» [2, 31]

**Exercise 23.** «Listen to the part of these words in bold, then write the word in the correct column.

brochure	change	chart	check-in	cultural
destination	English	Egypt	expression	language
package	passenger	pilgrimage	religious»	[2]

### Where in the world?

**Exercise 24.** «Answer the questions.

1. What do you know about Kenya?
2. What type of holiday activities does it provide?

What reasons would a tourist give for choosing Kenya as a holiday destination?» [2]

### **Listening «Interview with a Kenyan tour operator**

**Exercise 25.** Listen to the interview with John Muhoho. Complete the information..

**Exercise 26.** Answer the questions.

1. What does he enjoy about his job?
2. How much of his business comes from the Internet?

Which of these holiday activities does he mention?

beach	swimming	shark-fishing
sailing	safari	eating out
hiking	mountain climbing	culture
golf	camel rides	

**Exercise 27.** Discuss these questions.

1. What type of tourists do you think are motivated to go to Kenya?
2. How is their motivation different from the tourists to your country?» [2]

### **Reading «The changing face of tourism**

**Exercise 28.** Discuss these questions with a partner.

1. How do you think tourists' reasons for travelling have changed in the last twenty or 30 years?
2. What do you think is meant by 'old' and 'new' tourism?
3. Do you think these words are related to 'old' or 'new' tourism? Use a dictionary to help you.

high-rise	package	long-haul	independent
concrete	authentic	fly-drive	ecotourism» [2, 33]

**Exercise 29.** «Read the article to check your answers.

#### **Old and new tourism.**

In the 1980s and early 1990s, when Africans first realized that tourism could be a way out of their poverty, they built very large concrete hotels on the beaches of Kenya, South Africa and other countries. For a time the charter flights poured in from Germany and Italy. The tourists hoped to see lions, but also wanted to lie by the pool and to eat food from their own countries and enjoy the other comfort of home. The revenue from tourism rose sharply, but most of it went to international tour operators.

That was then. Fortunately, a new kind of travel is now in fashion. Today's tourists are leaving the high-rise hotels and European comforts. Instead they are looking for more authentic experiences. On the wild coast of South Africa young tourists ride horses on unspoilt beaches and make their way through hills of subtropical vegetation. In the evening they sit round the fire and eat a traditional Xhosa meal of meat and vegetables; they listen to the local Xhosa people tell folk stories, before going to bed in simple tents and lodges. The experience is not offered by an international tour operator but by the Xhosa themselves. The Xhosa tour guides are paid two and a half times the average rate of pay.» [2, 33]

«The change from 'old tourism' to 'new tourism' did not happen suddenly. Interest in the traditional two-week sun and sea package holiday fell gradually towards the end

of the last century. Individual tailor-made or independent holidays – such as fly-drive – have steadily become more popular. Nowadays people are taking shorter yet more diverse holidays. Long-haul flights are increasing and are making faraway places easier to get to. More and more tourists are looking for adventure, activity, and authenticity. Adventure travel, ecotourism, cultural tours, and sports vacations are taking people to more exotic destinations: China, the Maldives, Botswana, Vanuatu.» [2, 33]

### **Language spot «Describing trends**

**Exercise 30.** Look at these sentences from the text. Which ones describe

1. a current trend?
  2. a past trend?
  3. a trend from the past to the present?
- a) The revenue from tourism rose sharply.
  - b) Today's tourists are leaving the high-rise hotels and European comforts.
  - c) Interest in the traditional two-week sun and sea package holiday fell gradually towards the end of the last century.
  - d) Individual tailor-made or independent holidays - such as fly-drive - have steadily become more popular.
  - e) Nowadays people are taking shorter yet more diverse holidays.
  - f) Long-haul flights are increasing and are making faraway places easier to get to.
- Which tense is used in each sentence?» [2]

**Exercise 31.** «Can you find any other examples of current trends in the text?

**Exercise 32.** Divide these verbs into two groups: go up and go down.

rise

decrease

grow

increase

fall

drop

**Exercise 33.** Put these adverbs in order – from small change to big change.

dramatically

gradually

steadily

sharply» [2, 33]

**Exercise 34.** «Use the graphs to write sentences about the current trends in 1-6. Start each sentence with: The number of ...

*Example: The number of people taking package holidays is decreasing sharply.»[2]*

**Go to Grammar reference Unit 4.**

**Find out**

**Exercise 35.** «Find the next information and make a list of 'old' and 'new' tourism features in your country or region.

1. Have there been similar changes in tourism in your country or region?
2. What was tourism in your country like (a) twenty years ago, (b) ten years ago?

How can you find out? Who can you ask?

What are the main reasons why tourists come to your country or region now?» [2]

**Writing «Your country or region**

**Exercise 36.** Use the information from *Find out* to write a short article - with graphs and charts if appropriate-about trends in 'old' and 'new' tourism in your country or region.» [2]

**Speaking «Changes in tourist motivation**

**Exercise 37.** Work in pairs. You are going to look at two surveys on the main reasons given by tourists for their holiday. One is from 1986 and one is current.

**Student A**

Survey A: What were the main reasons for your holiday journey? (1986)

1. Switching off, relaxation;
2. Getting away from everyday life, and having a change of scene ;
3. Recovering strength;
4. Experiencing nature;
5. Having time for one another (friends or family);
6. Getting sunshine, escaping from bad weather;
7. Being with other people, having company;
8. Eating well;
9. Having fun and entertainment;
10. Doing what I want, being free.

**Student B**

Survey B: What were the main reasons for your holiday journey?

1. Going to places I haven't visited before;
2. Meeting new and different people;
3. Opportunities to increase one's knowledge;
4. Experiencing new and different lifestyles;
5. Having fun. being entertained;
6. Just relaxing;
7. Escaping from the ordinary;
8. Being together as a family;
9. Trying new food;
10. Talking about the trip after I returned home.» [2]

**Exercise 38.** «Find out what, if anything, your survey says about:

1. the main reason for holiday travel;
2. attitudes to food and eating;
3. the importance of having fun;

4. the importance of weather and nature;
5. wanting new experiences;
6. meeting people and being with people.

**Exercise 39.** Tell your partner and compare answers.

**Exercise 40.** Look at the two surveys together. Can you identify any trends in tourist motivation?» [2]

### **Customer care «'We know what you want ... '**

Staff working in tourism must be able to understand the different reasons why tourists have come on holiday. It is important to get to know your customers. Find out why they've come on holiday, what they want to do, and then help them to achieve their dreams.

*Tourism Training Journal» [2, 35]*

**Exercise 41.** «Answer the questions.

1. Do you agree that people working in tourism should help tourists and visitors to 'achieve their dreams'? Or should they leave them alone?
2. What questions could you ask to find out why a tourist has come on holiday and what they want to do?

**Exercise 42.** Answer the questions.

- 1) How did you book your last holiday?
- 2) Think of a travel agency you know. What kind of holidays do they specialize in?» [2, 35]

### **Keywords**

#### **Specialist industry terms**

business tourism  
ecotourism  
fam trip (familiarization trip)  
incentive tour  
leisure tourism  
VFR (visiting friends and relatives)

#### **Nouns**

concrete  
conference  
day trip  
fly-drive holiday  
motivation  
pilgrimage

study tour

trade fair

trek

trend

wedding

weekend break

#### **Adjectives**

authentic

high-rise

long-haul

## UNIT 5. TRAVEL AGENCIES

### Take off

**Exercise 1.** «Answer the questions.

Which travel agency sells more holidays?

What sort of message do you think each window gives to people in the street?

What kind of holidays do these two travel agencies sell? Who do you think their clients are?» [2, 36]

### Listening «All in a day's work

**Exercise 2.** Look at the typical travel agency products and services. Which of them are free, and which of them does the travel agent make money from?

1. Advice on visa and passport applications
2. Airline tickets
3. Brochures for tour operators
4. Coach tours and trips
5. Foreign currency and traveler's cheques
6. Hotel bookings
7. Package holidays
8. Train tickets
9. Transport information
10. Travel insurance» [2]

**Exercise 3.** Listen to these customers. Which product or service do they want?

Speaker	Product / Service
1.	
2.	
3.	
4.	
5.	

### Reading «The sales process

**Exercise 4.** Read the article.

1. In which stage does a sales consultant do most of the talking?
2. In which stage does a sales consultant have to listen most carefully?
3. Can you think of any other ways of raising customer awareness?
4. If customers are looking at brochures, why should you leave them alone?
5. Features, advantages, or benefits - which is the hardest for a sales consultant to explain to a customer?
6. The last two stages are not described in the article.
7. What do you think happens in each stage?» [2, 37]

**«Six steps to success sell**

Your job as a travel agency sales consultant is to help your customers to choose their next holiday. This is a skilled job, and in order to do it well, you need to follow an established routine called the sales process.

Stage 1. To begin any sales process, it is important to raise your customer's awareness of the products your agency offers. Adverts in the agency window, for example, attract people's attention, and may bring them into the shop.

Stage 2. This is possibly the most important stage in sales. Many people are nervous about buying because they think that sales consultants only want to get their money. From the very first moment with a new client, you need to convince them that you are really interested in helping them find the right holiday.» [2, 37]

«Of course, sometimes people go into a travel agency just to browse through the brochures. In this case, do not stand next to them and ask questions. Let them know you are there, but leave them alone. Give them time.

Stage 3. When a customer asks for help or information, we move on to the next stage - investigating the customer's needs. This is also an important part of the sales process; it is only when you have a clear idea about where a client wants to go, when they want to travel, who with, and so on, that you can select the best products for them.

Stage 4. When you have selected the most suitable products, you need to present them in terms of:

Features - these are what a holiday has, such as the hotel facilities, transfers from the airport, excursions, etc.» [2]

«Advantages - these are what make the holiday better than other similar holidays. The fact that the price of a holiday includes all the excursions or your entire bar costs, for example, would be an advantage.

Benefits - why a particular feature is good for the customer you are talking to at that moment.

At this point in the process many customers will want time to think. The best thing to do is to get their contact details and invite them to take the brochures home and browse through them. If you have done a good job of presenting the product, they will probably be back a few days later.

Stage 5. When the customer returns to your agency» [2, 37]...

### **Vocabulary «Sales terms**

**Exercise 5.** Match the words in the list with their definitions.

advantage

awareness

benefit

browse

consultant

convince

a person who gives information or advice in business

a useful, positive effect that something has

knowing about something and probably being interested in it  
something that helps or that gives a better chance of success

to spend time looking at something without a clear idea of what you want to succeed in making somebody believe something» [2]

**Exercise 6.** «Which words are nouns and which are verbs?

**Exercise 7.** Complete the sentences using the words in the list.

1. A good \_\_\_\_ does not necessarily know the answers to every question, but does know where to find the answer.
2. Adverts on TV and in magazines are used to create \_\_\_\_ of new products.
3. The \_\_\_\_ of using a travel agent is that they can help you to find the best holiday.
4. The main \_\_\_\_ of learning English is that most people in tourism speak it.
5. There is so much information to \_\_\_\_ through on the Internet that it is easy not to find what you want.» [2]

**Exercise 8.** «Use your dictionary. Find three more terms in the article. For each one write out the definition from your dictionary. Ask your partner to find the word in the article.» [2]

### **Listening «A new customer**

**Exercise 9.** Karl and Anita want to go to Australia. They go to a travel agent's for advice. Listen to their conversation and answer the questions.

Which two stages of the sales process do you hear?

Does the sales consultant finish the second stage?

**Exercise 10.** Listen again and write T (true) or F (false). Karl and Anita want  
to travel around Australia with their daughter;  
a package holiday for the three of them;  
to fly to Adelaide;  
to travel out to Australia in July;  
to stay for longer than three weeks;  
to stay in Melbourne for twelve hours.

**Exercise 11.** Do you think the sales consultant did her job well in these stages? Why / Why not? » [2]

### **Language spot «'Open' and 'closed' questions**

**Exercise 12.** Listen again and complete the following questions.

1. Can \_\_\_\_ you?
2. Were you \_\_\_\_ about a \_\_\_\_?
3. Where is \_\_\_\_ daughter, by the \_\_\_\_?
4. When \_\_\_\_ did you want to \_\_\_\_?

**Exercise 13.** Answer the questions.

Which of the questions in previous exercise can you answer with Yes or No?  
How would you answer the other two questions?



Questions can be 'open' or 'closed'. What do you think this means?

**Exercise 14.** Convert the following closed questions into open ones.

1. Do you want to be in Australia for a month?
2. Are you interested in visiting Sydney?
3. Do you want to stay in hotels?
4. Are you travelling in a group?
5. Can you go in the autumn?
6. Are you willing to pay a lot of money?
7. Do you go there every day?» [2, 38]

**Go to Grammar reference Unit 5.**

### **Speaking** «Investigating a client's needs

**Exercise 15.** Work in threes. Take turns to be the sales consultant and the customers.

#### **Customers**

##### *1. Students B & C.*

- You and your partner are customers.
- You are interested in an adventure holiday in South America.
- You are not sure exactly where you want to go – perhaps Peru, Chile, or Argentina.
- You would like to see some of the famous historical monuments as well, like Machu Pichu in Peru.
- You've got three weeks in August.
- You'll be travelling with five other friends in a group.
- You don't want to spend very much money.
- You want to fly direct to South America – you don't want to change planes anywhere outside Europe.» [2]

##### *2. «Students C & A.*

- You and your partner are customers.
- You are interested in a weekend break in a European city but you want something different – you've been to Paris, Rome, Madrid, etc. already.
- You are not sure exactly where you want to go – perhaps one of the Baltic capitals (Tallinn, Riga, or Vilnius) or perhaps Warsaw or Berlin. You are not really sure.
- You would like a tour with guided excursions and visits.
- You want free time to do some shopping.
- You want to spend the whole time looking at monuments.
- You've got four days any time in spring.
- You'll be traveling with a friend.
- You want half-board and you want a bit luxury – it's a special occasion.» [2]

##### *3. «Students A & B.*

- You and your partner are customers.
- You are interested in a beach holiday in Greece.
- You'd like to see Athens and a bit of history, monuments – that sort of thing – but you are really interested in relaxing on the beach on an island.

- You would quite like to do a bit of snorkeling or even try scuba diving, but nothing like walking.
- You've got two weeks.
- You want try local food.
- You want villa or apartment so that you can do your own cooking.
- You'll be travelling with a friend.
- You want to hire a car and see the island.» [2]

«**Sales consultant.** You are a travel agent. There are two customers browsing in your agency. Go up to them and begin to establish rapport. Invite them to have a seat and then use open questions to investigate their initial needs. Make notes of what they want.» [2]

**Exercise 16.** «The sales consultant should complete the initial enquiry form where possible.

**Exercise 17.** When each conversation is finished, check that the information is correct.» [2]

### **Customer care «Identifying needs**

Customer: An individual with a unique set of characteristics who buys or uses tourism products and services. Customers have very different needs and it is a travel agent's job to find out what these are.» [2]

**Exercise 18.** «Answer the questions.

1. What sort of characteristics can you identify as soon as a customer walks into your agency?
2. What other characteristics do you need to determine. How will you find these out?» [2]

### **It's my job. «Michaela Cambelová**

**Exercise 19.** Michaela Cambelová works in a busy travel agency in Prague. Think about the stages in the sales process. Find out which stage Michaela is best at.

Q: Michaela, what do you like about being a sales consultant?

A: I like the contact with the clients. People are very different, and for me, finding out what each customer is like and what they want is fascinating.

Q: What skills does a good sales consultant need?

A: Patience, psychology, and a comprehensive knowledge of the products available.

Q: Why do you need psychology?

A: You've got to know when a customer is ready for your help, when they need more time, or when they're ready to buy.

Q: And knowledge of the product?

A: Well, above all, you've got to know what's inside the brochures, and not just what's on the page.

: What do you mean?

A: Well, it's not the same talking about a place in a brochure as talking about a place you've been to, or that a client has told you about. You're only as good as the information you've got, so you need to read, to travel, and to keep in touch with your clients.

Q: What about the Internet for information?

A: It's really important. But you've got to find information quickly and efficiently. There's so much on the Internet that if your reading skills are poor you'll need all day to examine each site. And you haven't got all day.» [2]

### **Find out**

**Exercise 20.** «How good is the service in your local travel agencies? Think of a holiday or a journey you would like to go on. Visit a local travel agency and ask for information.

During your visit carefully observe:

- 1) the shop window (Attractive? Original? etc.)
- 2) the interior (Organized? Spacious? etc.)
- 3) the greeting (Immediate? Warm? etc.)
- 4) the sales consultant's manner (Friendly? Attentive? etc.)
- 5) the result of the visit (As expected? Better than expected?)» [2]

Title	Travel agency quality assessment
Assessor	Put your name and contact details
Agency	Put the name of the agency you visited
Date of visit	Put the date of your visit
Address	Put the contact details of your agency
Features	Write one or two sentences describing and evaluating the window. Do the same for the interior, the travel agent's greeting, and their manner.
Result	Write one or two sentences describing and evaluating the result.
Grade	Give each feature a mark from 0 (minimum) to 5 (maximum) Window, manner, interior, result, greeting

### **Writing «A report on a travel agency**

**Exercise 21.** Write up your experience at the local travel agency as a report. Use the following structure:» [2]

### **Listening Presenting a product**

#### **AUSTRALIA TOURS**

<b>Tour name</b>	<b>days</b>	<b>Destination</b>
All Australia	19	Melbourne – Great Ocean Road – Kangaroo Island – Adelaide – Uluru (Ayers Rock) – Alice Springs – Palm Valley – Darwin – Kakadu National Park – Cairns – Great Barrier Reef – Brisbane – Sydney
Australia's Best	13	Melbourne – Alice Springs – Uluru (Ayers Rock)

		– The Olgas – Cairns – Great Barrier Reef – Kuranda Scenic Railway – Brisbane – Sydney
East Coast Highlights	9	Melbourne – Cairns – Kuranda Scenic Railway – Great Barrier Reef – Sydney
Reef and Rainforests	7	Cairns – Great Barrier Reef – Daintree National Park – Dunk Island – Kuranda
Red Centre and the West	8	Alice Springs – Macdonnell Ranges – The Olgas – Uluru (Ayers Rock) – Kalgoorlie – the Pinnacles

**Exercise 22.** «Listen to the travel agent presenting two products to Karl and Anita.

1. Which place does Karl want to visit?
2. Which place does Anita want to visit?
3. Which two tours does the travel agent recommend?

**Exercise 23.** Listen again. For each of the two tours recommended, note down:

1. the length of the tour
2. the types of transport each tour uses
3. the accommodation and meals included.

**Exercise 24.** Listen again and complete the sentences.

- 1 ... they have two in Australia that you \_\_\_ think about, in \_\_\_\_ \_\_\_\_.
- 2 ... full-board option with all the meals. But in were \_\_\_\_, \_\_\_\_\_ half board.
3. Well then, why don't you \_\_\_\_\_ the Australia's Best tour?»[2]

### **Language spot «Suggestions and advice**

**Exercise 25.** Match the expressions for advice on the left with possible continuations on the right.

1. In my opinion, you should ...	a) I'd look on the Internet.
2. Have you thought about ...	b) is to look on the Internet.
3. How about ...	c) look on the Internet?
4. If I were you ...	d) look on the Internet.
5. Why don't you ...	e) looking on the Internet?
6. Your best option ...	g) the Internet?

**Exercise 26.** Now do the same with these expressions.

1. Have you thought about ...	a) going in the autumn?
2. How about ...	b) is to hire a car.
3. If I were you ...	c) taking the coach to the airport?
4. Why don't you ...	d) take a look at these brochures?
5. In my opinion, you should ...	e) I'd ask a travel agent.
6. Your best option ...	f) travel overnight on the train.

**Exercise 27.** Work in groups of four. Each person should think of two travel decisions a visitor to your country or region might want advice on. Take turns to ask your partners for advice. Give marks (a) for each different advice expression used correctly, and (b) for each original piece of advice given.» [2, 41]

*Go to Grammar reference Unit 5.*

### Pronunciation

«**Exercise 28.** Listen to the letters of the alphabet and their pronunciation. Write them in the right column.

**Exercise 29.** Practice saying the letters column by column.» [2]

### Speaking «**Suggesting alternatives and making a recommendation**

**Exercise 30.** Work in pairs. Take turns to be the sales consultant and the customers. Act out a conversation in a travel agent's going through the three stages of the sales process you have seen in this unit: establishing rapport, investigating needs, and presenting possible products. Finish your conversation by getting your partner to spell out their name.» [2]

Student A	Student B
<p>«You are a sales consultant. Your partner is a customer. Suggest alternatives from the box for the situation the customer describes. Finish by recommending the best option.</p> <p><b>Situation 1.</b> A trip to the Pyramids and the Nile. A pass to the Formula 1 race at Monaco. A beginner's course in scuba diving. [Your own suggestion]</p> <p><b>Situation 2.</b> A round-the-world flight. A safari and beach package in Kenya. A cruise around the Caribbean. [Your own suggestion]</p> <p><b>Situation 3.</b> An opera tour of Germany and Italy. A tour of the Greek Islands. A trip to Patagonia. [Your own suggestion]» [2]</p>	<p>«You are a customer. Go into the travel agency and ask for advice for each situation. Ask the sales consultant for at least three alternatives for each situation.</p> <p><b>Situation 1.</b> You are looking for an incentive trip for your company's best worker.</p> <p><b>Situation 2.</b> You are about to get married and are looking for a place to go on your honeymoon.» [2]</p> <p>«<b>Situation 3.</b> You and your partner are about to retire and want to celebrate with a special holiday.» [2]</p>
<p><b>2.</b> «Now you are the customer. Go into the travel agency and ask for advice for each situation. Ask the sales consultant for at least three alternatives for each situation.</p> <p><b>Situation 4.</b> You and your friends have just left university. You want to travel together around Canada.» [2]</p>	<p><b>2.</b> «Now you are the sales consultant and your partner is the customer. Suggest alternatives from the box for the situation the customer describes. Finish by recommending the best option.</p> <p><b>Situation 4.</b> A tour of Northern India including a visit to the Taj Mahal. A week in a luxury spa. An eight-day cruise around the Mediterranean</p>

<p><b>Situation 5.</b> You want a family holiday for you and your wife I husband and your two small children.</p> <p><b>Situation 6.</b> You want a very special holiday for your parents who are about to celebrate their 25th wedding anniversary.</p>	<p>[Your own suggestion]          Situation 5. A self-drive tour in a motor home. A Greyhound Coach Canada Pass. A pass for the Trans-Canadian railway.          [Your own suggestion]  <b>Situation 6.</b> An apartment in a Mediterranean resort. A trip to Disneyland. A holiday in a family resort village like CenterParcs.          [Your own suggestion]» [2]</p>
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**Exercise 31.** «Now think about your own area of the world. Your partner will be a customer who does not know the area at all. Establish rapport, investigate needs, make suitable recommendations, and then present possible products. And don't forget to get your client's name!

**Exercise 32.** Record your conversation and give it to your teacher to mark for language and pronunciation.» [2]

### **Reading «The impact of the Internet.**

Many holidays are now sold on the Internet. Travel agencies around the world are worried about this and are trying to explain why they are still important. The American Society of Travel Agents (ASTA) is using the Internet to do this!

#### **Travel agency myths and realities**

**Myth:** Travel agencies are just glorified sellers of airlines tickets.

**Reality:** Travel agencies are professionals who provide value by helping save time and money. They act as travel consultants, offering personal service for their clients. Clients who turn to an ASTA travel agent want the advice and expertise of a professional who

- Analyses current promotions;
- Explain the small print, such as cancellation charges and restrictions;
- Makes recommendations on travel options;
- Gets problems solved.» [2]

«**Myth:** The Internet will replace the need for travel agents.

**Reality:** When it comes to booking travel, travel agents are experienced professionals. Travel agents sell:

- 87 % of all cruises;
- 81 5 of all tours and packages;
- 51 % of all airline tickets;
- 47 % of all hotels;
- 45 % of all car rentals.

The Internet is a valuable resource, but it cannot replace the expertise, guidance, and personal service of a travel agent.» [2]

«**Myth:** Travel agents do not support use of the Internet.

**Reality:** Both consumers and travel professionals benefit from the Internet. The Internet gives travelers the ability to shop for attractive offers or packages. It has also helped many travel agencies, hotels, resorts, and other travel-related suppliers to grow by bringing in business through websites.

**Myth:** Young people do not understand or value the services of travel agent.

**Reality:** yes, they do. Of course who use travel agents:

- 43 % are age 35-54;
- 33 % are Generation X and Y travelers, age 18 – 34.

One of the winners of ASTA's and Hyatt Hotel's 'Best Practices Program' has made a point to educate students about the adventure of travel and of being a travel agent as a career. This process has made young people aware of the experience required to be a professional travel agent.» [2]

**Exercise 33.** «Here are five popular myths about travel agencies.

- 1) all travel agencies are the same so it does not matter which one a client uses;
- 2) because of the Internet, people will not use travel agencies in the future;
- 3) travel agencies are against travel products being on the Internet;
- 4) travel agencies are just shops that sell tickets for planes;
- 5) young people do not use travel agents.

Four of these myths are discussed in the ASTA article. Which four?» [2]

**Exercise 34.** «Read the article.

**Exercise 35.** What is the reality for each myth according to ASTA?

**Exercise 36.** How would you answer the fifth myth from ASTA's point of view?

**Exercise 37.** Answer the questions.

- 1) How do you prefer to travel- by car, by coach, by train, by boat...?Why?
- 2) What was the most uncomfortable journey you have ever made? Tell your partner.
- 3) If you could travel around the world, but you couldn't fly, how would you go?» [2]

### Keywords

<p><b>Nouns</b>            advantage            advice            awareness            benefit            contact details            feature            foreign currency            initial enquiry form</p>	<p><b>Adjectives</b>            Skilled</p> <p><b>Verbs</b>            browse            convince            establish (rapport)            investigate (needs, requirements)            present (a product)            raise (customer awareness)</p>	<p>product            rapport            requirement            sales consultant            sales process            travel insurance            visa</p>
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## UNIT 6. TRANSPORT IN TOURISM

### Takeoff

**Exercise 1.** «Look at the map below. Which countries do each route pass through?

**Exercise 2.** Choose one of the journeys. What type of transport could be used on each stage?

**Exercise 3.** Which route would you prefer to take? Why? What would you hope to do and see? Exchange ideas with a partner.

### Vocabulary Transport words

**Exercise 4.** Use words from the table to complete the text on 'transport for tourism'.»  
[2, 44]

Method of travel	Jorney types	Transport types	Places and fetures	Tourism professionals
<b>Air</b>	Flight (long-haul) (short-haul)	Airplane/jet Light aircraft Helicopter	Airport Terminal Runway	Pilot Flight attendant
<b>Water</b>	Cruise Crossing	Cruise ship Liner Ferry Hovercraft Hydrofoil	Port Harbour Cabin Pier	Steward Purser
<b>Land</b>	Ride jorney	Train Coach Bus Car Motorbike Bicycle	station carriedge terminus motorway track	Guard Driver Conductor Tour guide

### **«Inside tourism: transport for tourism**

Transport for tourists can be divided into three main categories: journeys by air, journeys on water, and journeys on (1) \_\_\_\_\_. Within each category there are several types of transport.

Air travel usually means a short-haul or (2) \_\_\_\_\_ international (3) \_\_\_\_\_, operating from large \_\_\_\_\_ 4, which in big cities often have more than one (5) \_\_\_\_\_ building. But in some more remote places there may be little more than a small airstrip with only one simple (6) \_\_\_\_\_ for planes to land and take off. At some tourist destinations air transport may include short transfers or sightseeing trips by (7) \_\_\_\_\_.

Journeys on water can include luxury (8) \_\_\_\_\_ which take tourists on all-inclusive holidays of three days or more, visiting a number of different locations. Passengers sleep in (9) \_\_\_\_\_, and have a full range of services on board. They are looked after by a team of (10) \_\_\_\_\_, with a (11) \_\_\_\_\_ in overall charge of tourist services. Ferry



(12) \_\_\_\_\_ are usually much shorter journeys connecting two points of land or going between islands. The ferries will stop at a large (13) \_\_\_\_\_ or a small (14) \_\_\_\_\_.

Land travel is probably the most diverse category. It includes rail journeys by (15) \_\_\_\_\_, departing from a large (16) \_\_\_\_\_ and stopping at (17) \_\_\_\_\_ en route. Passengers sit in separate (18) \_\_\_\_\_ or coaches. The most common form of transport by road for tourists, if they don't have their own car, are also called (19) \_\_\_\_\_. These vehicles can either travel from city to city along fast (20) \_\_\_\_\_ (or sometimes quieter roads), or they can be used for transfers from airports and other smaller journeys. Very often they are used for sightseeing trips when as well as a driver there will be a (21) \_\_\_\_\_ to tell the passengers about the sights.» [2, 45]

**Exercise 5.** «Can you add any more words to the table? Look back at the previous units.

**Exercise 6.** Which sections would you put these words in?

taxi	freeway	service station
ticket collector	yacht	scenic route
hire car	marina	shuttle
captain	jeep	tunnel

**Exercise 7.** How do tourists use the different types of transport? Put the journey and transport types (from columns 1 and 2 of the table) into the categories below.

- 1) to and from destination only (e.g. *international flight*);
- 2) at destination only (e.g. *taxi ride from airport*);
- 3) as a main feature of the holiday (e.g. *Sightseeing helicopter ride*);» [2]

**Exercise 8.** «Which types of transport have you used? Think about the best and worst journeys you have ever made. Exchange ideas with a partner.» [2]

### Find out

**Exercise 9.** «What do you really know about transport in your country? With a partner, try to guess the facts in the table.

When you have made your predictions, research websites of national transport carriers and find the actual figures. Report back in class. How close were your predictions?» [2]

<b>Your country:</b>	<b>Prediction</b>	<b>Actual</b>
No. of city / town bus station		
No. of city / town train station		
No. of passenger airport		
No. of kilometers of road		
No. of kilometers of rail tracks		
No. of flights per day		

**Pronunciation**

«**Exercise 10.** Look at the words about transport. Listen to their pronunciation. Write three words in each column.

clean	leisure
easy	plane
ferry	safe
jet	scenic
	train

**Exercise 11.** Which column has the shortest vowel sounds?

**Exercise 12.** Practise the words. Remember to make them short / long as appropriate.

**Exercise 13.** Now do the same with these words. Listen and write them in the right column.

car	guard
craft	guide
drive	harbour
fast	ride
	track» [2]

**Vocabulary «Adjectives describing transport**

**Exercise 14.** Find pairs of opposites from the adjectives in the list.

boring	exciting
cheap	expensive
dean	fast
comfortable	punctual
crowded	quiet
dangerous	safe
difficult	slow
dirty	uncomfortable
easy	unpunctual

**Exercise 15.** Choose three adjectives that describe what is most important for tourists when travelling. Are they different for different types of transport?

Tourists want planes to be \_\_\_\_\_ and, \_\_\_\_\_, but they don't want them to be \_\_\_\_\_.»  
[2, 46]

**«Language spot Comparing things**

**Exercise 16.** Complete these sentences with the correct form of the adjectives: *fast*, *easy*, or *comfortable*.

1. Trains are \_\_\_\_\_ than buses, but planes are the \_\_\_\_\_.
2. The, \_\_\_\_\_ way to buy a ticket is to go online.
3. It's, \_\_\_\_\_ to travel first class than economy.

4. Helicopters aren't as \_\_\_\_\_ as jet planes.  
 5. Travelling by bus is usually less \_\_\_\_\_ than travelling by train.

**Exercise 17.** What are the rules for comparing adjectives? Complete the table.» [2]

Adjectives	Example	Comparing two things	Comparing more than two things
<b>One syllable</b>	Cheap	X is cheaper than Y or Y isn't as cheap as X.	Z is the cheapest
<b>Two syllables ending in y</b>	Easy		
<b>Two or more syllables</b>	Comfortable		
<b>Irregular adjectives</b>	Good Bad		

**Exercise 18.** «In pairs, compare the following.

1. ferries / cruise ships
2. trains / coaches / cars
3. working as a pilot / working as a ticket collector
4. the most convenient ways to get around a city» [2]

*Go to Grammar reference Unit 6.*

**«Speaking What is most important for tourists when travelling?»**

**Exercise 19.** Work in groups. Look at the factors that affect a tourist's enjoyment of a journey. Can you add any more?» [2]

At the airport	On a train	On a long coach journey	On a four-hour ferry crossing
Quick check-in	Punctuality	A window seat	A private cabin
Good restaurants	Interesting passengers to talk to	On-board toilets	Opportunity to buy tax-free goods
Thorough security check	Comfortable seats	Safe driver	Calm sea

**Exercise 20.** «Discuss which you think are the most important features for a tourist on each journey. Put them in order.» [2]

**Exercise 21.** «Compare your ideas with other groups. Give arguments why you think your order is correct. The most important thing on a coach journey is... Comfort is more important than because...» [2]

**Customer care «Exceeding expectations**

**Exercise 22.** In tourism the most important thing is not just to meet expectations, but to exceed them. Do you agree?

Hotels try to exceed expectations in many ways. How can we exceed expectations in the transport sector? Think about the different transport types - air, sea / river, rail, and road.» [2]

### **Listening «Transport systems and cable cars in San Francisco**

**Exercise 23.** Listen to the recorded information line on transport (AmE - transportation) in San Francisco.

**Exercise 24.** Which of the following transport types does the information line describe?

ferries	trains	bike rental
cruises	airplanes	coach tours
buses	helicopter rides	walking tours
metro	cable cars	car hire» [2]

**Exercise 25.** «Complete the information sheet on cable cars.

**Exercise 27.** Which trip (or trips)

- 1) is by ferry?
- 2) runs every day?
- 3) involves more than one form of transport?
- 4) provides special transport for people in wheelchairs?
- 5) offers cheaper fares for the elderly or disabled?
- 6) offers cheaper tickets for people who travel a lot?
- 7) allows bicycles?
- 8) does not allow bicycles?
- 9) does not operate in bad weather?
- 10) allows dogs?» [2]

**Exercise 28.** «Match the two halves of these exchanges.

Where does the ferry for Alcatraz leave from?

Can I take my bicycle on the ferry?

How frequent are the ferries?

When is the last ferry back?

How long does the ferry take?

It leaves at 2.15.

It takes about 20 minutes.

No, they're not allowed.

It departs from Pier 41.

They leave approximately every 30 minutes.» [2]

### **Language spot «Describing a timetable**

A number of different language areas are important when we describe a timetable

**Present Simple** The train leaves at 9.15 a.m.

**Prepositions** The train leaves at 9.15 a.m.

**Time phrase** Trains depart every 30 minutes.

**Modals of possibility and prohibition** Bicycles can be carried on all trains. Children under 14 must be escorted by an adult.

**Exercise 29.** Can you find other examples of these language areas in the listening on cable cars? Look at the listening script. » [2]

**Exercise 30.** «Complete this paragraph giving recorded information on the Alcatraz ferry service.

Ferries for Alcatraz (1) \_\_\_\_\_ approximately (2) \_\_\_\_\_ 30 minutes. The first ferry (3) \_\_\_\_\_ Pier 41 (5) \_\_\_\_\_ 9:30 a.m., and the last ferry is (6) \_\_\_\_\_ (7). Return ferries run throughout the day. The last ferry (8) \_\_\_\_\_ Alcatraz (9) \_\_\_\_\_ (10) \_\_\_\_\_ 10 p.m. Services are (11) \_\_\_\_\_ except for Christmas Day and New Year's Day. You (12) \_\_\_\_\_ take bicycles or scooters on to the island. » [2]

**Go to Grammar reference Unit 6.**

**Speaking** «**Timetable information**

**Exercise 31.** Work in groups. Half of you are tourists asking about cable cars in San Francisco. The other half will ask about Amtrak services from Los Angeles to San Francisco.

**Exercise 32.** Think of questions you can ask a travel information officer about

- times and frequency
- first and last services
- routes
- facilities (e.g. for disabled people)
- bicycles, etc.

**Exercise 33.** Work with someone from the other group and take turns to ask and answer each other's questions. To answer the questions you should refer to the texts, but some of the information will not be there, so you will have to think of a likely answer. Return to your groups and compare answers. » [2]

**Writing** «**Transport and timetable information**

**Exercise 34.** Prepare a website about transport in your city or region. It should include the following sections

- A general introduction to transport services
- Getting to and from the nearest airport
- A brief description of each of the different types of transport, including advantages, frequency, hours, operation, and any restrictions and regulations. » [2]

«**Where in the world?**

**Exercise 35.** Look at the picture of a modern cruise ship. Find

- 1) five places where passengers can eat or drink;
- 2) four sporting activities passengers can do;
- 3) three places that are suitable for children;
- 4) two places where passengers can dance;
- 5) one place where you would most like to be.

**Exercise 36.** Answer the questions.

Which of the facilities do you think you would use most as a passenger?

In which of the facilities would you most like to work?

In which of the facilities would you least like to work? » [2]

**Listening «A cruise ship worker**

**Exercise 37.** Work in pairs. Discuss the questions.

- 1) What do you think it is like to work on a cruise ship?
- 2) What would the living conditions and hours be like?
- 3) What are the advantages and disadvantages of working on a cruise ship?

**Exercise 38.** Listen to Steve Fairclough from Manchester and answer the questions.

- 1) What jobs and training did he have before working on a cruise ship?
- 2) Apart from a letter, what two things did he send when he applied for a job?
- 3) Where did he join his first cruise ship?
- 4) What does he say are the disadvantages of the job?
- 5) What are the advantages?

**Exercise 39.** Answer the questions.

Have you ever stayed in a hotel or other form of tourist / traveller accommodation?

Where and when? What was it like?

What do you think are the best and worst jobs in a hotel? » [2]

**Keywords**

<b>Type of transport</b>	guard	pier
cable car	purser	runway
cruise ship	steward	service station
ferry	terminus	terminal
hovercraft	ticket collector	
jeep	<b>Other nouns</b>	
shuttle	cabin	
yacht	carriage	
<b>Jobs in transport</b>	marina	
conductor	motorway (AmE = freeway)	

## UNIT 7. HOLIDAYS WITH A DIFFERENCE

### Take off

**Exercise 1.** «What could the two holidaymakers do that is ‘different’? Use the pictures at the side to help you.

**Exercise 2.** Have you ever had a holiday that was 'different'?» [2]

### Listening «At the trade fair

**Exercise 3.** Mariana and Jurgita work for a tour operator. They are visiting a large tourism trade fair in order to gather ideas for an ‘alternative tourism’ program. They are thinking about four programs:

1. ‘Adventure and action
2. ‘Ecotourism and nature’
3. ‘Escape and enlightenment’
4. ‘Culture and heritage’.

**Exercise 4.** Match the pictures in *Take off* with the categories. » [2]

**Exercise 5.** «Which category would each of these words and places be in?

diving	biking	horse riding
expedition	cattle ranch	rafting
gastronomic week	pilgrimage	resorts
working farm	Antarctica	India
Mexico	Costa Rica	ecosystem
France	white-water	the Caribbean
volcanoes	spa and health	sea-life» [2]

**Exercise 6.** «Listen to their conversation at the end of the day and check your answers.

**Exercise 7.** Which holiday do they choose for each category? » [2, 84]

### Vocabulary «Different holiday types

**Exercise 8.** Put these ‘holidays with a difference’ into the four categories.

- a) tour of Scotland visiting historic castles;
- b) mountain climbing;
- c) conservation work helping to repair coastal damage;
- d) windsurfing;
- e) cycling in the mountains and deserts of Mongolia;
- f) four-week trip to Canada to learn English;
- g) trip to Beijing for the 2008 Olympics;
- h) whale-watching off the west coast of the USA;
- i) week at a health farm to relax and ‘de-stress’;

- j) long weekend in London to visit museums and art galleries;
- k) learning survival skills in the jungles of Borneo;
- l) pilgrimage to Mecca;
- m) weekend of beauty treatments and relaxation in a country hotel;
- n) off-piste mountain skiing;
- o) weekend break at the Prague Music Festival;
- p) research trip to collect data on ape behavior in Malaysia.» [2]

**Exercise 9.** «Can you do any similar 'alternative holidays' in your Reading country?

**Exercise 10.** Match words from A with words from B to make compound nouns for different holiday activities, for example: sightseeing, mountain climbing. How many different activities can you list?» [2]

<b>A</b>	<b>B</b>
sight	seeing
horse	climbing
cliff	boarding
mountain	walking
heli	skiing
scuba	watching
snow	biking
water	riding
whale	surfing
hang	diving
hill	rafting
wind	jumping
skate	gliding
camel	
jet	
bird	
bungee	
white-water	

**Exercise 11.** Is it possible to do any of the activities in your city or region?

**Reading «The Karakoram Experience**

**Exercise 12.** Why is the travel company called the Karakoram Experience?

**Exercise 13.** How many different adventure activities are mentioned or described in the website?

**Exercise 14.** What types of scenery and landscape are mentioned?

**Exercise 15.** What type of traveller do they try to attract?



## **KE Adventure Travel**

*About KE:* In 1983 two university friends, Tim Greening and Glenn Rowley, decided to take their passion for travel in Asia and in the Karakoram mountains, and create a travel company with a different: 'The Karakoram Experience'. Today KE Adventure Travel has grown to become one of the world's leading independent specialist travel companies. In addition to our extensive range of worldwide adventures, the staff in our UK and American offices organizes tailor-made private expeditions, trips for school groups, and charity treks.» [2, 85]

«**Peru – in the footsteps of the Incas:** Family adventure in the Andes-Horse riding, rafting, biking, and easy trekking - Indian craft market at Pisac-Magical Machu Picchu - Amazon jungle lodge visit.

**Swedish Lapland – a Winter Wonderland:** A winter activity holiday north of the Arctic Circle-Travel by snowmobile and by dogsled – Ski touring and snowshoe hiking – Northern Lights – Fish in a frozen lake – Visit the Ice hotel – Meet the Sami people and their reindeer

**Costa Rican adventure:** Trekking, rafting, and wildlife adventures – Challenging ascent of Volcan Chirripo (3820 m), Costa Rica's highest peak – Rafting on the beautiful Pacuare – Fantastic wildlife – Relaxing on idyllic Pacific Ocean beaches.» [2]

### **Listening «Interview with a mountaineer**

**Exercise 16.** Listen to an interview with a mountaineer. Answer the questions.

1. How old was he when he did his first climb without his parents?
2. Which of these countries has he been to with a tour company?  
Kenya    Peru    Bolivia    Kyrgyzstan    Pakistan    Tajikistan
3. Which of these things does he look for in a tour company?  
a) cheap price; b) a guide for the whole trip; c) organisation of local transport, lodging and permits.
4. How high was the highest mountain he's climbed 6,400 m or 7,400 m?
5. What's the worst moment he's experienced when mountain climbing?
6. What's the happiest moment? » [2]

**Exercise 17.** «Listen again and complete the questions that the interviewer asks.

1. When \_\_\_\_ you \_\_\_\_ mountain climbing?
2. What \_\_\_\_ expedition mountaineering? When \_\_\_\_ you \_\_\_\_ that?
3. Do you use a \_\_\_\_ when you organize an expedition, or do you \_\_\_\_ \_\_\_\_ ?
4. How \_\_\_\_ \_\_\_\_ find a suitable company?
5. What \_\_\_\_ you look for in a \_\_\_\_ ?
6. What's the highest mountain \_\_\_\_ ?
7. Have you \_\_\_\_ frightened?
8. Have you \_\_\_\_ though \_\_\_\_ ? » [2]

**Language spot** «Asking and talking about experience

**Exercise 18.** Look at these sentences from the interview. Which verb is in the Present Perfect and which verb is in the Past Simple?

*I've **been** to Central Asia, once to Kyrgyzstan and once to Tajikistan. But both times we **used** a tour company.*

The first sentence is looking at general experience with no specific time reference. The second sentence is referring to a specific occasion in the past.

**Exercise 19.** Look at the questions you completed Exercise 17. Find three examples of the Present Perfect and two examples of the Past Simple. » [2]

**Exercise 20.** «Match questions 1- 6 with answers from a - k. There may be more than one possibility.

- |  |   |
|--|---|
| 1. Have you ever been diving?                        | a) Yes, I did.                          |
| 2. Did you like it?                                  | b) No, I didn't.                        |
| 3. Would you like to try it?                         | c) Yes, it was great.                   |
| 4. Where did you do it?                              | d) Not really.                          |
| 5. Have you thought of trying a windsurfing holiday? | e) Yes, I have.                         |
| 6. Would you like some more information?             | f) No, I haven't.                       |
|  | g) Yes, I would.                        |
|  | h) That's a good idea.                  |
|  | i) Mmm. Tell me more about it.          |
|  | j) In Malta.                            |
|  | k) Yes, please. It sounds interesting.» |

[2, 86]

*Go to Grammar reference Unit 7.*

**Speaking**

«Have you ever ... ?

**Exercise 21.** Choose one or two of the activities from *Exercise 10*, and one of the KE Adventure holidays. With a partner, use the information in the following dialogue.

A: Have you ever been \_\_\_\_\_ ?

B: Yes, I have. / No, I haven't.

A: Did you like it? / Would you like to try it?

B: \_\_\_\_\_.

A: Have you thought of trying something different? What about \_\_\_\_\_ ?

B: That's a good idea. Tell me more about it.

A: \_\_\_\_\_.» [2]

**Exercise 22.** «Choose some more activities and adventure holidays. Go found the class and ask different students about their experiences. Tell them about one of the adventure holidays. Try to get them interested in buying it.

**Exercise 23.** Report back to your partner on what you found out. How much interest was there in the adventure holidays? » [2]

**Pronunciation****Exercise 24.** «Listen and tick (V) the word you hear.

- |         |       |             |
|---------|-------|-------------|
| 1) best | vest  |             |
| 2) very | berry |             |
| 3) vine | wine  |             |
| 4) veil | whale |             |
| 5) best | vest  | west        |
| 6) bale | veil  | whale » [2] |

**Exercise 25.** «Practise the words for each sound.**Exercise 26.** Say one of the words from each group in *Exercise 24*. Your partner will point to the word he / she has heard.**Exercise 27.** Say these words. Think about the pronunciation of b, v, and w. » [2]

/b/	/v/	/w/
Basic	vacation	wet
Beijing	volcano	white-water
Borneo	activity	wildlife
bungee	diving	worldwide
Caribbean	ever	
rabbits	survival	
scuba	alternative	
	have you ever	
	I've been very busy	

**«Where in the world?»****Exercise 28.** Discuss these questions in groups.

- 1) What do you know about Antarctica - its population, its size and location, the number of tourists who visit?
- 2) What type of transport do tourists use to visit Antarctica?
- 3) What activities can tourists do? » [2]

**Exercise 29.** «Read the text to check your answers.**Tourism in Antarctica**

There are no indigenous people in Antarctica. The population varies from fewer than 1,000 in winter to almost 20,000 in summer: 5,000 scientists from 27 of the countries belonging to the Antarctic Treaty, plus 1-4.000 tourists. The nearest land mass is South America, which is approximately 1, 000 kilometers from the tip of the Antarctic Peninsula. The surface area of Antarctica is 36 million square kilometers. Antarctica currently has no economic activity apart from offshore fishing and tourism, and these are run by other nations. Tourism in Antarctica is mainly by

around twenty vessels carrying 45 to 280 passengers each. Most trips take about ten days to three weeks from port to port. Antarctic visits are mainly concentrated at ice-free coastal zones over the Antarctic summer, the five-month period from November to March. In high summer there will be more than twenty hours of daylight per day. » [2, 88]

### **Speaking «Questions on Antarctica**

**Exercise 30.** In pairs, ask each other for information on Antarctic cruises.

#### **Student A**

- Ask B these questions. Make notes and ask for clarification and more details if necessary.

- 1) Where do ships leave from?
- 2) Do we get a chance to go ashore?

- Answer B's questions using this information. Give as much detail as possible. » [2]

#### «ANTARCTICA

No documentation or visas are required to visit Antarctica, but if your cruise stops off at other countries en route, visas and documentation may be required for them.

A variety of passenger ships sail to Antarctica and the choice of ship can make a big difference to your journey and experiences.

Antarctic cruises aren't like other more well-known cruises to warmer climates with discos and showbiz entertainment, though the larger the ship, the more likely there is to be entertainment provided.

What you will find is a number of very well informed and experienced cruise guides working on the ship who will give lectures on a regular basis about various aspects of Antarctic history and natural history. These will also often be around to socialize in the evenings along with some of the ship's crew and captain.

#### **Student B**

- Answer A's questions using this information. Give as much detail as possible.» [2]

#### «ANTARCTICA

Peninsula voyages generally depart from Ushuala in Argentina. Other South American ports are occasionally used.

For trips to the Ross region and Eastern Antarctica, commonly used ports are Hobart in Australia, and Auckland in New Zealand.

Departures sometimes set out from Cape Town and Port Elizabeth in South Africa, and Fremantle / Perth in Australia.

One of the main rules that will affect your visit is that only 100 passengers at anyone time may be landed in anyone place in Antarctica. This is to help preserve the fragile ecosystem. If you are on a small ship of up to 100 passengers, then you get a chance to go ashore every time. If the ship is larger, then there will be less opportunity for landings.

- Ask A these questions. Make notes and ask for clarification and more details if necessary.

- 1) Do we need a visa?

2) What are the ships like? » [2]

**Reading «Cultural differences**

**Exercise 31.** Work in pairs. Look at this list of ‘cultural tips’ for tourists when mixing with Mongolian people. Which do you think are ‘dos’ and which are ‘don'ts’?

**Dos and don'ts in Mongolia**

- have long conversations in your own language in front of hosts who don't understand.
- sit with your feet underneath you or cross-legged, walk in front of an older person.
- let a post or fence come between you if you are walking with a Mongolian.
- receive food or a gift from a Mongolian with both hands.
- point a knife in the direction of anyone.
- turn your back on an altar or religious object.
- take a sip or nibble of drink or food that is offered.
- walk round inside a house or tent in a clockwise direction.
- take food from a plate with your left hand.
- keep your hat on when entering a house or tent.
- touch other people's hats.
- leave a small gift, other than money, for your hosts.
- take off your gloves before shaking hands. » [2]

**Exercise 32.** «Look at the next information and check your answers. Do any of the tips surprise you?

- Don't have long conversations in your own language in front of hosts who don't understand.
- Do sit with your feet underneath you or cross-legged.
- Don't walk in front of an older person.
- Don't let a post or fence come between you if you are walking with a Mongolian.
- Do receive food or a gift from a Mongolian with both hands.
- Don't point a knife in the direction of anyone.
- Don't turn your back on an altar or religious object.
- Do take a sip or nibble of drink or food that is offered.
- Do walk round inside a house or tent in a clockwise direction.
- Don't take food from a plate with your left hand.
- Do keep your hat on when entering a house or tent.
- Don't touch other people's hats.
- Do leave a small gift, other than money, for your hosts.
- Do take off your gloves before shaking hands. » [2]

**Exercise 33.** «Complete this table of dos and don'ts for (a) your own country, and (b) another country you know about. Mark dos with a tick (V), don'ts with cross (X) and write – if it doesn't matter. » [2]

	(a)	(b)
Smoke in a public building		
Wear a hat in a religious building		
Wear shorts in a religious building		
Point at someone with your finger		
Kiss family or friends in public		
Blow your nose in public		
Eat with your left hand		
Take photos of local people		
Leave food on the plate at the end of the meal		
Arrive on time for an appointment		

### **Writing** «Cultural tips

**Exercise 34.** Write a list of cultural tips for visitors to your country. The list could appear in a guidebook or on a website. Include categories on

- eating and drinking;
- visiting famous and religious buildings;
- being a guest in someone's house;
- gestures, body language, and physical contact and space;
- any other categories you think are important. » [2]

### **Find out**

**Exercise 35.** «How can you find out about cultural tips for visitors to other countries? Think of a country that you would like to visit. Look at the website of the national tourist office. Does it give any useful advice? Ask your local travel agent for useful cultural advice. » [2, 89]

### **Vocabulary** «Escape and enlightenment holidays

**Exercise 36.** Choose from these words to label the pictures.

spa	aromatherapy retreat (noun)
meditation	t'ai chi
yoga	hikes / hiking
shiatsu	anti-aging treatment
massage	

**Exercise 37.** Which two words describe a place rather than an activity? Which activities would take place in them?» [2]

**Exercise 38.** «Which of the words would you expect to appear in the brochure descriptions for these holidays?

- 1) Rio Caliente: Hot springs, Spa and nature resort, Primavera Mexico.
- 2) Camino de Santiago: The Pilgrimage Route of St James, Spain.

### 3) Dhanakosa Buddhist Retreat, Scotland.» [2]

**Exercise 39.** «Work in groups of three. Tell the others in your group about the holiday and mention

- the location
- what you can do
- any other information.

#### Student A: RIO CALIENTE

Hot Springs – Spa and Nature Resort Primavera, Mexico

Rio Caliente is a natural hot spring spa and retreat centre, only 45 minutes from the international airport of Guadalajara, Mexico. Situated on the slopes of an ancient valley, it offers the natural beauty of the forest and mountains and boasts a perfect mountain climate. Rio Caliente provides the ideal secluded location for the spa-goer seeking rest, relaxation, and rejuvenation.» [2]

«At Rio Caliente, you can enjoy doily yoga and water exercise, guided nature hikes, soaks in hot mineral water, horseback excursions, and massage, aromatherapy, beauty and anti-aging treatments.

Recharge your spirit and your imagination. Recharge your body and soul. Come 10 Rio Caliente! » [2]

#### Student B: CAMINO de LANTIAGO

The pilgrimage route of St. James

Probably the most famous Christian pilgrimage route of all is the medieval route to Santiago de Compostela in northern Spain, burial place of St. James. Pilgrimages began in the 10th century.

We follow the whole route from le Puy to Santiago in ten stages. You can choose the section that passes through the part of the country that interests you, and you can start at any point along the route.

Your luggage is moved ahead each day, and you are accommodated in comfortable small hotels: and guest houses with breakfast and dinner unless otherwise stated.

Depart any day you like from 1 May to 30 October. » [2]

#### Student C: DHANAKOSA BUDDHIST RETREAT

##### **Yoga and Meditation**

Dhanakosa is a Buddhism, Meditation, and Yoga retreat centre in Scotland, and ideal place for learning meditation and complementary activities like yoga, t'ai chi, hiking. And shiatsu. Dhanakosa sits by the shores of Loch Viol and is surrounded by the magnificent mountains and forests of the Scottish Highlands. It provides a quiet and beautiful setting for retreats.

Retreats are an ideal situation in which to take a fresh look at yourself and your life. You can learn to meditate or take your meditation further with a help of experienced teachers. This can help you develop clarity, confidence, energy, and positive emotion. These retreats provide an excellent introduction to both meditation and Buddhism.

Yoga and meditation: In these retreats the yoga work is presented as an important part of meditation practice. The classes are taught from basic principles and can be enjoyed by people with any level of experience.

Book early as these retreats are very popular. » [2]

**Exercise 40.** «Think of three different people you know and recommend one of the holidays for each of them. » [2]

### **«Language spot Describing service provision**

**Exercise 41.** Look at these four ways of describing service provision taken from the texts. In each case find two other examples of the structure.

1) *offers, provides, boasts* (Present Simple)

It **offers** the natural beauty of the forest.

1) You can + infinitive

**You can** enjoy daily yoga and water exercise.

3) Present Simple Passive

The yoga work **is presented** as an important part of meditation practice.

4) Imperative

**Depart** any day you like from May 1 to October 30.» [2]

**Exercise 42.** «Complete the description using the phrases in the list.

book

provides

is held

you can

offers

The tour of the Seven Holy Cities of India (1) \_\_\_\_\_ the chance to rediscover your spiritual energy. (2) \_\_\_\_\_ learn about the Hindu religion. (3) \_\_\_\_\_ visit the sacred town of Haridwar. The spectacular Kumba Mela religious festival (4) \_\_\_\_\_ every twelve years. (5) \_\_\_\_\_ early to avoid disappointment.» [2]

**Go to Grammar reference Unit 7.**

### **«Customer care Ability and suitability**

**Exercise 43.** Read the information and answer the questions.

It is important for tourism providers to make sure their customers are able to do the adventure activities they have signed up for. But at the same time, they should allow and encourage people to do things that are ‘out of the ordinary’.

1) Do you agree with the statement above?

2) Do you know anyone – e.g. friends or family – who has done an adventure activity or taken a holiday with a difference that you didn't think was suitable?

3) How can tourism providers check their customers' suitability?

4) Are there any situations when a tourism provider should refuse to allow someone to do an activity?» [2]



**Speaking** «Tourist types and holiday types

**Exercise 44.** Write four different types of tourist on separate pieces of paper.

EXAMPLE: *young single male interested in water sports*

**Exercise 45.** In groups of three or four, take ten of the types of tourist. Take turns to pick one of them and select a 'holiday with a difference'. Say why you think the tourist would like the holiday. The rest of the group should decide if the match is good. The person with the most accepted matches wins.

EXAMPLE: *He'll like the windsurfing holiday because he'll be able to develop his skill in water sports.* » [2]

**Key words**

<b>Activities</b> aromatherapy diving expedition hillwalking massage meditation mountain climbing t'ai chi whale-watching	white-water rafting windsurfing yoga <b>Places</b> cattle ranch health farm retreat spa <b>Other nouns</b> conservation	enlightenment mountaineer volcano wildlife <b>Adjective</b> gastronomic
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## UNIT 8. THE AIRLINE INDUSTRY

### Takeoff

**Exercise 1.** «Match the words and phrases from the list with the pictures about flying: boarding card, landing, take-off, check-in, passenger cabin crew, taxi, cruise, security control.» [2, 76]

**Exercise 2.** «Number the pictures in the tight order for a typical flight.

**Exercise 3.** Listen and check. » [2]

### Listening «The ups and downs of flying

**Exercise 4.** Four people are discussing how they feel about air travel. Listen and mark what they like with a tick , and what they don't like with a cross . If they don't mind, write - . » [2]



	Isabel	Alexi	Millie	Gustavo
Travelling to and from airports				
Checking in				
Going through security				
Waiting to embark				
Boarding when you haven't got a seat number				
Taking off				
A window seat				
Landing				
Waiting for your luggage				
Travel delays				

**Exercise 5.** Check your answers with your partner, and then listen again if you need to.

**Exercise 6.** «Listen again and complete these expressions.

1. I actually \_\_\_\_\_ to the airport ...
2. And I \_\_\_\_\_ landing.
3. I \_\_\_\_\_ taking off.
4. ... and then just rising in the air suddenly. I \_\_\_\_\_.
5. I \_\_\_\_\_ the delays.
6. ... being in the airport all day. I \_\_\_\_\_ that.
7. I \_\_\_\_\_ waiting to embark.
8. I \_\_\_\_\_ for luggage. » [2]

**Language spot** «'like' or 'dislike'»

**Exercise 7.** Put the different expressions of 'liking' in order from the most positive to most negative.

don't like	quite like
don't mind	really don't like
hate	really hate
like	really love
love	

**Exercise 8.** We can say *I like ...* or *I quite like ...*, and we can also say *I really like*. What is the difference? » [2]

**Exercise 9.** «Now ask your partners how they feel about each stage of flying, especially

- getting to and from the airport
- queuing at the check-in desk
- going through security control
- waiting in the departure lounge
- taking off
- being in the air
- landing. » [2]

**Go to Grammar reference Unit 8.**

**Vocabulary.** «Air travel»

**Exercise 10.** *Fly, flight, flying* – use the correct word to complete each sentence.

1. The first powered \_\_\_\_\_ was made by the Wright Brothers in 1903.
2. Even though \_\_\_\_\_ is the safest form of transport, some people are afraid of it.
3. Modern jet aircraft \_\_\_\_\_ at an altitude of 8,000 to 9,000 meters.

**Exercise 11.** What is the difference between the three words? » [2]

**Exercise 12.** «Complete the sentences with a word from the list: *arrivals, depart, arrive, departure, board, land, boarding, landing, check in, takeoff, check-in, take-off*.

1. The last time I flew, our \_\_\_\_\_ was delayed by over two hours.
  2. Most airports give information about departures and \_\_\_\_\_ on TV monitors placed around the airport.
  3. When you \_\_\_\_\_, the clerk asks you if you have packed your bag yourself.
  4. You cannot use electrical equipment during either \_\_\_\_\_ or landing.
  5. Modern navigation systems mean that aircraft can \_\_\_\_\_ safely at night, in bad weather, and even without a pilot.
  6. Even if you have a \_\_\_\_\_ card, some airlines ask to see your passport as well.
- » [2, 77]

**Exercise 13.** Write sentences like this for three of the other words in the list. Ask your partner to complete the sentences.

**Reading «Tourism and air travel**

**Exercise 14.** Look at the title of the article. What do you think the article will be about? Choose from the following possibilities.

1. The future of air travel.
2. The advantages and disadvantages of air travel.
3. The incredible places you can fly to if you have enough money.
4. How to get the cheapest tickets for different flights. » [2]

**Exercise 15.** «Read the article and see if you were right.

**Exercise 16.** Answer the questions

How many million

- a) people travelled by plane in 2005?
- b) passengers used Atlanta airport in 2005?
- c) people are employed by the airline industry? » [2]

**Exercise 17.** «Find:

- 1) two advantages of air travel;
- 2) three disadvantages of air travel.

***Fly the world (but at what price?)***

The development of jet aircraft has revolutionized travel, making it possible to go much further much faster. New York in the morning. A meeting and lunch in San Francisco. Then back east to Boston, before ending the day in Washington. Almost anything is possible.

And the airline industry is not just fast. It is big. Very big! In fact it's huge, starting with more than three million people employed by the world's airlines, or with the 14,000 airports that passengers fly to or from. How many passengers? Over 1.5 billion worldwide in 2005, with Atlanta International, the world's busiest airport, handling over 80 million passengers alone.» [2, 78]

«In order to try to keep such a complex industry under control, each of the world's airports has a special code. The International Air Transport Association (IATA) takes responsibility for the designation of these codes, and they can easily be found on the Internet. Every single flight that takes off is also identified by a unique number, called a flight number. This is composed of the airline's code and then three or four digits.

Airlines work through scheduled flights, which take off and land at regular published times, or charter flights that are contracted to fly at a set time. Flights can be Short-haul, medium-haul, or long-haul, depending on the distance covered, but whatever the distance, passenger safety is at the heart of all operations, making air travel the safest form of transport by far.

Inevitably air travel creates problems, beginning with some people's fear of flying. More recently, however, the skies we fly have begun to look darker than the industry wants to admit. Security is now a major problem, especially after the devastating impact of the September 11 terrorist attacks on New York and Washington.

Also blackening the skies are the emissions from jet aircraft. A return transatlantic flight, for example, can produce up to two tons of carbon dioxide per passenger! So serious is the problem that in 2005 the UK Environment Minister asked travellers to consider subscribing to one of the carbon offset schemes available. 'It's relatively cheap. For example, the climate change impact of a flight to the Mediterranean only costs around £5 to offset.'» [2, 78]

### **Find out**

**Exercise 18.** «What is a *carbon offset scheme*? How does it work? (Hint -type 'carbon offset scheme' into an internet search engine like Google.)

**Exercise 19.** Which air carriers are currently on the US and EU blacklists? » [2]

### **Pronunciation**

**Exercise 20.** «Look at the names and codes of these airports. How many do you recognize?

**Exercise 21.** Listen and repeat the pronunciation of the airport codes. Pay special attention to the pronunciation of *t* and *d*. » [2]

**Exercise 22.** «Work with a partner. Ask and answer about airport codes.

EXAMPLE: **A** *What's the code for Da Nang?*

**B** *It's DAD.*

Country	Airport name	Airport code
Australia	Delta Downs	DDN
Indonesia	Datadawai	DTD
Pakistan	Dadu	DDU
Taiwan	Taitung	TTT
Tanzania	Tanga	TGT
Tongo	Kuini	NTT
Vietnam	Da Nang	DAD

**Exercise 23.** Say the following words. Pay special attention to *d* and *t*.

boarding card	flight	scheduled
take off	transit	transport
code	airport	depart» [2]
ticket		

### **Speaking** «The air travel route map

**Exercise 24.** Look at the route map for British Airways. Do you know the names of the countries that correspond to each air travel term? Ask and answer with your partner.

EXAMPLE: **A:** *Which city corresponds to Open-jaw trip?*

**B:** *Australia.* » [2]

**Exercise 25.** «How many terms do you recognize? Work in teams. Choose a term and read the definition to the other team. They must guess which term corresponds to the definition they hear. Take turns to read a definition. The first team with ten correct guesses wins.

*Team A.* Baggage: Personal possessions taken on to a plane by a passenger, including checked and hand luggage.

Connecting flight: A segment of a flight that requires a passenger to change planes, but not change carriers.

Direct flight: A flight that does not involve a change of flight number.

Fly-Drive package: A package that includes the cost of both the flight and hire of a car at the destination.» [2, 79]

«Hub: A central airport used as a connecting point to direct passengers to their other destinations. Madrid is the hub for the Spanish airline Iberia.

Non-stop flight: A flight without any stops.

Open-jaw trip: A return air ticket that allows you to fly into a country at one airport, and leave the country by a different airport.

Return trip: an air journey that departs from and arrives back at the same airport.

Stopover: An interruption to a trip lasting twelve or more hours.

Terminal: The airport building that has all the facilities for passengers that are arriving or departing.

*Team B.* Air ticket: A contract between an air carrier and a passenger that gives the passenger the right to travel on specific flights.

Carrier code: A unique two letter code that is used to identify an airline in official schedules and timetables. BA, for example, is the carrier code for British Airways.

Code sharing: An agreement between two air carriers that allows the first carrier to use its carrier code on an aircraft operated by the second one.

First class: The best service and highest fare offered by an airline.» [2]

«Frequent flyer program: A programme offered by airlines that gives frequent travellers points that are valid for free or discounted travel in the future.

Gateway airport: An airport that is the main entry point to a particular region or country.

Overbooking: The strategy airlines use of selling more seats than are available on the plane.

RTW trip: An air ticket that allows a passenger to go round the world, stopping in at least three continents, but always travelling either east or west.

Scheduled airline: An airline that offers regular flights that depart and arrive at published times.

Transit: Passengers who are waiting to change planes at a hub airport. » [2, 79]

**Exercise 26.** «Work in pairs. Choose a term. Tell your partner the term. Your partner must try to explain the term in her / his own words. » [2]

### Listening «Low-cost or traditional?»

**Exercise 27.** Think about the disadvantages of flying with low-cost airlines. In your opinion, what could traditional airlines do to attract customers back? Exchange your ideas with a partner.

**Exercise 28.** Listen to Martin Stanton of the Birmingham College of Food, Tourism, and Creative Studies talking about the advantages and disadvantages of both types of airline. Tick  the characteristics he mentions for each.» [2]

Characteristic	Traditional airlines	Low-cost airlines
1. Booking is possible through a travel agent.		
2. Booking is easy through the Internet.		
3. You can check luggage through to the final destination		
4. You have a seat number before you board		
1. You have the option of different classes of seat		
6. You can go on the plane first with small children		
7. The cabin staff are more friendly		
8. There is more legroom during the flight		

**Exercise 29.** «Which type of airline is best for people like Martin in your opinion? Why?»

**Exercise 30.** Which type of airline do you prefer?

### Reading Revolution in the skies

**Exercise 31.** Look at the logos on the aircraft tail fins. Which airlines are they from?» [2]

**Exercise 32.** «Are these airlines low-cost (like easy jet) or traditional (like Lufthansa)?» [2]

**Exercise 33.** «Make a list of the reasons for the current success of low-cost airlines. Read the article and see if you were right.

### **LOW-COST CARRIERS**

**In the good old days It was easy.** Most countries had a national airline: KLM was the Dutch one. LOT the Polish national airline, and so on. The exception to this was the US, where different major airlines such as Pan Am, American Airlines, or Delta, **competed** openly for clients. Most of these airlines offered similar products at more or less the same prices. Of course, some companies concentrated more on short-haul, domestic flights - the sort of flight where you are only just in the air when

the cabin crews are telling you to get ready for landing. Others like Qantas became famous for their long-haul, intercontinental routes, offering free stopovers to make eighteen-hour flights more attractive to customers.» [2, 80]

«The air ticket itself was, and still is, a complex business. The basic return ticket was the commonest: the Single ticket was so expensive that nobody ever bought one except in an emergency. And of course, the traditional ticket came in different classes to suit different pockets: economy for the masses, business for the executives, and first class for those lucky few who could pay ten times the economy tariff to get more legroom and a seat that converts into a bed!

The whole system was turned upside down, however, by the arrival of the low-cost carriers. Ryanair got **no-frills** flying going in the early 90s, modelling itself on the American budget airline, Southwest Airlines. Easy jet was quick to follow, and since then the idea of getting on a plane the same way you would get on a coach has really taken off, with Germanwings, Smart Wings, BMI Baby, Vueling, and a hundred others. The rest is history, with traditional airlines going deeper and deeper into crisis in this first decade of the new millennium.» [2]

«The low-cost strategy is based on limited turnaround times at airports - usually twenty to 25 minutes. This means that the airlines can get more flights out of a day - eight as opposed to the normal six. Some low-cost carriers also use secondary airports, with much lower landing and take-off charges. Paperless ticketing and sales over the Internet and the phone also keep costs down. They also issue single tickets only, and of course, there are no first-class or business-class seats. No free newspapers nor free food. In fact, no free anything, although you can pay to buy most things during the flight.

And the future? Paperless ticketing and internet sales from traditional airlines? That's already here. Low-cost flights to long-haul destinations? That's less likely to happen, precisely because of the way low-cost carriers make their money by fitting so many flights into each day. But who knows? The sky's the limit!» [2, 80]

**Exercise 34.** «According to the article, which of the following statements are:

- a) only true for major airlines?
  - b) only true for low-cost carriers?
  - c) true for both types of airline?
  - d) true for neither type?
1. They do not have different classes of seating on board their planes.
  2. They offer free in-flight food and entertainment.
  3. They offer free stopovers on long-haul flights.
  4. They often use less important airports.
  5. They only sell single tickets.
  6. They operate long-haul flights.
  7. They operate short- and medium-haul flights.
  8. They spend as little time on the ground as possible.
  9. They use paperless ticketing.» [2]



**Exercise 35.** Why are low-cost carriers less likely to be interested in long-haul operations?

**Vocabulary «Low-cost carriers**

**Exercise 36.** Complete the sentences with terms from the reading.

1. A less technical name for a low-cost carrier is a \_\_\_\_\_.
2. A \_\_\_\_\_ allows you to interrupt a long flight and stay in a city en route to your destination.
3. A \_\_\_\_\_ - \_\_\_\_\_ flight is one that does not go further than 1,000 km.
4. \_\_\_\_\_ - \_\_\_\_\_ are airlines that offer low fares for basic services with no 'extras' such as meals on the plane.
5. Giving the customer a reference number for a seat on a plane but not a ticket they can hold in their hand is known as \_\_\_\_\_.
6. The fees an airline pays to an airport for using its facilities are known as \_\_\_\_\_ and \_\_\_\_\_ - \_\_\_\_\_.
7. The \_\_\_\_\_ is the minimum time between a plane landing and taking off.» [2]

**Writing «Producing a questionnaire**

Low-cost carriers have been successful because they asked their clients about their preferences. This kind of research is essential in tourism.

**Exercise 37.** Use the notes below to produce a questionnaire for an airline.» [2]

**Exercise 38.** Ask three or four more questions of your own to complete the survey.

•	Age?
•	Profession?
•	How often/fly?
•	Reason – business/leisure?
•	Normally use low-cost airlines, or traditional?
•	Travel agent/internet booking – which easier?
•	Internet booking – feel secure sending credit card details, etc.
•	Paperless tickets – happy which them?
•	Choice of class (business/economy) important?
•	Check-in time – 2 hours before flight too long?

**Language spot «Asking questions politely**

**Exercise 39.** It is very important to ask questions politely when you carry out a survey. It is not a good idea to ask direct questions.

EXAMPLES: *How old are you?*

*What's your job?*

*Where are you going?*

Instead, try to use polite forms.

EXAMPLES: *Would you mind telling me how old you are?*

*Could you tell me what you do?*

*Can I ask you where you are going? » [2]*

**Exercise 40.** «Listen to the interview with Martin Stanton again, and complete the polite questions.

1. \_\_\_\_\_ you \_\_\_\_\_ a couple of questions about air travel?
2. \_\_\_\_\_ you \_\_\_\_\_ often you fly?
3. \_\_\_\_\_ you \_\_\_\_\_ you use low-cost airlines at all?

**Exercise 41.** Now look at Customer Care, and then use the advice to interview different people in your class. » [2]

**Go to Grammar reference Unit 8.**

### **Customer care «Questionnaire tactics**

When you ask a traveller to answer a questionnaire, remember to

- say what the questionnaire is about;
- ask permission before you ask any questions;
- tell the person how long the interview will last.

It is not enough to ask polite questions. You have to sound polite, too. Smile when you ask your questions.

Avoid looking down at your question sheet all the time. Remember to look at the person you are interviewing.

*Communication Skills Presentation» [2, 82]*

**Exercise 42.** «In which of the pieces of advice would you say

*This will only take five minutes.*

*Excuse me, I'm doing a survey about air travel.*

*Would you mind answering a few questions?*

**Exercise 43.** How should you finish a questionnaire? What should you say at the end? » [2]

### **It's my job**

**Exercise 44.** «Look at the photo of Javier. Write T (true) or F (false).

1. He's Spanish.
2. He's a pilot.
3. He likes working in tourism.
4. He knows the secret to working in tourism.» [2]

**Exercise 45.** «Now read about Javier and see if you were right.

#### **Javier Diez**

**Name:** Javier Diez

**Job:** Sales Representative in the flights and reservations section of Aeropostal, the Venezuelan airline.

**Based:** In Madrid.

**Education:** Three years' study at a university college of tourism in Venezuela

**Experience:** Four years. Started in Venezuela with American Airlines, then moved to Spain to begin in Aeropostal.

**Future:** Become a manager in his present company.

**Thoughts about:**

**... his job** I like the airline industry. It's what I know, and I like it very much.

... **his career** I think this career's beautiful- very beautiful and very interesting. We learn so much about the people, about other cultures, but above all, about how to treat the people as we like to be treated.

... **tourism** In tourism your product is a service. It's not a tangible product, and that's very important. So I think the secret to working in tourism is customer service. You have to be very patient - very, very nice. You have to give the service as you would like to be treated. I think that's the secret - customer service. And as in other areas, you have to like what you're doing and do it well. With love. With care.» [2]

### Key words

<b>Nouns</b> air ticket baggage boarding card budget airline carrier code connecting flight delay	direct flight emissions low-cost carriers <b>Adjectives</b> long-haul (flights) short-haul (flights) non-stop flight open -jaw trip	paperless ticketing return trip scheduled airline secondary airport security control stopover take-off turnaround time
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## UNIT 9. AIRPORT DEPARTURES

### Take off

**Exercise 1.** «Answer the following questions.

- 1) How many airports have you been to?
- 2) What's your favorite airport? Why?
- 3) Where do you think would be the most interesting place to work in an airport? Where would be the most dangerous?» [2]

### Where in the world?

**Exercise 2.** «Does the plan show the departures level or the arrivals level?

**Exercise 3.** What happens when travelers depart from and arrive at an airport? Divide the following into departure and arrival procedures and put them in the order in which they occur.

- a) passport control
- b) board the plane
- c) security check
- d) immigration
- e) departure lounge
- f) arrivals hall
- g) baggage reclaim
- h) check-in desk
- i) departure gate
- j) get off the plane (disembark)
- k) customs» [2, 100]

**Exercise 4.** Is the airport similar to your local airport?

### Vocabulary «Airport facilities and services

**Exercise 5.** Look at the symbols of airport facilities. What do they represent?

**Exercise 6.** Which symbol represents a place where:

- a) you can store your baggage?
- b) you can get emergency medical treatment?
- c) you can rent a car?
- d) you may have your luggage searched?
- e) you might find something you have lost?» [2]

**Exercise 7.** «Match the words in the list with the symbols.

- a) hotel reservations
- b) immigration
- c) luggage trolleys
- d) restaurant I café

- e) bureau de change
- f) baggage store
- g) email and Internet
- h) railway station
- i) cashier
- j) lost property
- k) smoking area
- l) post office
- m) information
- n) hairdressers
- o) escalators
- p) departures
- q) shops
- r) lifts
- s) bar
- t) first aid
- u) customs
- v) toilets
- w) telephones
- x) arrivals
- y) car rental» [2]



**Exercise 8.** Work in pairs. Five services or facilities do not have a symbol. Design suitable symbols, and compare with the class.

### Reading «Working in airports»

**Exercise 9.** Make a list of the different jobs there are in an airport. Which job would you most I least like to do?

**Exercise 10.** Read the article for people training in tourism and complete the missing sections with the extracts below.

#### **Inside tourism: Getting an airport job**

When people think about working in the air travel industry they usually think of flight attendants and pilots - the cabin crew and the flight crew. But there are many other job opportunities at airports. These can include working in the various \_\_ (1), or more specifically tourism related services, such as the \_\_ (2).

The work of the airline ground crew includes \_\_ (3) until they board the plane and are handed over to the cabin crew. Most employers will expect ground crew to have a good basic education, including a good level of English. You should have a pleasant helpful personality. Previous experience in a job which involves working with the public (such as \_\_ (4)) is preferred. As with travel consultants and cabin crew, ground crew are usually employed on permanent contracts but often work shifts. Free and discounted flights are usually offered after a probationary period. Some jobs at the airport do not involve contact with the public. Examples of these are \_\_ (5). For more information on getting a job at an airport, you should ... » [2]

- «a) information desk, the bureau de change, the check-in desk, the security check, and customs and immigration  
 b) shops, hotels, restaurants, and banks;  
 c) baggage handlers, mechanics, and drivers;  
 d) restaurants, bars, and shops;  
 e) selling tickets, checking in passengers, dealing with enquiries, and supervising passengers.» [2]

### **Listening «An airport worker**

**Exercise 11.** Ali Ghoshal was born and brought up in Pakistan. He now works at London's Heathrow airport as an aircraft technician as part of the turn-around team. Listen to the interview and answer the questions.

- 1) What does the turn-around team do?
- 2) How many people are in the team?
- 3) Does Ali have any special qualifications?
- 4) What is the main stress in his job?
- 5) What does he like most?
- 6) What does he like least?
- 7) Does he get any special 'perks' or benefits?
- 8) What does he plan to do in the future?» [2, 102]

**Exercise 12.** «Listen again and complete the questions that the interviewer asks.

- 1) What does \_\_\_\_\_?
- 2) How many \_\_\_\_\_ ?
- 3) What qualifications \_\_\_\_\_?
- 4) Is it \_\_\_\_\_?
- 5) What do you \_\_\_\_\_ ?
- 6) And \_\_\_\_\_ ?
- 7) So you're \_\_\_\_\_ ?
- 8) Do you \_\_\_\_\_ ? » [2]

### **Find out**

**Exercise 13.** «Find out about your nearest airport and complete the fact file.

#### FACT FILE

Name of airport:

Airport code:

Airlines operating:

Information – telephone number:

Information – website / email:

Lost luggage – telephone number:

Distance from main city / cities in region:

Transport options to city:

Cost of return trip to city:

Hotel options (at or near airport):

Restaurant facilities:

Shopping facilities:

Business services:

VIP lounge:

Car hire companies operating:

Car park fees (short stay I tong stay): » [2]

### **Vocabulary «Airport language**

**Exercise 14.** Which airport workers are shown in the pictures?

**Exercise 15.** Complete the questions with the words in the list, and say where each question would be asked.

sharp objects

window

passport

ticket

aisle

help

help

suitcase

checking in

board

purpose

landed

meeting point

baggage

meeting

1) Can I have your \_\_\_\_\_ and \_\_\_\_\_ ?

2) Has the flight \_\_\_\_\_ yet?

3) Did you pack your \_\_\_\_\_ yourself?

4) Are you \_\_\_\_\_ someone?

5) What is the \_\_\_\_\_ of your visit?

6) Are you carrying \_\_\_\_\_ any in your hand luggage?

7) Could you \_\_\_\_\_ me?

8) Can I \_\_\_\_\_ you?

9) Has your \_\_\_\_\_ been in your possession at all times?

10) Are there any \_\_\_\_\_ seats available?

11) Can you tell me where the \_\_\_\_\_ is?

12) Is it too late to \_\_\_\_\_ the plane?

13) Are you \_\_\_\_\_ any bags today?

14) Would you like an \_\_\_\_\_ seat?» [2]

**Exercise 16.** Which questions are asked by passengers?

### **Language spot «Responding politely to questions and requests**

**Exercise 17.** Match the following responses by airport workers with the five passenger questions in *Exercise 15*.

a) Certainly. How can I help?

b) I'm afraid it is. The cabin doors have been locked.

c) No, I'm sorry, it hasn't. There's been a delay. d Yes, of course. It's just over there, next to the newsagents.

e) I'm afraid there aren't. The flight's very full.» [2]

**Exercise 16.** «Which expressions are used as more polite alternatives to yes and no?

**Exercise 17.** Practice the five exchanges in pairs. » [2]

**Exercise 18.** «Note how the airport worker gives a reason when saying *No*. This makes the negative more polite. Think of a reason for saying *No* to the following questions:

- 1) Can we smoke here?
- 2) Can I go to the front of the queue?
- 3) Is it OK to take my guitar on as hand luggage?
- 4) Is there any chance of an upgrade to First Class?
- 5) In pairs, practice the four situations above.» [2]

**Exercise 19.** «Write down three or four questions that a passenger might ask – include at least one where you would expect a negative response. Ask your questions to a partner and act out the dialogue. » [2]

**Go to Grammar reference Unit 9.**

### Listening «Two airport dialogues

**Exercise 20.** Listen to these two airport dialogues. Where do they take place?

**Exercise 21.** Note down the flight numbers, gate numbers, and cities that are mentioned.

**Exercise 22.** Listen again and complete the dialogues .

#### **CONVERSATION A**

A: Could you \_\_\_ (1)? I'm trying to find out if a flight has arrived or not.

B: \_\_\_\_\_ (2). Are you meeting someone?

A: Yes, my brother. He was due in on \_\_\_ (3) from \_\_\_ (4). Has it arrived yet?

B: Yes, \_\_\_\_\_ (5). Let me check the \_\_\_\_\_ (6). Here it is. It arrived an hour ago. He should be coming through \_\_\_\_\_ (7) about now.

A: Right, I'll go there. \_\_\_\_\_ (8) you say?

B: Yes, or if he's not at \_\_\_\_\_ (9), try the \_\_\_\_\_ (10).

A: That's a good idea. Can \_\_\_\_\_ (11) where the meeting point is?

B: \_\_\_ (12). It's just over there, next to the newsagents.

A Thanks for your help.

B: \_\_\_\_\_ (13).» [2, 103]

#### «**CONVERSATION B**

C: Hello. Can I have your passport and \_\_\_\_\_ (1)?

D: Here you are.

C: Thank you. Are you \_\_\_\_\_ (2) any bags today?

D: Just this one. The other's \_\_\_\_\_ (3).

C: Can you put it on the \_\_\_ (4)? Thanks. Did you \_\_\_\_\_ (5) yourself?

D: Yes, I did.

C: Has anyone \_\_\_\_\_ (6) your luggage in any way?

D: No, they haven't.

C: Are you carrying any \_\_\_\_\_ (7) such as nail scissors?

D: No, I'm not. Can \_\_\_ (8) if there are any window seats available?



C: No, \_\_\_\_ (9) there aren't. The flight's very full. Would you like an aisle seat?

D: Yes, that'll do.

C: OK. Here's your \_\_\_\_ (10). You'll be boarding through \_\_\_\_ (11) in 30 minutes. Have a \_\_\_\_ (12).

D: Thank you.» [2]

### **Speaking «The check-in and information desks**

**Exercise 23.** Work in pairs.

**Student A.** You are a check-in clerk. Look at the departures board and seat availability notes and answer Student B's questions.

#### *REMINDERS:*

- \* Check passenger has correct flight;
- \* Check in luggage (hand luggage = one bag only);
- \* Ask security questions;
- \* Give boarding pass and gate number;
- \* Point out if flight is on time. » [2]

**Student B.** «You are a passenger. Ask the check-in clerk about departures and seat availability.

*Passenger 1:*

Flight: UA 900 to Frankfurt

Preferred seat: window

Luggage: two bags as hand luggage

*Passenger 2:*

Flight: KL605 to Amsterdam

Preferred seat: Window

Luggage: Very large suitcase

*Passenger 3:*

Flight: DL8599 to Paris

Preferred seat: No preference, but two together

Luggage: One to check and one hand luggage each

*Passenger 4:*

Flight: BA284

Preferred seat: No preference

Luggage: Hand luggage only (in a hurry to get to appointment in London).» [2]

**Exercise 24.** Now change roles. Student B is the information clerk. Look at the arrivals board and answer Student A's questions. Time now is 14:30.

### **Reading «Air passenger rights**

**Exercise 25.** What things can go wrong for air passengers? Think about: before boarding, during the flight, after landing.

**Exercise 26.** Now look at the front page of a European Commission leaflet about air passengers' rights. What do you think air passengers have a right to in each of the four categories?

*If you are denied boarding, the airline must ...*

*If your flight is cancelled, the airline must ...» [1]*

### «**Having problems with your journey?**

The European Union (EU) has strengthened rights. Here are the most important.

#### **If things go wrong ...**

The EU has created a set

Of rights to ensure air passengers are treated fairly.

The airline operating your flight is responsible for transporting your baggage, and must respect your rights.

*Denied boarding and cancellation.* If you are denied boarding or your flight is cancelled, the airline operating your flight must offer you financial compensation and assistance. These rights apply, provided you check in on time, for any flight, including charter:

- from an EU airport, or
- to an EU airport from one outside the EU, when operated by an EU airline.» [2]

«*Denied boarding* . When there are too many passengers for the seats available, an airline must first ask for volunteers to give up their seats in return for agreed benefits. These must include the choice of either refund of your ticket or alternative transport to your destination.

If you are not a volunteer, the airline must pay you compensation of:

- €250 for flights of 1,500 km or less;
- €400 for longer flights within the EU, and for other flights between 1,500 km and 3,500 km ;
- €600 for flights over 3,500 km outside the EU.

The airline must also give you:

- a choice of either a refund or your ticket (with a free flight back. to your initial point of departure when relevant) or
- alternative transport to your destination, and meals and refreshments, hotel accommodation when necessary (including transfers), and communication facilities.» [2]

«Cancellation. Whenever your flight is cancelled, the operating airline must give you:

- a choice of either a refund or your ticket (with a free flight back to your initial point of departure when relevant) or
- alternative transport to your destination, and meals and refreshments, hotel accommodation when necessary (including transfers), and communication facilities.

The airline may also have to compensate you at the same level as for denied boarding, unless it gives you sufficient advance notice. You shall be informed about alternative transport.

Refunds may be in cash, by bank transfer or cheque or, with your signed agreement, in travel vouchers, and must be paid within seven days. If you do not receive these rights, complain immediately to the airline operating the flight.» [2]

«*Long delays / immediate assistance.* If you check in on time for any flight, including charters: from an EU airport, or to an EU airport from one outside the EU, when operated by an EU airline and if the airline operating the flight expects a delay

- of two hours or more, for flights of 1,500 km or less;
- of three hours or more, for longer flights between 1,500 and 3,500 km;
- of four hours or more for flights over 3,500 km.

The airline must give you meals and refreshments, hotel accommodation when necessary (including transfers), and communication facilities, When the delay is five hours or more, the airline must also offer to refund your ticket (with a free flight back to your initial point of departure when relevant). If you do not receive these rights, complain immediately to the airline operating the flight.

*Baggage.* You may claim up to €1,000 for damage caused by the destruction, damage, loss, or delay of your baggage on a flight by an EU airline, anywhere in the world. If the airline does not agree with your claim, you may go to court. For damage to checked-in baggage, you must claim in writing within seven days of its return and for delayed baggage within 21 days of its return.» [2]

**Exercise 27.** «Work in two groups, Group A, read about ‘Denied boarding’ and ‘Cancellation’, Group B, read about ‘Long delays’ and ‘Baggage’.

- 1) Check to see if your answers in Exercise 26 were correct.
- 2) Find out the level of compensation that the airline must provide.

**Exercise 28.** Explain what you have discovered to a student from the other group.» [2]

### **Speaking** «**Incident and action log**

**Exercise 29.** In groups, look at this airline ‘incident and action log’. For each of the incidents, decide if the airline acted correctly according to the European Commission leaflet.» [2]

<b>Incident</b>	<b>Passenger action</b>	<b>Airline action</b>
1. «Five passengers over booked on flight from London to Paris.» [2]	«No passengers volunteered to go on to alternative flight . » [2]	«Passengers selected randomly and put on alternative flight (three hours later). Free meal and drink given as compensation, plus €50 voucher for the Gift Shop.» [2]
2. «Flight from Rome to New York cancelled at last minute due to technical problems.» [2]	«All passengers moved on to flight on next day .» [2]	«Hotel accommodation given (plus meals and transfers). In addition compensation of £250 paid to each passenger. » [2]
3. «Flight from Zurich to Dublin delayed by one hour and 30 minutes . » [2]	n/a	«Free drink given to all passengers. » [2]
4. «Flight from Madrid to Tokyo delayed by seven	«Nearly all passengers agreed	«Meals and refreshments given, plus offer of airport hotel

hours. » [2]	to wait, but two wanted to cancel and get a refund. » [2]	accommodation. No refunds given.» [2]
5. «Baggage lost on Bonn to London flight. » [2]	«Passenger claimed €2,000 compensation. » [2]	«Passenger given £1,000 compensation and a 10% discount voucher for a future flight. » [2]
6. «Suitcase damaged, and some contents broken and missing (on same flight as 5). » [2]	«Passenger made verbal report to clerk, but written claim received eight days later. » [2]	«Passenger given €100 compensation. » [2]

**Exercise 30.** Have any incidents like this ever happened to you, or someone you know? Tell the rest of the group about it.

### Customer care

**Exercise 31.** «At airports customers must be cared for, but they must also be controlled. Can you think of examples of where care and control are needed in an airport?

**Exercise 32.** What are the safety or security risks in the cartoon?

**Exercise 33.** What should the member of staff say to the passenger? » [2]

### Listening «Two more airport dialogues

**Exercise 34.** Work in pairs. What problems can passengers have at airports (a) with their luggage, (b) if they arrive late?

**Exercise 35.** Listen to two dialogues.

1) In which dialogue is the airport employee showing care and in which is she showing control?

2) Make notes on the problems.

3) What solution(s) is/are offered in each case?

**Exercise 36.** Listen again. Complete the sentences. You may need more than one word per space.

1. \_\_\_\_\_ to the oversized baggage desk sometimes bags go there \_\_\_\_\_ .

2. Yes, I \_\_\_\_\_

3. In the meantime, \_\_\_\_\_ fill in this form, so we can trace it?

4. If you \_\_\_\_\_ wait over there, \_\_\_\_\_ this out.

5. Excuse me, sir. I'm \_\_\_\_\_, but you \_\_\_\_\_ through there.

6. I'm afraid \_\_\_\_\_ – the cabin doors have been shut.

7. Sir, \_\_\_\_\_ the barrier! If you do, \_\_\_\_\_ call security.

8. Now, \_\_\_\_\_ my colleague at the airline desk over there, \_\_\_\_\_ that you get on the next available flight. » [2]

### **Language spot «Giving orders and stopping people doing something**

**Exercise 37.** Look at the different language areas used in the table below. Which of the examples seem firm but polite, and which seem firm but direct?

**Exercise 39.** Write similar sentences for these situations.» [2]

*Go to Grammar reference Unit 9.*

### **Pronunciation**

**Exercise 40.** «When we deal with the public we usually want to sound firm but polite. Listen and decide whether these sentences are (a) firm but polite or (b) firm but too direct.

1. Can you take off your jacket?
2. Can you take off your jacket?
3. I'm sorry, but you can't smoke here.
4. I'm sorry, but you can't smoke here.
5. If you could just take off your jacket.
6. If you could just take off your jacket.
7. I'm afraid this is a no-smoking area.
8. I'm afraid this is a no-smoking area.» [2]

**Exercise 41.** «Listen and repeat. Be firm but polite.

**Exercise 42.** Try saying the following in a firm but polite voice.

1. Can you put your bag in the tray?
2. If you could take you watch off.
3. I'm sorry, but you can't take photos here.
4. I'm afraid you can't use your mobile here.» [2]

### **Speaking «Controlling passengers**

**Exercise 43.** Look at the situations. For each one, decide why it is wrong, give a possible reason for the passengers behavior, and say what level of firmness is required.

1. Passenger not waiting behind line at immigration.
2. Passenger not wanting to take off shoes at security check.
3. Passenger refusing to open suitcase at customs.
4. Passenger going through a door marked 'Private'.
5. Think of another.

**Exercise 44.** In pairs, role-play the situations. Passengers should be insistent; employees should be firm but polite.» [2]

**Keywords****Airport**

staff

baggage handler

cabin crew

ground crew

mechanic

**Airport places and procedures**

aisle

barrier

baggage reclaim

bureau de change

customs

departure gate

departure lounge

escalator

immigration

lost property

passport control

security check

**Other nouns**

boarding pass

limousine

passenger flow

scales

seatbelt

trolley

**Verb**

land

## UNIT 10. ACCOMODATION

### Take off

**Exercise 1.** «Make a list of different types of tourist accommodation in your country.

**Exercise 2.** Which of these have you stayed in?

**Exercise 3.** Tell your partners about the best / worst / most unusual accommodation you have ever stayed in. » [1]

### Vocabulary «**Types of accommodation**

**Exercise 4.** Match the pictures to the different types of accommodation.

Apartment, bed and breakfast, campsite, caravan, chalet, country house, cruise ship, farmhouse, guest house, hostel, hotel, lodge, log cabin, motel, motorhome, mountain refuge, university hall of residence, villa.



**Exercise 5.** Which of these types of accommodation do you have in your country?

**Exercise 6.** Think about each type of accommodation. Is it serviced (meals are provided) or self-catering (you cook your own meals)? Discuss this in pairs or groups and complete the diagram. (Hint: Some types will fit into either category. Put these into the shaded area.)



**Exercise 7.** Now repeat your discussion, but this time categorize the different types of accommodation as

- urban *or* rural
- static *or* mobile.

Make a new diagram for each discussion.» [2]



### Find out

**Exercise 8.** «Go to the Internet or your local tourist information office. Find serviced or self-catering accommodation in your area that would be suitable for

- a family (two adults, two small children) on holiday, but with a limited budget;
- a business traveller staying in your area for three days for a conference;
- a retired couple who want to see the important monuments in your area

a student like you.» [2]

### Reading «**What makes a good hotel?**

**Exercise 9.** What do people want from a hotel? A good bed? A comfortable room? A modern building? Work in pairs. Make a list of five things you would expect from a good hotel.

**Exercise 10.** Read 3 three descriptions of the hotels. Which hotel

is the best for business travellers?

- sounds the most luxurious?
- is the most attractive to you?

## **EL HANA BEACH**

### ***Tunisia***

Official Rating – 3\* – Bed and Breakfast / Half-board

A comfortable, 3-star hotel situated in a garden of palm trees, next to the lovely Sousse beach and within walking distance of the Medina.

#### *Accommodation*

Twin and family rooms that can accommodate up to 4 guests. Modern furnishings with bright colours. Air-conditioning, telephone, private bathroom with WC. Balcony with partial sea view.» [2, 61]

#### *«Facilities and Services*

The main restaurant in the hotel serves a large American-style breakfast buffet and dinner buffet. There are 3 indoor bars and a comfortable snack bar.

## **BALLYMALOE**

### ***Cork, Ireland***

Ballymaloe is a large country house on a 400-acre farm 20 miles east of Cork City, Ireland. The hotel is family run. Guests enjoy comfortable accommodation and an awardwinning restaurant in pleasant rural surroundings. Ballymaloe is 5 km from several seaside villages that provide fishing, bathing beaches, and beautiful cliff walks. Hotel facilities include an outdoor swimming pool small golf course, tennis court, woodland walks, and a children's play area. There is often live music in the evenings.

Holiday / vacation and small conference venue.» [2, 61]

## **«RADISSON SAS HOTEL**

### ***Nice, France***

Discover a new world of sensations at the French Riviera - stay at the landmark, Radisson SAS Hotel in Nice where excellence meets originality in a modern ambience.

The hotel features 331 rooms and suites decorated in three imposing and original designs.

With 11 excellent meeting rooms, our hotel can accommodate 400 in the new ballroom and 300 for lunch or dinner on the rooftop terrace.

Ideally located on the famous Promenade des Anglais between the romantic old town and the Arenas Business Park, the Radisson SAS Hotel in Nice is easily accessible by train, plane, and car. The hotel is a five-minute drive from Nice International Airport, and a ten-minute walk from the train station. » [2, 61]

### **Vocabulary «Services and facilities**

**Exercise 11.** Match these facilities and services with the icons.



- a) air conditioning
- b) babysitting
- c) beauty parlor
- d) boutique
- e) car park
- f) conference facilities
- g) safe box
- h) direct dial telephone
- i) gymnasium
- j) hairdryer
- k) internet connection
- l) jacuzzi
- m) laundry service
- n) mini bar
- o) outdoor swimming pool
- p) pay TV
- q) radio
- r) restaurant
- s) satellite TV
- t) room service
- u) wake-up call
- v) sauna
- w) sea view» [2]



**Exercise 12.** «In your opinion, which are the five most important hotel services and facilities in

- a hotel for business people and conference delegates?
- a holiday hotel complex on the coast?
- a small hotel in the countryside?

**Exercise 13.** Look at these phrases. They say where the El Hana hotel is.

*EXAMPLES*

in a garden of palm trees

next to the lovely Sousse beach

within walking distance of the Medina

Find similar phrases for the other two hotels.» [2]

**Exercise 14.** «Think of three different hotels in your area. Write a sentence describing the location for each hotel. Call the hotels *Hotel 1*, *Hotel 2*, and *Hotel 3*.

**Exercise 15.** Show your partner your descriptions. Do they know which hotels you are describing?» [2]

*Go to Grammar reference Unit 10.*

**Exercise 16.** «Work in pairs. *Student A*, you are a travel agent.

### **H10 Las Palmeras (Tenerife)**

The H10 Las Palmeras hotel is located in Playa de las Americas, surrounded by generous subtropical gardens with direct access to the seaside-promenade and only 15 km from the airport.

#### **Food & drink**

In the hotel you can find the 'Las Palmeras' restaurant, where there is a buffet with show cooking, a Barbecue Restaurant near the swimming pool, a Pool Bar, the 'Big Ben' Bar, which offers evening entertainment, a Piano Bar in the Hall, and the 'Ballena Bar', a snack-bar near the beach.

#### **Sports & leisure**

The hotel has two swimming pools (one heated in winter), with a special section for children, three tennis courts, ping pong, and billiards.

#### **Facilities & services**

Hairdresser, internet corner, private parking, souvenir shops, car rental, money exchange, room service, TV, games room, meeting rooms, and day and night-time entertainment are also available in the hotel.

*Student B*, you are the client. You want a hotel in Tenerife in the Canary Islands. Telephone your travel agent and ask about

- the location of your hotel
- hotel restaurants
- facilities and services for your children
- car rental
- night-time entertainment.» [2]

**Exercise 17.** «Now change roles. *Student B*, you are the travel agent.

### **InterCity Hotel Frankfurt**

This modern hotel in the city centre, styled for the international business travellers needs, is within walking distance of the city's busy fairground and the financial district with its characteristic skyscrapers, and offers guests free use of all Frankfurt public transport, including the return trip to the airport.

#### **Hotel facilities**

##### *General Services*

- Dry Cleaning I Laundry Service
- 24-Hour Front Desk
- Safety Deposit Boxes
- Left Luggage I Storage Facilities
- Cots I Cribs
- Restaurant
- Lounge I Bar

##### *Business Facilities*

- Meeting Facilities
- Secretarial Services
- Internet access
- Black & White photocopying

- Fax service
- TV & Video hire» [2]

«*Student A*, you are the client. You want a business hotel in Frankfurt, Germany. Telephone your travel agent and ask about

- the location of your hotel
- access to the financial district of the city
- business facilities and services
- access to the airport
- restaurants and bars» [2]

### **It's my job «Celina Alvarez Valle**

**Exercise 18.** Read about Celina Alvarez Valle's job.

Campsites are the most economical form of accommodation, and are popular wherever the weather is good. But are they the most relaxing places to work? And would you fit in well with a team of campsite workers? Read on and find out.

Celina and her family run a small campsite in the Picos de Europa mountains in northern Spain.

Q: Celina, tell us a little bit about how Camping Picos de Europa began.

A: Well, originally we were farmers, but in 1989 some friends suggested that a campsite would be a profitable business here. Tourism was just becoming popular in the area then. » [2, 63]

«Q: And how many places does the campsite have now?

A: Right now it's got 140 pitches.

Q: How many people is that if the campsite's full?

A: Well, you can multiply that by three, or sometimes more. It depends on the time of the year.

Q: So with a campsite, there is a certain amount of seasonality?

A: Yes. Here the season for camping is very short. The best months are May, June, and September. And the really busy months are from mid- July to the end of August.

Q: How many people work here in August?

A: Ten people, more or less. Sometimes more.» [2]

«Q: And what do they do in general?

A: Let's see... cleaning, helping in the restaurant, reception duties, looking after the shop and helping in the kitchen, of course. Then there's the swimming pool, which also needs quite careful maintenance. And we need a person to look after the washing machines and dryers, and to clean the washing rooms, the sinks, and the showers.

Q: When you decide to employ somebody in the campsite, what do you look for in that person?

A: Well, above all honesty. Next they have to be able to get on with people. Campers are very nice people but they are very different one from each other. And you have to know how to work in a team. That's essential. And no bad habits! A non-smoker! »

[2]

Listening «**A place to stay**

**Exercise 19.** Listen to these people asking for accommodation. Which type of accommodation is each speaker looking for?

Speaker	Type	Number /guests	Length of stay	Other details
Richard				
Susan				
Radka				

**Exercise 20.** Listen again. How many people is each enquiry for, and for how long?

**Exercise 21.** If necessary, listen a third time and note any specific details of each call.» [2]

Reading «**Accommodation in Scotland**

**Exercise 22.** What types of accommodation would you expect to find in Scotland? Make a list with your partner.

Read the website for Scotland and answer the questions.

- 1) How many different types of accommodation does it offer?
- 2) Which type of popular, budget accommodation is not mentioned on the website?
- 3) Which are the most unusual types of accommodation mentioned?
- 4) Which of the types of accommodation on the web page attracts you most? Why?» [2]

«**A Warm Welcome Guaranteed**

Scotland's unrivalled range of holiday experiences is matched only by the variety of quality accommodation on offer. Whether for a short break or a longer stay, you'll be able to choose from chic metropolitan hotels and stylish country houses to friendly bed and breakfasts and comfortable self-catering apartments. Search our wide range of accommodation in Scotland to plan your perfect trip. And for something just a little out of the ordinary – perhaps a converted church, a former lighthouse, or even a medieval castle, there are plenty of opportunities available to fire your imagination. Alternatively search our unrivalled array of self-catering in Scotland. Whatever your budget or itinerary, you can find your ideal place to stay using the online accommodation search facility or by getting in touch with our contact centre.

All establishments have been inspected under the Visit Scotland Quality Assurance scheme and of course, a warm welcome and true Scottish hospitality come as standard.» [2]

Vocabulary «**Describing accommodation: adjectives and nouns**

**Exercise 23.** You can have *a metropolitan hotel* but you cannot have *a metropolitan cottage*. Why not?

**Exercise 24.** Match adjectives from A with nouns from B.

- |           |           |
|-----------|-----------|
| A         | B         |
| five-star | apartment |

country	bed and breakfast
converted	cabin
budget	cottage
friendly	farmhouse
metropolitan	guesthouse
medieval	hostel
modern	hotel
self-catering	motel
stylish	villa» [2]

**Exercise 25.** «Which adjective can describe most nouns ? Which adjectives combine with only one of the nouns?

**Exercise 26.** How many meaningful combinations can you make with two adjectives and a noun?

*EXAMPLE. There is a huge range of modern, budget hotels in London.*

**Exercise 27.** Choose different adjective-noun combinations and use them to write sentences to describe accommodation you have stayed in as a tourist. » [2]

### Speaking «Unusual accommodation

**Exercise 28.** Hotels, guest houses, villas, and campsites are all standard types of accommodation. But what about the unusual? Look at the hotel descriptions and answer the questions.

- 1) Which hotel is the most unusual?
- 2) Which hotel would you like to stay in? Why?
- 3) If you can, go to the websites for the hotels and find out more about them.

Mammut Snow Hotel with its arctic surroundings is a unique place. It is an excellent way to experience the coldness of an arctic night. The temperature in the hotel rooms is approximately -5°C, but guests will have a good night's sleep in a warm Ajungilak sleeping bag. In Mammut Snow Hotel there are 30 double rooms, 2 group rooms for five persons, and a suite.

Gamirasu is the name of an exquisitely restored eighteen-room cave house, in Ayvali Village near Urgup in the heart of Cappadocia, Turkey. In former times housing the cells of a prison, this ancient monastery is steeped in history. A luxurious cave accommodation in a traditional Cappadocian village. » [2, 65]

**Exercise 29.** «Work with a partner. Think about your local area. Discuss buildings or natural structures (e.g. caves) that you could convert into ‘unusual’ accommodation. You might like to consider the following points:

- type - details of type + natural or made structure;
- location - urban or rural;
- serviced or self-catering;
- luxury or budget;

- large or small (number of rooms - how many doubles, singles, etc.);
- details of the rooms, facilities, and services.» [2]

**Exercise 30.** «Present your unusual hotel to the rest of the class. You can start like this.

*EXAMPLE. We have decided to make our unusual accommodation from [name of structure]. This is a natural / built structure in an urban /rural setting.*

We are going to make serviced / self-catering accommodation and it's going to be...  
» [2]

### Writing «**Local accommodation**

**Exercise 31.** Write an introduction to tourist accommodation in your area. You will need to include information about:

- the different types of accommodation;
- typical accommodation in (a) urban areas and (b)rural areas;
- types of accommodation that are typical of your country;
- accommodation for people (a) on holiday and b) on business;
- one example of unusual accommodation if you can find one (if there is no unusual accommodation in your area, include your idea from the *Speaking* activity;
- where you can get more information.» [2]

### Listening

#### «**Taking a reservation by telephone**

**Exercise 32.** Look at the screen from a hotel computer reservation system. In which order do you think the receptionist will ask for the information? Listen to a phone call and see if you were right.

**Exercise 33.** Listen again and fill in the missing information. » [2, 66]

### Pronunciation

**Exercise 34.** «Listen to the receptionist again. In each question or phrase, underline the word that is stressed most.

- 1) Can I help you?
- 2) Would that be a single room?
- 3) Would you prefer a twin...
- 4) ... or two singles?

In phrases of spoken English we stress one word more than the others. This word represents the most important idea we want the listener to focus on.» [2]

**Exercise 35.** «Look at the following questions from the telephone reservation. Which word will be stressed most in each?

- 1) What name is it, please?
- 2) Could you spell that, please ?

- 3) Could you give me the number of the card?
- 4) Is that Visa, Ms Steinmetz?
- 5) Could you just tell me the expiry date?

**Exercise 36.** Practise saying these questions with the stress on the right word.» [2]

### **Customer care «Smile on the phone**

**Exercise 37.** Read from Hotel Training manual the information about how to receive calls.

Taking routine phone calls can be boring, but often a phone call is the first contact a guest has with a hotel, and gives a first impression. So smile as you take the booking. The caller will notice the smile in your voice and respond accordingly.

*Hotel Training Manual*» [2]

**Exercise 38.** «Try this experiment. Work with a partner. Stand back to back. Take turns to say one of the sentences in the *Pronunciation* section above. Smile when you say some of the sentences. Can your partner 'hear the smile' in your voice? » [2]

### **Speaking «Taking a telephone booking**

**Exercise 39.** Work in pairs. Student A, you are the receptionist at the Hadrian Hotel. Answer the phone and follow the telephone booking sequence. Take notes of the booking details.

State name of hotel. State own name. Greet client.

Determine client's room needs - dates, number of guests,  
number of rooms, room type.

Double check dates and needs

Check availability

Take client's name

Request confirmation (fax, email, or credit card)

Double check details of the confirmation option taken

Give client reservation number and request its use for booking changes

Close conversation

Student B, you are the caller. Use the next information: » [2]

#### **«Caller 1**

**guest name:** Wei-Wei Lai

**room type:** single, smoking

**contact telephone:** 669 374 370 7713

**arrival:** Thursday 23

**departure:** Monday 27

**credit card type:** Visa

**card holder's name:** Wei-Wei Lai

**card number:** 63818352 7497 6832

**expiry date:** 07/08

#### **Caller 2**

**guest name:** Regina Loreto  
**room type:** double, non-smoking (at the back of the hotel)  
**contact telephone:** 0034 93 863 5569  
**arrival:** Monday 13  
**departure:** Friday 17  
**credit card type:** American Express  
**card holder's name:** Regina Loreto  
**card number:** 740D 6583 4545 4890  
**expiry date:** 01/ 09 » [2]

**Exercise 40.** Now change roles.

**Exercise 41.** Make up your own caller and accommodation information. You do not need to limit yourselves to hotels. Phone each other and book accommodation.

### Keywords

#### **Nouns**

apartment  
 bed and breakfast  
 campsite  
 conference facilities  
 cottage  
 country house  
 direct dial telephone  
 guest house

#### **Adjectives**

air-conditioned  
 budget  
 en-suite (facilities)  
 five-star  
 metropolitan  
 self-catering  
 serviced

hostel  
 meeting room  
 refuge  
 room service  
 sea view  
 suite  
 wake-up call



## UNIT 11. RESERVATIONS AND SALES

### Take off

**Exercise 1.** «Answer the following questions.

1. Can you name the different travel documents on this page?
2. Which of these documents do you need for a holiday abroad?
3. Have you ever lost an important document? Tell your partner – explain which one, where you were, what you did, and what happened in the end.» [1]

### Reading

#### «Holiday bookings – getting the right information

**Exercise 2.** Make a list of the information a travel agency sales consultant will need to take when a customer makes a booking for a holiday.

**Exercise 3.** Compare your ideas with the list below. Do you have any ideas that are not in the list?

**Exercise 4.** The manager uses *etc.* a lot in the memo. What does this mean?

**Exercise 5.** Substitute *etc.* with groups of examples from the list:

- a) transfers, local excursions, car hire
- b) premier class
- c) medical condition
- d) email address if possible
- e) twin, single, family
- f) bank transfer, credit card
- g) B and B, flight only» [2]

«Please be sure to enter the following key data when taking holiday bookings.

- 1) date of booking
- 2) booking reference number
- 3) full name and contact details of client (postal address, daytime and evening telephone numbers, etc.)
- 4) number of people in party
- 5) names of people in party
- 6) ages of children (2- 12 yrs old "" discount)
- 7) dates of outward and return journeys
- 8) ticket type (e.g. economy, etc.)
- 9) accommodation - name of hotel! Resort
- 10) number and type of rooms required (double, etc.)
- 11) special requirements (e.g. children, disabled, etc.)
- 12) meal basis (full board, half board. etc.)
- 13) other services (e.g. airport hotel, airport car parking, etc.)
- 14) method of payment (cash, cheque, etc.)
- 15) deposit details

Please also get clients to double check all details before signing the booking form.»  
[2, 92]

### **Listening «Taking a booking**

**Exercise 6.** Listen to a travel agency sales consultant taking a booking and complete the booking form.

**Exercise 7.** Which key data is still missing? **Exercise 8.** What did the travel agent forget to do before Mrs. Venables signed the form?

**Exercise 9.** When will Mrs. Venables get her invoice and what must she do then?»  
[2]

### **Speaking**

#### **«Have you decided where to go?**

**Exercise 10.** Work in pairs. A, you are the sales consultant and need to complete the booking form. B, you are the client and should think of all of the holiday details the sales consultant will ask. (Hint: Look at the holidays in Unit 10 and choose the one you like most. Now add the details of your family and you are ready to go!)» [2]

**Exercise 11.** «Act out a booking.

**Exercise 12.** Change roles and act out a new booking, with B as the sales consultant.

### **Writing Confirming a booking**

**Exercise 13.** When a booking is taken by email. It is standard practice to confirm the booking either by email, or by letter.

Use the information from the last activity and send an email to your partner confirming the details of the booking. (If you cannot send an email, send a letter instead.)» [2]

### **Reading «Computer reservation systems**

**Exercise 14.** Tourism is full of abbreviations. For example, do you know what CRSs and GDSs are? Do you know the difference between the two?

**Exercise 15.** Where can you find out what tourism terms mean?

**Exercise 16.** Look at the definition of CRS and GDS. Write T (true) or F (false).

- 1) Airlines were the first users of CRS.
- 2) AGDS is a larger version of a CRS.
- 3) Only airlines and travel agents can have access to GDSs.
- 4) It is now possible to book a car or a hotel room through a GDS.
- 5) GDSs give ticket information but cannot produce a valid ticket.
- 6) GDSs can tell a travel agents how many tickets they have sold. » [2, 94]

### «Computer reservation system

A computer reservations system, or CAS, is a computerized system used to store and retrieve information and conduct transactions related to travel. Originally designed and operated by airlines, they were later extended to travel agents as a sales channel. Major CAS operations are also known as Global Distribution Systems (GDS). Many systems are now **accessible** to consumers through internet **gateways** for hotel, rental cars, and other services as well as airline tickets.

Today, each system allows an operator to locate and reserve inventory (for instance, an airline seat on a particular route at a particular time), find and process fares J prices applicable to the inventory, generate tickets and travel documents, and generate reports on the transactions for **accounting** or marketing purposes.» [2, 94]

### Vocabulary «Reservation systems for tourism

**Exercise 17.** Choose the best meaning for each word as it is used in the text on CRS.

- 1) store = (a) a large shop; (b) the place where you keep things until you want to use them; (c) to keep something for future use.
- 2) retrieve = (a) to put something back into its original form; (b) to get something back; (c) to move back to a safe place.
- 3) conduct = (a) to organize and do something; (b) to direct the musicians in an orchestra; (c) to allow electricity to pass.
- 4) channel = (a) a television station; (b) a route that information is sent along; (c) the part of a river that boats can pass along.» [2, 94]

### Listening «The origins of CRSs

**Exercise 18.** Read the information about Clemen.

Clemen works at the EU de Turismo de Asturias in Spain. She teaches students there how to use computer-based reservation systems like Amadeus or SABRE.» [2]

**Exercise 19.** «Listen and complete the table.

**Exercise 20.** Clemen mentions a fourth CRS – Worldspan. Listen again and make notes about it.» [2]

**Exercise 21.** «Read the information about hotel booking nowadays.

#### **Hotel bookings**

Nowadays, more travel is sold over the Internet than any other consumer product. In America nearly 37 million internet users have already purchased travel products online. Online bookings were expected to reach \$63 billion in 2005.

Nothing is free in business - not even a client booking a hotel room. Reservations made directly by the client using the hotel's own website are probably the least expensive. In contrast, a booking made by a travel agent using a GOS is usually the most expensive.» [2, 96]

### Find out

**Exercise 22.** «Which of the big four GDSs do your local travel agencies use most - Amadeus, Sabre, Galileo, Worldspan?»

**Exercise 23.** Go to a local travel agency and ask them which system they use. Ask them what they like about the system they use, and why they don't use one of the other systems.

**Exercise 24.** Report your findings back to your class.» [2]

### **Reading «Abbreviations and codes**

**Exercise 25.** Look at the computer printout for an air fare between Madrid and Paris.

- 1) What are the dates for the journey?
- 2) Can you find the cost of the flight?
- 3) Is it a return flight? How do you know?
- 4) What is the opposite of a return flight?» [2]

**Exercise 26.** «There are a lot of abbreviations and codes. For example, RT means round-trip or return; OW means one-way. Find abbreviations that mean

- |             |                     |                         |
|-------------|---------------------|-------------------------|
| 1) adult    | 5) euros            | 9) non-refundable       |
| 2) advanced | 6) flight type code | 10) passenger type code |
| 3) airline  | 7) June             | 11) Sunday              |
| 4) check    | 8) minimum stay     | 12) tariff. » [2]       |

### **Customer care «Putting on the pressure**

**Exercise 27.** Read the information about how to satisfy your customer, who makes booking and answer the questions.

**A.** Don't pressure a customer to make a booking if you sense that they are not sure yet. Give them time. Let them go away and think about it. Remember that on average a satisfied customer will tell two friends or members of their family. A dissatisfied customer, in contrast, will tell at least nine people.» [2, 95]

«**B.** Customers sometimes need help making up their minds. Put a little pressure on them. Tell them that the booking can only be held for a short time, and you need a decision soon, or they might lose the opportunity altogether. You're the professional, you know what's good for them - so push them a bit.

- 1) Which of the two statements do you agree with most?
- 2) What would you actually say to the customer in each situation?» [2, 95]

### **Reading «The small print**

**Exercise 28.** Look at the booking conditions. Match these headings with the different conditions.

1. Cancellations.
2. Booking changes.
3. Compulsory insurance.
4. Flight delays.
5. If we change your holiday before you leave.

6. If we make changes after you have booked your holiday.

7. Your holiday price.» [2]

### «Booking terms and conditions

**A.** We may need to make changes to the information in this brochure as our holidays are planned many months beforehand. If we make any changes before you make your booking, your travel agent will tell you about them before you finish your booking.

**B.** Occasionally we have to change your accommodation. If we make a change after you have made your booking, we will put you into accommodation of the same standard or higher, and In a Similar type of resort.

**C.** The prices in our brochure were correct at the time of printing, but we reserve the right to make changes. If we do this, your travel agent will confirm all price changes before you make your booking.» [2]

«**D.** If you want to cancel your booking, the person who made the booking must send us written instructions. If you cancel your booking, we may ask you to pay cancellation charges. We will not refund any insurance premiums you have paid.

**E.** If you want to change your booking, we will try to help you, but we cannot guarantee that we will be able to do this. If you change your booking, we will charge you £15 for each person in your group.» [2]

«**F.** If you make a booking with us, you must take our suitable insurance, either With us or with another company. If you have a known medical condition, please tell our sales agent when you make your booking.

**G.** We try hard to avoid night delays, but the!) do sometimes happen. If there is a delay, we will try to provide extra services, food, and accommodation. If we are unable to provide these services for any reason, then we will pay you compensation.» [2]

**Exercise 29.** «Look at the booking conditions. Which ones are about

- 1) situations / problems the tour operator may have?
- 2) situations / problems a tourist may have?
- 3) situations / problems that happen before a holiday?
- 4) situations / problems that happen during a holiday?

**Exercise 30.** Have you (or your family or friends) ever had a problem when you were on holiday? Tell your partner about it. Where were you? When was it? Who was with you? What happened?» [2, 96]

### Language spot 'If'

**Exercise 31.** «Look at the booking conditions again.

- 1) Underline the sentences beginning with if.
- 2) Me these sentences referring to the past, the present. or the future?
- 3) What verb tense is used in the ifpart of the sentence?
- 4) What verb forms are used in the other part of the *if* sentences? (Hint: There are *four* different forms.) » [2]

**Exercise 32.** «Match phrases from A with phrases from B to create information and advice for tourists.

A	B
1. If you travel with us to an airport,	a) please ask for assistance we serve more than 1,200 towns and cities in the country.
2. If the destination you want is not listed in this timetable.	b) we cannot accept responsibility for your complaint.
3. If you have a problem during the journey,	c) tell the driver at the earliest possible moment.
4. If you have a complaint to make during your holiday.	d) you may be asked to pay a small surcharge at some hotels on the tour.
5. If you do not contact our representative before the end of your holiday,	e) you must allow at least one hour between the coach arrival time and the flight check-in time.
6. If you have asked for a special diet,	f) you must contact our representative at the resort before you return home.

**Exercise 33.** Complete these four pieces of information I advice for a tourist coming to your country.

- 1) If you are going to hire a car, ...
- 2) If you come to our country in the high season
- 3) If you are a vegetarian, ...
- 4) If .. » [2]

*Go to Grammar reference Unit 11.*

### Pronunciation

**Exercise 34.** «Listen to the words and write them in the correct column.

**Exercise 35.** Look at all the 'hat' words. Compare them with the 'pay' words. What do you notice about the pronunciation of the letter *a*? When is it like 'hat' and when is it like 'pay'?

**Exercise 36.** Look at all the 'sit' words. Compare them with the 'five' words. What do you notice about the pronunciation of the letter *i*? When is it like 'sit' and when is it like 'five'?» [2]

### Speaking «Explaining booking conditions

**Exercise 37.** Work with a partner. Take turns to be a travel agent sales clerk or a customer. The customer will ask questions about the booking conditions. Here are some questions.

- 1) Are the prices in the brochure all correct?
- 2) What happens if we cancel our holiday?
- 3) Do we need insurance or is that included in the price?

- 4) Can we change our booking if we have to?
- 5) will we definitely get the hotel we asked for in the booking form?
- 6) What happens if there are flight delays?» [2]

**Exercise 38.** «The travel agent should look at the booking conditions, but try to answer in her / his own words, like this:

**CUSTOMER:** *Are the prices in the brochure all correct?*

**TRAVEL AGENT:** *Well, the prices were right when the brochure was printed, but if they are different now, the tour operator will tell me when I make the booking. And if the prices have changed, I'll tell you before you sign the booking form.» [2]*

### It's my job «Huayan Ye

**Exercise 39.** Read about Huayan Ye and her job.

Huayan Ye works with Spanish-speaking tourists in China. What does she think of them, and what does she do when she's not with her clients? Read on and find out.

**Studies:** Spanish, a bit of tourism, and international relations at Beijing University.

**Job:** Working in the biggest tourism company in China - it's called CTS- in the inbound tourism department. I look after Spanish tourists and tourists from Latin America. We offer them tourism services hotel reservations, transfers, visits in China.

**Why tourism?** I like talking to people. I want to show foreign visitors the best of China. » [2, 98]

«**Likes:** I really like marketing and sales. Our department doesn't just look after the Spanish. It also studies the Chinese market. Right now it's growing a lot. China is one of the safest destinations in the world, and the Chinese are kind and friendly.

**Clients:** Our Latin-American clients are very friendly. Our Spanish clients are a little bit more demanding! The Spanish have a lot more experience travelling, and they know so much about tourism. That's why they are demanding, but that's good for us.

**Free time:** Young people in China likf'to go out for a drink, go shopping, go to stores, study English. I like reading, listening to music, and I study Latin American dance – salsa, tango. And like all young women, we like to buy clothes, shoes, cosmetics ... » [2, 98]

### Listening «Handing over tickets

**Exercise 40.** Look at the flight ticket and find

- 1) the name of the passenger;
- 2) the date of travel;
- 3) the flight number;
- 4) the origin of the flight;
- 5) the destination of the flight;
- 6) the flight times;
- 7) the cost of the ticket.

PASSENGER BORDONI, GIORGIO MR		ISSUING AGENT CANTRAVEL TORONTO CA 8541					
PORT TORONTO YYZ	CARRIER AIRCAN	FLIGHT # AC094	DATE 12AUG	DEP 2395	ARR 1210	STATUS OK	FARE CL. RAB
BUENOS AIRES EZE	AIRCAN	AC093	23AUG	1655	0635	OK	WAI
--- VOID ---							
--- VOID ---							
RESTRICTIONS NONE		BOOKING REF KMH155.5 HA QERN56.9ERF SADM CDA					
CURRENCY: FARE	TAX	TOTAL					
CAN\$	3851.99.74	3950.74					

**Exercise 41.** Listen to the travel agent handing over the ticket. Which of these pieces of information does he confirm with the client?

**Exercise 42.** What does Mr Bordoni ask the travel agent about?» [2]

**Exercise 43.** «Listen again and complete the dialogue.

T: Here's your ticket. Let's just go through the \_\_\_\_\_ (1). So, that's Toronto-Buenos Aires \_\_\_\_\_ (2), leaving August 12 on \_\_\_\_\_ (3) AC094. \_\_\_\_\_ (4) Toronto at 23:35h and \_\_\_\_\_ (5) Buenos Aires the next day at 12.10.

B: That's not too bad.

T: No, it's a good flight. Then there's your return. That's August 23, flight AC093. \_\_\_\_\_ (6) Buenos Aires at 16:55. \_\_\_\_\_ (7), Toronto 06:35. One passenger yourself. Total \_\_\_\_\_ (8) \$ 3,950.74.

B: Ouch! That *includes* taxes, no?

T: That includes taxes, \_\_\_\_\_ (9), and \_\_\_\_\_ (10).

B: And it is \_\_\_\_\_ (11)?

T: One *hundred* per cent refundable, Mr. Bordoni. If you don't go, you don't \_\_\_\_\_ (12). And as I said, you can change the dates of travel \_\_\_\_\_ (13) \_\_\_\_\_ (14) two hours before takeoff.

B: OK. That's good. Will you \_\_\_\_\_ (15) the company directly?

T: No problem.

B: Then ... then that's everything, r think.

T: Good. B Thanks for your help.

T: Our pleasure, Mr. Bordoni.» [2]

### **Speaking** «Checking the details

**Exercise 44.** Think about a return flight you would like to take. Complete the blank ticket with details of your journey. Make sure all of the information is properly covered. Give your ticket to your partner.

**Exercise 45.** When your partner is ready, ask for your ticket. Your partner should check all the details with you. Correct any details that are wrong.

**Exercise 46.** Change roles and take the role of the travel agent.» [2]

### **Keywords**

#### **Nouns**

abbreviation

balance

cancellation

CRS -computerized

reservation system

deposit details

fare

GDS-global

distribution system

#### **Verbs**

cancel

confirm

guarantee

issue (a ticket)

retrieve (data)

store (data)

insurance

inventory

key data

maximum stay

meal basis

minimum stay

surcharge

tariff

tax



## UNIT 12. MARKETING AND PROMOTION

### Take off

**Exercise 1.** «Make a list of five different products from the tourism industry.

EXAMPLE *a package holiday*

**Exercise 2.** Think of different ways you could advertise them. Which ones are the most effective?

### **The marketing process in travel and tourism**

Every day of our lives we can see examples of travel and tourism marketing around us - adverts on TV, adverts in newspapers and magazines, brochures in travel agencies, internet pages, posters in station, etc. This is because all tourism businesses need to market their products if they hope to be successful. But marketing is not just advertising; it is about researching and identifying the needs of a specific group of customers, and then creating a product that satisfies them.» [2, 68]

«A large hotel chain, for example, will spend a lot of time and money finding out what its guests want - what kind of services and facilities they need most, which location they prefer, or how much they are prepared to pay. It will then develop a new product, taking care to gear it to the customers' needs. Then, once the company has the right product, it will use different promotional techniques to let its clients know about it.

Private companies are not the only ones that use marketing. Tourist boards and other public sector organizations also have products, and it is important that their customers are aware that these exist. From a museum in a country village to the multiple attractions of a major city like Sydney, all travel and tourism products need good marketing.

The marketing process does not end after a product has been sold, however. Customers might not be happy with it, and of course people's tastes change with time. Because of this, it is essential to evaluate how customers feel about a product. With the results of the evaluation, it is then possible to improve your product, and in this way continue to meet your customers' expectations.» [2, 68]

### Vocabulary «Marketing terminology

**Exercise 3.** Match 1- 9 with a - i to produce nine marketing tips.

- |                  |   |
|------------------|---|
| 1. Monitor...    | a ... and wants are the first thing you must find out.                  |
| 2. Advertise...  | b ... your customers' preferences by using market research.             |
| 3. Research...   | c ... the effectiveness of your advertising and promotional techniques. |
| 4. Knowledge ... | d ... uses questionnaires to find out what people want.                 |
| 5. Evaluate ...  | e ... of what your clients want is essential in marketing.              |
| 6. Tastes ...    | f ... the market carefully before you create your product.              |
| 7. Identify ...  | g... your product in the places where your customers will see it.       |
| 8. Needs ...     | h ... your product towards your clients.                                |
| 9. Gear...       | i ... change with time so products must change too.» [2]                |

### Language spot «Verb patterns

**Exercise 4.** Look at this phrase using the verb gear.

*to gear it to the customer's needs*

Now look at the dictionary entry for the verb gear.

**GEAR** verb

PHRASAL VERBS gear sth to / towards sb / sth (often passive) to make sth suitable for a particular purpose or person: *There is a special course geared towards the older learner.*» [2]

**Exercise 5.** What do you think sb and sth mean?

**Exercise 6.** «Now look at these other verb phrases from the article on marketing.

1 ... if they hope to make a profit.

2 ... to let its clients know about it.

Which verb patterns do they use? Choose from the following

a) hope to do sth

c) let sb / sth do sth

b) hope sth to sb / sth

d) let sb / sth to do sth» [2]

**Exercise 7.** «Complete the sentences using gear, hope, or let.

1. We \_\_\_\_\_ to have the new product on the market next year.

2. We've decided to \_\_\_\_\_ the hotel to business tourism.

3. They \_\_\_\_\_ to increase their profits by using promotional techniques.

4. If you experts do your marketing you will get better results.

5. A questionnaire in each room \_\_\_\_\_ guests make comments on the room.

6. Tourism providers have to \_\_\_\_\_ their products to what the customer wants.» [2]

**Go to Grammar reference Unit 12.**

### **Customer care «Learn from your customers**

**Exercise 8.** Read some recommendations how to deal with your customers.

Ask for feedback from your customers. Use a questionnaire-keep it short and simple. Get customers to suggest how you could improve your services or even discover what you are particularly good at.

What areas would you want to find out about in a feedback questionnaire

a hotel? a travel agent? an airline? » [2]

### **«Where in the world?**

**Exercise 9.** Look at the photos of Newcastle and Gateshead. What sort of cities are they? What sort of tourism will they attract? What sort of things will tourists be able to do there?» [2]

**Exercise 10.** «Read about tourism in Newcastle Gateshead. As you read, link the names in the text to the photos.

### **NewcastleGateshead's Tourist Top 10**

Here is an ultimate list of the top 10 'must see' sights in Newcastle Gateshead (in no particular order!), to make are you get the most out of a visit to the city.

**I. Newcastle Quayside and Gateshead Quays** - some of the city's most contemporary and stylish cultural and leisure attractions can be found along the River Tyne. You shouldn't miss the curved building of the Sage Gateshead music centre designed by the architect Sir Norman Foster.» [2]

«**II. Gateshead Millenium Bridge**- the world's first tilting bridge situated on the banks of the River Tyne, linking Newcastle Quayside and Gateshead Quays.

**III. Newcastle Castle Keep** - the site of the 'New Castle' built in 1080 which gave the city its name and was founded by Robert Curthose, eldest son of William the Conqueror.

**IV. The Biscuit Factory** - the biggest commercial arts space in Europe based in a beautifully restored Victorian building that was once a biscuit factory.

**V. The Angel of the North** - a multi-award winning sculpture created by artist Antony Gormley. Standing 20 m high, it is seen by more than 33 million people every year.

**VI. Grey Street** - in the heart of Newcastle's historic Grainger Town and voted the Best Street in Britain by 1 listeners of national station Radio 4.

**VII. BALTIC Centre for Contemporary Art** - one of Europe's largest centres for contemporary art. An art factory based in a converted 1950s grain warehouse on Gateshead Quays. Entry is free.» [2]

«**VIII. Centre for Life** - a wildly exciting visitor attraction for all the family. Discover just how truly extraordinary life is - meet your four-billion-year-old family, explore what makes us all different. and lest your brainpower.

**IX. MetroCentre, Gateshead** - once again the largest indoor shopping centre in Europe following completion of the new Red Mall. MetroCentre offers a huge array of department stores and speciality shops - all under one roof.

**X. Laing Ari Gallery** - renowned for its stunning array of watercolours, costume, silver, glass, pottery, and sculpture and home to major works by leading pre-Raphaelite artists. The gallery also hosts stunning touring exhibitions in the newly refurbished gallery space.» [2]

**Exercise 11.** Which three attractions appeal to you most?

### Listening «Analysing your product

**Exercise 12.** A SWOT analysis is a basic technique in marketing. The 'S' means 'Strengths'. Do you know what the other three letters mean?

**Exercise 13.** Jean Stewart is the Leisure Product Manager for the NewcastleGateshead Initiative. Listen to her talking about NewcastleGateshead. In what order does she discuss each of the four aspects of the SWOT analysis?

**Exercise 14.** Listen again and tick (V) the features that she mentions in the table below.» [2]

«S

1. the local people
2. the beauty of the surrounding countryside
3. the quality of the local food
4. the combination of old and new attractions

**O**

1. the opening of the Gateshead Sage
2. the perception people have of the North-east
3. the increasing number of flights to and from Newcastle airport

**W**

1. other UK cities with a similar product
2. poor communications with London
3. the quality of the hotel bedrooms
4. the shortage of hotel bedrooms

**T**

- 1 Bristol, Birmingham, and Manchester
- 2 the perception people have of the North-east
- 3 the contamination in the River Tyne» [2]

**Speaking «Do you SWOT?**

**Exercise 15.** What sort of strengths and weaknesses, opportunities and threats do cities have? Make a list.

**Exercise 16.** Work with a partner.

Student A

**transport and access** – transport links with the rest of the country are very good (S)

**accommodation** – already good and getting better (S)

**restaurants, etc.** – good and varied but not geared to tourism yet (O)

**local food** – original and tasty but not well-known (O)

**nightlife and dubbing** – not very good and not very safe (W)

**museums and art galleries** – very good in the other city in the area (T)

**activities for families** -a very good range of activities (S)

**the weather** – unpredictable summers. Cold winters. (T)

**marketing potential** – very high but not yet used to its full potential (O)

**marketing strategy**- no marketing strategy (W)

**current advertising** - only brochures and a poor web page (W)

**the image of the city** - poor, and often identified with industry and contamination (W)» [2]

«Student B

**transport and access** – excellent for both domestic and international arrivals (S)

**accommodation** – abundant but expensive and not very good (W)

**restaurants, etc.** – varied, good food, interesting (S)

**local food** – world-famous (S)

**nightlife and clubbing** – really good but only local people know about it (O)

*museums and art galleries* – not very attractive and often closed (W)

*activities for families* – there aren't many (W)

*the weather* – much too hot in summer, Rains all winter, (T)

*marketing potential* – quite limited because most tourists already know the city (T)

*marketing strategy* – a group of experts are preparing a new strategy (O)

*current advertising* – the city only uses a limited number of promotional techniques (O)

*the image of the city* – is often closely linked to other cities in the area (T)» [2]

«Ask your partner about different characteristics of his / her city destination. Put each answer in the appropriate part of your SWOT chart. Ask about

- transport and access
- accommodation
- restaurants, etc.
- local food
- nightlife and clubbing
- museums and art galleries
- activities for families
- the weather
- marketing potential
- marketing strategy
- current advertising
- the image of the city.

Take turns to ask questions. The winner is the first person to identify more than three weaknesses or three threats in their partner's destination.» [2]

«*EXAMPLE: A. Is the local food one of your strengths?*

*B. Yes, it is. Our local food is world famous. People come here especially to try the food.*

or

*B. No, it isn't. It's one of our weaknesses, I'm afraid. It's not easy to find local food in our restaurants.*

or

*B. No, it isn't. In fact, it's one of our opportunities. The food here is very good, but it's not very well known.» [2]*

**Exercise 17.** «Think of a city you know well and decide what you think its strengths, weaknesses, opportunities, and threats are. Tell your partner about the city. Can they guess which city it is?» [2]

### Listening «Promotion in tourism

**Exercise 18.** Look at the diagram about marketing and promotion. Do you understand any of the terms? Can you fill in any of the gaps?» [2]

**Exercise 19.** «Listen to Jean Stewart talking about promotion and complete the diagram.

**Exercise 20.** Which of the following ideas about promotion does Jean mention directly?

1. To create a demand for a product
2. To explain why a product is better than a competitor's product
3. To make customers aware of a product
4. To remind customers about an existing product

**Exercise 21.** Listen again. Write T (true) or F (false).

1. The marketing mix is made up of product, place, and promotion.
2. Promotion and advertising are the same.
3. Small operators use email for direct marketing.
4. Personal selling is about going from house to house knocking on doors.» [2]

### «Find out

**Exercise 22.** How is tourism promoted in your local area?

1. By a government organization like the NewcastleGateshead Initiative
2. By the private sector- Chamber of Commerce, local tourism associations, etc.
3. By both

**Exercise 23.** What promotional techniques do your local tourism authorities normally use?» [2]

### Pronunciation

**«Exercise 24.** Match the words on the left with their pronunciation transcriptions on the right.

Word	Pronunciation transcription
1 advertise	a 'mævətrɪ
2 ancient	b aɪ'dentɪfə
3 campaign	c 'wɪ:kneɪsɪz
4 identify	d 'ædvətaɪz
5 improve	e streŋθs
6 innovative	f 'emʃənt
7 marketing	g 'mɑ:kɪtɪŋ
8 picturesque	h pɪktʃə'resk
9 strengths	i θrets
10 threats	j kæm'peɪn
11 weaknesses	k ɪm'pru:z

**Exercise 25.** Which word looks most / least like its transcription?

**Exercise 26.** Look at the transcriptions and try pronouncing the words. Let your partner listen to you. Now you listen to your partner.

**Exercise 27.** Listen to the words. How well did you pronounce them?

**Exercise 28.** Listen and repeat each word. Which do you find easiest / hardest to pronounce well?»

[2, 72]

### Vocabulary «The language of advertising

**Exercise 29.** Match the slogans with the pictures.

1. A green Mediterranean haven
2. Unforgettable Cruises
3. Kyrgyzstan - Breathtaking Natural Beauty
4. Mystical Silk Road Tour

**Exercise 30.** What does the word nice mean? How do you translate it into your language?

**Exercise 31.** Substitute the adjectives in the adverts with the word 'nice'. What is the effect?» [2]

**Exercise 32.** «Look at adjectives 1-7. For each adjective, find two 'publicity' - *style adjectives* from a - n.

- |              |               |               |
|--------------|---------------|---------------|
| 1. beautiful | a) ancient    | h) innovative |
| 2. big       | b) diminutive | i) large      |

- |              |               |                |
|--------------|---------------|----------------|
| 3. cheap     | c) economical | j) low-cost    |
| 4. expensive | d) enormous   | k) luxury      |
| 5. new       | e) exclusive  | l) modern      |
| 6. old       | f) gorgeous   | m) picturesque |
| 7. small     | g) historic   | n) tiny» [2]   |

**Exercise 33.** «Choose the best adjective for these advertising texts.

- 1) The region has a lot of *exclusive / historic / picturesque* monuments.
- 2) Europe's best and biggest *economical / low-cost / modern* airline.
- 3) The new bridge is one of the most *innovative / modern / picturesque* pieces of engineering in the country.
- 4) Make yourself feel really special- take a short break in one of our *economical / exclusive / modern* country hotels.
- 5) Go online and search for what your family needs from our database of hundreds of *enormous / economical / tiny* campsites in Europe.
- 6) *Diminutive / Gorgeous / Large* beaches, luxury accommodation...

**Exercise 31.** Choose the two adjectives that you like the most and use them to write tourism slogans for your country» [2]

### **Writing «Adverts**

How would you promote tourism in the area where you live (or any other area you like and know well)?

**Exercise 32.** Make a list of the different aspects of the region that make it attractive to tourists.

**Exercise 33.** Prepare a web page advertising the region. It will need images as well as text. Which images can you use?

**Exercise 34.** If you can, make a 'mock-up' of how you would like your web page to appear in real life.» [2]

### **Reading «Promotional techniques**

**Exercise 35.** Look at these different sales promotion techniques:

- adverts in the media
- brochures and leaflets
- competitions
- discount coupons (in newspapers, etc.)
- discounted prices
- displays and exhibitions
- give-aways (free gifts)

Which techniques are used in the four activities below? Are there any other activities in the four campaigns?

**North-east England.** The Days Out Campaign was launched in July and was aimed at enticing people to get out and about within the region, visiting both paying

and non-paying attractions. The campaign got a 'flying start' with 500 balloons released from Durham Cathedral on Monday 19 July 2004. The lucky person finding the balloon which had travelled the furthest was rewarded with a free day out visiting some of the region's best attractions. » [2, 74]

«**Hong Kong.** The Hong Kong Tourism Board announced a new tourism promotion plan on Sunday. Selina Chow Liang Shuk-Yee, chairwoman of Hong Kong Tourism Board, said in a press release on Sunday that Hong Kong is to launch a two month 'hospitality month', during which discounted air tickets and hotel charges will be offered to tourists

**Rio de Janeiro.** Indians from Brazil's Amazon region painted an Indian logo on visitors' arms at the Brazilian International Tourism Promotional Campaign held in Rio de Janeiro, Brazil, 26 May, 2004. The tourism promotional campaign attracted several hundred people from more than 40 countries

**Languedoc.** The Languedoc Regional Committee ran a campaign to draw people's attention to the Languedoc's sunny, wide-open spaces. An American company, Prolitec, suggested giving the message more impact by using outdoor smells. Prolitec created a fragrance that would remind people of the typical regional scent of brush land. The scent was then used in a seven-day advertising campaign run in winter in major train stations in Paris and the south of France. » [2, 74]

**Exercise 36.** «Judge each activity in terms of cost (C), logistics (L), impact (I), and originality (O). Award each activity a score from 1 (very poor) to 10 (excellent).» [2]

		C	L	I	O	Total
1.	North-east England					
2.	Hong Kong					
3.	Rio de Janeiro					
4.	Languedoc					

**Exercise 37.** «Add up the scores for each campaign from the scores for the whole class. Which was the best campaign in each category? Which was the best campaign overall?» [2]

### **Language spot «Superlatives**

**Exercise 38.** Use the words in brackets to complete these statements.

1. The Brazilian campaign was the \_\_\_\_\_ (cheap).
2. The Languedoc campaign had the \_\_\_\_\_ (high) impact.
3. The \_\_\_\_\_ (original) campaign was the one by the Languedoc Regional Committee.

**Exercise 39.** Look at the results in your table for the four campaigns. Make sentences to describe what your group voted.» [2, 75]

*Go to Grammar reference Unit 12.*

### **Speaking «Presenting a campaign**

**Exercise 37.** Work in groups of three or four. Design a campaign for a tourism area you know well. Think about the four factors that make a good campaign.



**Exercise 38.** Present your campaign. Award marks for the campaigns of other groups.» [2]

**Writing «Promotional campaign news**

**Exercise 39.** Write a news item for a web page or a travel magazine describing your campaign. Use the web pages from *Reading* to help you. Think about how you can illustrate the page, and about which links you would put to other useful web pages.

**Exercise 40.** Make a ‘mock-up’ of your page as you would like it to appear in real life. Better still, if you can, upload your page on to a suitable server and invite colleagues and friends to visit it.» [2]

**Key words**

**Nouns**

campaign  
expectation  
marketing  
opportunity

**Adjectives**

ancient  
enormous  
innovative  
luxury

**Verbs**

advertise  
develop  
evaluate  
identify  
improve  
market  
monitor  
research  
strength  
threat  
weakness  
picturesque  
promotional  
tiny

## UNIT 13. HOLIDAY REP.

### Takeoff

- «1. Look at the pictures. Choose one that shows something you have done. Tell your partner about it.
2. Which picture is not about a type of holiday rep?
3. Match each of the three texts with a picture. Tell your partner the connection.» [1]

**1** Two years ago I went to Crete with two of my friends. It was a brilliant holiday. The weather was perfect and I loved the way of life, so after speaking to one of the reps I decided not to go back to Britain. And now I'm a rep! And here comes my group – bound for the airport and home.

**2** This is a job for people who really love the outdoors. We're out in all weathers – putting up and taking down tents, cleaning, organizing activities. Mostly the weather's fine, but if it's rainy, it's hard work. And if it's windy, it's almost impossible!

**3** I trained as a teacher, but I didn't want to go straight into a full-time job. So I came out here for a season. I organize games and activities, sports sessions – anything to keep the kids busy! I love working with them. The teaching? Maybe next year!

### Listening «A rep for all seasons

**Exercise 1.** Look at the types of rep. What do you think each one does?

Campsite courier

Chalet host

Children's rep

Club rep

Family rep

Ski rep

Transfer rep

**Exercise 2.** Listen to four reps introducing themselves. Write which type of rep each person is under their name.» [2, 29]

**Exercise 3.** «Look at the duties and responsibilities in the table.

- 1) Do you understand them all? Use your dictionary if necessary.
- 2) Guess which duties are true for Jason and Luke. Mark each one with a tick.
- 3) Listen to Jason and Luke and check your answers.
  
- 4) Who seems happier - Jason or Luke ? How can you tell?
- 5) Which of the two jobs would you prefer? Tell your partner why. » [2]

**Speaking** «A day in the life of...

**Exercise 4.** What do you think the duties are for the other two reps? Mark them with a cross (X).

**Exercise 5.** Compare your guesses with your partner's and explain your choices.

**Exercise 6.** Work in pairs. Study the job description. Order your responsibilities from the most to the least interesting in your opinion. Introduce yourself to your partner and describe your job. Say where you work and what you do. Explain what you like and don't like about your job

*Student A.* You are a transfer rep.

Location: Major destinations around the world, but especially the Mediterranean and the Caribbean.

Work: As a transfer rep, you accompany holidaymakers to and from the airport.

During coach trips to the hotel you will be responsible for a simple welcome talk.

Main responsibilities:

Accompanying guests on day and night excursions;

Answering customers' questions and resolving complaints;

Basic resort administration;

Dealing with problems of overbooking at hotels;

Keeping guests occupied at the airport if there are any outgoing delays;

Making sure that the guests are booked into their accommodation;

Transferring customers to and from the airport.» [2]

«*Student B.* You are a campsite rep.

Location: Campsites in Southern Europe and North America.

Work: Same as a family rep. In addition, you have to put up tents (montage) and take them down (de-montage). If the camps has cabins, you have to clean these for new guests.

Main responsibilities:

Airport transfers;

Answering customers' questions and resolving complaints;

Basic resort administration;

Cleaning cabins;

Guiding excursions;

Montage & de-montage of tents;  
Welcome meetings / selling excursions.» [2]

### Reading «Resort representative

**Exercise 7.** Holiday reps work very hard. Read the job description and decide which aspects of their job

- 1) have to be done once with each group of holidaymakers;
- 2) have to be done once a day;
- 3) have to be done several times during a holiday;
- 4) mean being available almost 24/7 (24 hours a day / 7 days a week).

**Exercise 8.** Answer the questions.

1. 'Representatives' work is seasonal'. What does seasonal mean here?
2. 'Hours of work are variable'. What does variable mean here? » [2]

**Exercise 9.** «Work in small groups.

1. Make a list of skills and personal qualities that a holiday rep needs.
2. Which skills and qualities do you have? Tell your partners

So you want to be a resort representative?

**The work.** Resort representatives are the first point of contact for holidaymakers at their destination. They represent the tour operator, and aim to ensure the success of the clients' holidays.

Representatives meet each party of holidaymakers on their arrival at the airport and accompany them by coach to their accommodation. Usually, they hold a welcome meeting soon after arrival to give the holidaymakers information about resort facilities and attractions.» [2, 30]

«Resort representatives arrange regular times to meet holidaymakers to make announcements and deal with enquiries and problems. They keep an information board, and often a folder of useful information, up-to-date. They may also arrange, book, and sometimes accompany excursions and sightseeing trips and arrange car or ski hire.

In addition to this they need to be available at almost any time to give advice, solve problems, and deal with emergencies such as loss of passports or money, illness, or difficulties with accommodation.

The completion of paperwork is an important aspect of the job. This involves keeping records and writing reports of complaints and incidents such as illness.

Hours and environment. Representatives' work is seasonal. Depending on the resort / country, holiday seasons may run from April onwards, October to January or January to April.» [2, 30]

**«Hours of work are variable.** Representatives often work from early morning to late evening and at weekends and can be on call 24 hours a day.

A driving licence is usually needed, as representatives need to travel between hotels or other holiday accommodation and may be responsible for a wide area.

**Skills and personal qualities.** As resort representative you should be self-confident, with a pleasant, cheerful, and outgoing nature.» [2, 30]

**Listening.** «Welcome to paradise!

**Exercise 10.** You are going to hear a talk about welcome meetings. Look at the points covered in the talk and put them in order.

a) socialize briefly	e) describe hotel facilities
b) smile and welcome	f) describe excursions
c) meet the resort manager	g) check paperwork
d) describe tourist attractions	h) check complimentary drinks
	i) answer any questions

**Exercise 11.** Listen and check your answers.

**Exercise 12.** Listen again. Answer the questions.

- 1) Who is giving the talk?
- 2) Who is listening?
- When do the reps have to look for the resort manager?
- How long should a welcome meeting last? Why?
- What is important to sell excursions?
- Why is it important to socialize? » [2, 31]

**Pronunciation**

**Exercise 12.** «Listen to the words from the resort manager's talk. How is the final s pronounced? Tick the correct column.

	/s/	/z/	/iz/
arrangements			
arrivals			
changes			
customers			
drinks			
excursions			
facilities			
notes			
places» [2]			

**Exercise 13.** «How is the final s pronounced in these words?

basics	documents	meals
beaches	fares	telephones
bikes	hours	timetables
buses	lifts	tours» [2]

**Exercise 14.** Practise saying the words, paying attention to the finals.

**Speaking** «A welcoming talk

**Exercise 15.** Work in pairs. You are going to give a welcome meeting talk.

1. Read the notes on the Sunseeker Holidays clipboard. Use your dictionary if necessary.
2. Look at the first eight points. Use the rep's notes and decide what you would say for each.
3. Divide the eight points up. Student A, prepare and practice four points. Student B, prepare and practice the other four.
4. Together, give your talk to another pair, who will mark you.

**Sunseeker Holidays:** Welcome meeting key points

Introduce yourself and partner. Introduce resort manager Give contact telephones  
954 667 8952 / 664 899 562

Hotel basics

meals - breakfast 07.30-10.00k / lunch 12.30-15.00 h / supper 19.30-22.00 h

Sunseekers announcements board –usually reception area apposite lifts

problems with accommodation – 1st hotel reception Not happy? Contact reps» [2]

«Sunbathing

how long – 20 min. max first few days sunscreens - minimum factor 15 - more for nose, ears, etc.

Local transport

taxis – fares = meter & tipping = round up / 5%

local buses-timetables 6- fares - hotel announcements board

bike, moped, & car hire -contact reps

Local attractions

best beaches

inland tours

excursions

the old town

local food, etc.» [2]

**Exercise 16.** «Watch your two colleagues give their welcome talk. Mark them from 1 (poor) to 5 (excellent) on: a) clarity; b) speed; e) coordination; d) enthusiasm; c) fluency.

**It's my job. Ameli Destivelle**

Ameli works in Teigne in the French Alps. Here she gives us her advice for surviving your first season as a ski rep. Check you understand the headings for each tip. What do you think Ameli is going to say about each heading? Read on and find out.

Tips for surviving the season.» [2, 32]

«**Flirting.** A key part of any ski season. Workers should flirt with each other a lot. But don't forget: "the flirting stops when you start taking it seriously."

**Gossip.** Remember that gossip is an essential part of the ski rep's world. Don't expect to have a 'private' life. You may imagine it's just the two of you in on your little 'secret', but do you really know who saw you leave together last night?

**Burn-out.** At the start of the season, you might want to ski all day and party all night. Doing this on holiday is hard enough, but try doing it when you've got to get up at 7.00 a.m. six days a week. Burn-out, often combined with flu, usually hits after New Year. Avoid this by pacing yourself-get an early night at least twice a week.» [2, 32]

«**Day off.** There's only one a week, so most staff use it wisely for either a big ski day or a big sleep day. The ski-hungry should check the forecast before getting drunk-this is your one chance to be first on the snow each week and you don't want to wake up at 11.00 a.m. to find you've missed the best powder day of the season.

**Changeover day.** There's no real way to prepare you for this. If you're working for a tour operator, there's no doubt this is the worst day of the week. For reps, a twenty-hour day is not uncommon: flight delays, lost luggage, traffic jams, and lost ski-pass photos will all feature.» [2, 32]

**Language spot.** «Advice and obligation

Ameli's advice is for new ski reps. But what advice should holidaymakers get?

**Exercise 17.** Complete the sentences using avoid, don't have to, mustn't, or should.

- 1) In hot weather, you \_\_\_\_\_ drink a lot of water and keep the sun off your head.
- 2) \_\_\_\_\_ lying in the sun too long during the first few days of your holiday.
- 3) \_\_\_\_\_ go swimming after eating a heavy meal or drinking alcohol.
- 4) You \_\_\_\_\_ jump or dive into the hotel swimming pools.
- 5) You \_\_\_\_\_ put sunscreen on again after you have been swimming.
- 6) You \_\_\_\_\_ tell the rep and the hotel staff if you are allergic to anything.
- 7) In less developed regions, \_\_\_\_\_ eating uncooked dairy products, vegetables, and salads.» [2]

**Exercise 18.** Which of the expressions give advice and which describe an obligation?

**Exercise 19.** «Now write advice about safety and security for visitors.

- 1) \_\_\_\_\_ convert traveler's cheques on a daily basis. 2) \_\_\_\_\_ carry more cash than you need. 3) \_\_\_\_\_ come out of the sea if the lifeguards tell you to. 4) \_\_\_\_\_ know where the nearest fire exit is in your hotel. 5) \_\_\_\_\_ open the door of your room to a person you don't know. 6) \_\_\_\_\_ carry a wallet in the back pocket of your trousers or jeans. 7) \_\_\_\_\_ swim in the sea when the red flags are flying. 8) \_\_\_\_\_ use credit cards for larger purchases. 9) \_\_\_\_\_ "walking down dark streets late at night.» [2]

**Vocabulary.** «Holiday health

**Exercise 20.** Look at the health problems in B. How many do you recognize?

**Exercise 21.** Can you add any more expressions?

**Exercise 22.** Match expressions in A with continuations from B.

- | A              | B                  |
|----------------|--------------------|
| 1) I'm ...     | a) a rash          |
| 2) I've got... | b) a sore throat   |
| 3) I feel ...  | c) allergic to...  |
| 4) It's ...    | d) an upset        |
|                | e) bruised         |
|                | f) diabetic        |
|                | g) diarrhea        |
|                | h) dizzy           |
|                | i) red             |
|                | j) sick            |
|                | k) sunburn         |
|                | m) swollen         |
|                | n) toothache       |
|                | o) unwell» [2, 33] |

**Exercise 23.** Which are the most common problems for tourists at a beach resort / travelling in a tropical climate / doing adventure tourism?

**Customer care.** «Have you got the right attitude?

**Exercise 24.** Every member of overseas staff is a representative of the organization and should always have a positive attitude to customers, acting in a professional manner at all times. There are certain rules you must respect.

Decide which of these rules are in the 'always' section, and which are in the 'never' section.

- 1) Be loyal to the organization.
- 2) Respect the buildings and equipment where you work.
- 3) Criticize the organization to, or in front of. customers.
- 4) Be friendly and courteous with both colleagues and customers.
- 5) Argue or swear in front of customers.
- 6) Lose your temper at work.
- 7) Drink alcohol at work.
- 8) Separate your private and professional life as far as possible.
- 9) Respect the views of others.
- 10) Act in a way that could put anyone at risk.
- 11) Be honest and constructive.
- 12) Ask if there is anything you are unsure about.» [2]



**Reading.** «Tips on tipping

**Exercise 25.** Read the article and complete the table with the amount or percentage for each tip mentioned.

### How to tip in different countries

If you're travelling overseas on holiday this summer, the preparations may already seem overwhelming – so the last thing you're likely to worry about is tipping. You could regret that, however, once you're sitting in the back of a : taxi, wondering how much to tip, if at all.

In India, for example, you could have saved yourself a headache by finding out beforehand that you should round the taxi fare up to the next 10 rupees and give porters 10 rupees a bag; if the concierge got you your taxi on your way out to dinner, he would appreciate five rupees; and at dinner it's appropriate to tip 10% of the bill, unless a service charge is included.» [2, 34]

«Tipping as an insult. Tipping in developing countries and Asia is perhaps the most confusing. Not only do customs vary hugely, but there are often ethical and cultural factors to consider. Keen to avoid an awkward situation, many tourists will be generous. However, this strategy might not be as acceptable as you would think.

In many cultures, for example particularly in Asian and Pacific countries such as Japan, tipping is actually perceived as an insult. You could even end up breaking the law – in Vietnam, tipping is illegal.» [2, 34]

«At the other end of the spectrum are countries where tipping is a way of life. The first word many travelers to Egypt learn is baksheesh (tip), and anyone dealing with or helping tourists will expect a small tip, say, 5 or 10 %.

When travelling in Europe, it's easy to assume tipping customs will be the same everywhere. But this isn't necessarily so. Take restaurants. Some include service charges; others don't.

Even if there is a service charge, you may be expected to tip a little extra. In Denmark, tipping isn't expected in restaurants at all. In Belgium, Finland, Hungary, Iceland, Norway, Portugal, and Sweden, you should tip 10%, but only if there's no service charge. In Austria, the Czech Republic, France, Germany, Greece, Holland, Italy, Luxembourg, Spain, and Ukraine, you should tip 5% to 10%, even if there's a service charge.» [2, 34]

**Exercise 26.** «Read the article again. Write T (true) or F (false).

- 1) It's a good idea for tourists to find out about tipping before leaving home.
- 2) In India, you should tip a porter 10 rupees for carrying your bags.
- 3) If you are not sure how much to give, be generous.
- 4) Tipping is more or less the same in European countries.

**Exercise 27.** Which piece of advice about tipping was the most surprising to you?

**Exercise 28.** Which country in the article seems most like your country in terms of tipping?» [2]

**Find out**

**Exercise 29.** «Research tipping in your area. Find out how much tourism professionals expect to be tipped in different situations, including:

a porter carrying your bag to / from the train

a taxi driver

in restaurants

a porter taking your bag to your hotel room

a hotel concierge for getting you tickets and bookings

the housekeeper who cleaned your room

a tour guide at the end of the tour

the bus driver at the end of the tour.» [2]

**Exercise 30.** Include any other people who you might give a tip to in your area.

**Exercise 31.** «Check on the Internet to see if there is any advice for your area.

**Writing. Local ‘tips’****Sunseeker Holidays. Getting the best from your holiday**

Travelling can be one of life's great pleasures. But if you're away and you become unwell, or if you have something stolen, then your holiday can be spoiled completely. Sunseeker Holidays wants you to have the lime of your life when you are at your destination. Because of this we have prepared a few simple precautions (hot you can take to make sure you have a really great time ... » [2, 35]

**Exercise 32.** «Work in pairs. Produce a leaflet giving tourists advice on health and safety. Include information on:

health and safety when sunbathing;

safety in the sea and around the swimming pool;

security when staying out late;

tipping in hotels, restaurants, taxis, etc.

**Exercise 33.** Write an introduction for your leaflet like the one above» [2]

**Key words**

<b>Nouns</b>	Sunburn	Swollen
Campsite courier	Throat	Unwell
Chalet host	<b>Adjectives</b>	Upset
Clipboard	Allergic	Variable
Diarrhea	Bruised	<b>Verbs</b>
Entertainment	Diabetic	Socialize
Health and safety checks	Dizzy	Tip
Rash	Seasonable	
Toothache	Sore	

**UNIT 14. RURAL TOURISM.**

**Takeoff**



1. «Look at the pictures of different tourist activities. What can you see in each picture?»
2. Work in groups. Which pictures show people participating in rural tourism activities? Explain your answers.
3. Name three other activities that are typical of rural tourism.
4. Try to produce a simple definition of what rural tourism is. Share your definition with the rest of the class.» [1]

**Listening.** «Local people and rural tourism»



**Exercise 1.** Say which activities in Take off involve these people.

**Exercise 2.** Listen to three of the people talking about rural tourism. Identify each speaker. Which speaker has a formal tourism qualification? is carrying on the work their



parents did? thinks that their area has a lot of different activities to offer rural tourism visitors?» [2, 44]

**Exercise 3.** «Listen again and make notes about the way(s) each speaker or their region has benefited from rural tourism.

**Exercise 4.** We didn't hear one person speak. What do you think they would say about rural tourism? (Hint: think about how tourism will affect their job.)» [2, 44]

**Reading.** «It's My job.

Eduardo Barroso.

Eduardo was born in a remote village in the Atacama Desert in the north of Chile. Life in the desert is hard, but rural tourism has given Eduardo and his family the chance to make a living from their surroundings. What is there to attract people to the desert? What is there to do there? Where do people stay? Read on and find out.

How did you decide to start up in rural tourism? Life here is not easy; so many young people from the villages go to Santiago to find work. I wanted to be with my family, and one day my father read about rural tourism in Europe and decided to do the same with our farm.» [2, 45]

«Why do people visit the Atacama? What's the attraction? The landscape is the obvious attraction. For people from the city, there's the shock of how big and empty the desert is. And for people from a temperate climate, there's the surprise of how beautiful and varied it can be.

Is the desert varied? It certainly isn't just sand, which is the image in most people's minds. In the Atacama, for example, you have volcanoes, salt lakes, geysers, canyons... It's much more than just sand.

But what can you do here apart from look at the landscape? My family have worked this land as farmers for many years, and we still do, so one of the attractions for our visitors is to experience our daily life. On the first morning, visitors help us around the farm, milking cows or putting the sheep out to graze. We have bees, as well. » [2, 45]

«You are very proud of the accommodation you have. Can you tell us why? All of the buildings are made in traditional style and from local materials. Straw, mud, stone... everything is from the Potto Hoiri. That's 'Mother Earth' in our local language. And all of the food we give visitors is based on ancient recipes and local ingredients. It might not be as sophisticated as in the best restaurants of Santiago, but it is tasty and very healthy. But perhaps the thing our guests enjoy most is that they dine with us. And after every meal there is always time for a tortulia-an after-dinner chat that often goes on long into the night. That's when they really feel part of our world, and that's what rural tourism is about for us.» [2, 45]

### Find out

**Exercise 5.** «Choose a country that offers rural tourism. Find out: how long there has been rural tourism; what sort of accommodation is available; what types of activities visitors can do; when the high and low seasons are; if there are any professional associations of rural tourism. Make a brief report of your findings.» [2]

**Reading.** «Ask someone who has been there

Newspapers often have travel supplements and invite readers to answer questions other readers send in. Here, four readers answer a question by Alison.

**Exercise 6.** Look at the pictures. What do you think Alison's question is about?

**Exercise 7.** Read the question. Were you right?



**Exercise 8.** Now read the answers and

- 1) match pictures a-f with the countries mentioned;
- 2) account when describing each grade;
- 3) think of three other factors that you could use in a grading system.
- 4) Which system is the best in your opinion?» [2]

«*Dear Fellow Travelers*

The English Tourist Board uses crowns to grade serviced accommodation and keys for self catering. Does anybody know what systems are used for rural accommodation in other places?

*Alison, Penrith*

*Dear Alison*

We've just got back from New Zealand. They use a system called Qualmark, which operates on a 1 - to 5-star scale. One star means 'Acceptable'. In practice, this means it meets your basic needs and is clean and comfortable. We stayed in a lot of three-star places and they were good.

*Dave & Jane Walcott, Weston-super-Mare» [2]*

«*Dear Alison*

We often go to the Isle of Man. There they use a diamond to grade guest house accommodation. As it says on the official government web page ([www.gov.im/tourism/travel/accomodation/isle-of-man-hotels](http://www.gov.im/tourism/travel/accomodation/isle-of-man-hotels)), one diamond means you'll get 'Clean and comfortable accommodation. Offering a full cooked or continental breakfast. Acceptable level of quality and helpful service'. At the top end of the range, five diamonds means 'An excellent overall level of quality. Excellent interior design, high quality furniture, and an excellent quality bed. Breakfast offering wide choice of high quality fresh ingredients. Excellent levels of customer care.'

*Keith & Anne, Harrow» [2]*

«*Dear Alison*

Here in Romania, rural accommodation in guest houses is classified in accordance with the law. The system goes from one daisy to five daisies. In the past we used stars (and our hotels here still do), but recently we chose daisies for guest houses in the country because it is a flower that grows all over Romania.

*Kindest regards Ecaterina, Bucovina*

*Dear Alison*

Here in Japan we have no accommodation grading system. *Motoko, Tokyo» [2]*

«*Dear Alison*

In Asturias in the north of Spain, we use a symbol we call the 'trisque' for grading our 'casas de aldea' (village houses). This is a traditional Celtic symbol, and you can see it carved in many old buildings in our region. The system goes from one to three 'trisque's'. To get three, the accommodation has to comply with very high standards of quality and functionality. For example, the owner must be in the village all the time, there should be good access for disabled travelers, the furniture and

decorations should be traditional in style and materials, there should be a children's play area, and so on.

*Onofre Alvarez Fernandez*» [2]

### **Listening. Checking in at a campsite.**

«Listen to two situations in which campers check in to a campsite. Which camper:  
has made a previous reservation?  
has a vehicle?  
is staying for less than a week?  
has children?  
only needs one pitch?» [2]

**Exercise 10.** «Look at the campsite symbols. Do you know what they mean? Which ones correspond to which situation in?

**Exercise 11.** Listen again and complete the sentences.

- 1) Audit's \_\_\_\_\_ for a motorhome and a \_\_\_\_\_ for a family tent.
- 2) Could you \_\_\_\_\_ for a moment?
- 3) Will you be using an \_\_\_\_\_?
- 4) OK. \_\_\_\_\_ here, please?
- 5) We've got \_\_\_\_\_ Friday.
- 6) What were you \_\_\_\_\_?» [2]

### **Pronunciation**

**Exercise 12.** «Listen to these phrases from situation 1. Note how the words in italics in each phrase are stressed.

*Receptionist:* Here you are. Two adults, two children, two weeks. And it's one pitch for a motorhome, and a second pitch for a family tent.

*Camper 1:* Two pitches, that's right. But it's not a family tent. It's a small tent – for the children.

*Receptionist:* Oh. I'll just change it. There you are. One motorhome and one small tent.» [2, 47]

**Exercise 13.** «Which words are stressed in order to confirm information that is right, and which are stressed to correct information that is wrong?

**Exercise 14.** Now look at these phrases from situation 2. Decide which word will be stressed in each of the phrases underlined, then listen and check.

*Camper 2:* There are four of us. We've got tents.

*Receptionist:* Are they family tents?

*Camper 2:* No, no. They're small tents. They're mountain tents.

*Receptionist:* And is that four tents?

*Camper 2:* No. Only two.

*Receptionist:* Have you got a car?

*Camper 2:* No, we've got bikes.

*Receptionist:* Motorbikes?

*Camper:* No, they're normal bikes. You know, pedal bikes.» [2]

**Speaking.** «Receiving campers

**Exercise 15.** Work in pairs. Act out the situation. Use the phrases from the previous exercise, and remember to stress any important words.

*Student A.*

You are the receptionist. Welcome the camper and complete the registration screen.

*Student B*

You are the camper. Use the information and book into the campsite. Make sure you get what you booked.

Name: give your own name or invent a name.

Booking: made by email three months ago. You have the emails.

Identification: ID card (10789876)

No. in group: 4 adults, 3 children

No. of pitches: 1 pitch for motorhome, 1 pitch for frame tent

Stay: 9 days

Electricity: in one of the pitches.

Facilities: check that there is a shop and a swimming pool» [2]

**Vocabulary.** «Resources for rural tourism.

**Exercise 16.** Look at these different resources for rural tourism. Which ones do you recognize?

1	birdwatching	10	orchards
2	brewing	11	pottery
3	cycling	12	traditional crafts
4	farms	13	trekking
5	fishing villages	14	waterfall
6	forests	15	watermill
7	landscape	16	weaving
8	lifestyle	17	wildlife
9	meadows	18	woodcarving» [2, 48]

**Exercise 17.** «Which of the resources can be classified as

- activities that show tourists local culture?
- activities that show tourists the local natural environment?
- something for tourist to watch?
- something for tourists to do?

**Exercise 18.** Which of the resources can you find in your country?

**Exercise 19.** Which of the resources have you had any experience of? » [2]

**Reading. Welcome!**

**Exercise 20.** «Work with a partner. Look at the photos of life in rural Vietnam. Use the vocabulary of rural tourism resources to describe what is happening in each photo. Can you think of any other rural tourism activities that you might find in Vietnam?» [2]

**Exercise 21.** «Read the article welcoming tourists and look at the map. Identify the provinces of Vinh Long, Quang Nam, and Bac Ninh on the map. Match the photos with the corresponding provinces.

Welcome to rural Vietnam

Welcome to a corner of Asia where you will find a lifestyle that goes back for centuries. Pishing on the Mekong Delta, farming in Central Vietnam, or crafts' in Bac Ninh Province - whatever your own interest, we are sure you will find something to delight you in rural Vietnam.» [2, 48]

«Vinh Long Province. Located between the Tien and Han rivers, the fertile lands of Vinh Long nourish thousands of fruit orchards, while the countless small islands provide ideal conditions for ecotourism and observing wildlife. In addition, you will be able to observe the centuries-old activities of Southern Vietnam, such as process rice paper and tradition a Vietnamese cooking.

Especially interesting in Vinh Long is the opportunity to stay overnight in local resident's homes. There is a small but growing number of privates homes that offer home stays. At the moment they provide accommodation and entertainment for up to 150 tourists per night.» [2, 48]

**Exercise 22.** «Answer the questions.

1) Which of the provinces is best for visitors who want to:

do things during their stay in rural Vietnam?

get as close as possible to ordinary Vietnamese people?

buy authentic souvenirs of rural Vietnamese products?

2) Which area of Vietnam seems the most exciting to you? Tell your partner why.

3) Where would you find a text like this?» [2]

«Quang Nam Province. For visitors who want to he really active in their holidays, we recommend a visit to one of the vegetable farming villages near the Lown of Hoi An in the central province of Quang Nam, Here for a day you can toil shoulder to shoulder with a Vietnamese farmer. Hosts and guests work the land, planting rice or collecting vegetables that they sell in the local markets. For lunch you gcl to eat colocynth (similar to a bitter apple) and tom hull, which is a traditional dish made of vegetables.» [2, 49]

**Writing.** «Welcome - Bienvenue - Willkommen

**Exercise 23.** With so many places to visit, a Welcome text is important for rural areas. Work with a partner. You are going to write a Welcome text. With your partner, make notes.

1. Which elements of rural tourism are typical of your area?



2. Which adjectives will help you to describe your region and make it sound unique?
3. Which images can you use to illustrate your text?» [2]

**Exercise 24.** «Work on your own. Write your text. When you have finished, give it to your partner to read. Work together. Use the best of your individual texts to produce the best Welcome text you can. Did you use adjectives to make the region sound special?

Bac Ninh Province. The homeland of Quan Ilo art has many traditional trade villages. In Xuan Lai village you can find excellent bamboo products, especially from black bamboo, while Phu Lang is famous for its pottery. Thousands of ancient pots have been found here, and even today there are about 300 families in the village doing pottery work.

Tho Ha is famous for pottery, but nowadays it has also started to produce wine. Another village that is well-known for traditional wines is Van, on the bank of the Cau River.

The villagers here are happy to let visitors photograph their wine being made, and to try it or to buy it, but the brewing process itself is a secret.

Finally, Da Hoi is a must. This 400-year-old trade village is famous for its traditional silk cloth, and women there still raise silkworms and weave fabulous fabrics that they sell. » [2, 49]

### Customer care

«Encouraging customers to be sensitive to the environment

There is a piece of advice that responsible tourism organizations often give to travelers: 'Take only photographs; leave only footprints.'» [2]

**Exercise 25.** «Answer the questions.

1) What are they encouraging their customers not to leave, and not to take?

The Countryside Code encourages tourists to be responsible to the rural environment in the UK. The key points are:

Be safe, plan ahead, and follow any signs.

Leave gates and property as you find them.

Protect plants and animals and take your litter home. Keep dogs under close control.

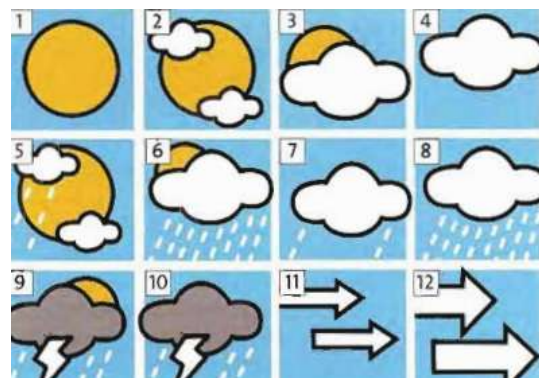
Consider other people.

2) Would you change anything for a countryside code for the rural environment in your country?

3) What points would you include for a code for the urban environment in your country?» [2]

### Vocabulary. Weather words

**Exercise 26.** «Match the weather terms a-l with pictures 1-12,



- |   |                  |   |                        |
|---|------------------|---|------------------------|
| a | clear and bright | g | light winds            |
| b | cloudy           | h | overcast               |
| c | heavy rain       | i | storms                 |
| d | heavy showers    | j | strong winds           |
| e | light rain       | k | sunny intervals        |
| f | light showers    | l | thunderly showers» [2] |

**Exercise 27.** «What other weather words can you add?

**Exercise 28.** Which of these words are typical of (a) good and (b) bad weather?

**Exercise 29.** Thunderly is an adjective. The noun is thunder. What are the adjectives for 1) fog; 2) rain; 3) mist; 4) showers; 5) storms; 6) wind?» [2]

**Exercise 30.** «Make a web for all your weather terms similar to the web you made for food vocabulary in Unit 5. Put the words Weather forecast in the centre of your web.

**Exercise 31.** What is the weather like in your region in the spring, summer, and autumn? » [2]

### **Listening. Forecasting the weather**

«In rural areas, visitors need to know what the weather will be like so that they can plan what to do.

**Exercise 32.** Listen to a rural accommodation owner in Cornwall, England. She is telling a guest about the weather and answer the questions.

- 1) What is the weather forecast for (a) tomorrow and (b) Thursday?
- 2) What is the weather like at the time they are speaking?
- 3) Why is tomorrow afternoon going to be different from today?
- 4) Why does the owner tell the visitor not to worry?» [2, 50]

### **Language spot.** «Making predictions

**Exercise 33.** Listen to the dialogue again and complete the phrases.

- 1) Do you know what the weather \_\_\_\_\_ tomorrow?
- 2) (I think) \_\_\_\_\_ today.
- 3) ... then \_\_\_\_\_ again in the afternoon.
- 4) I think \_\_\_\_\_ a few thunderly storms.
- 5) Will it \_\_\_\_\_ all week?
- 6) They said \_\_\_\_\_ rain on Thursday.» [2]

**Exercise 34.** «Which two verbs forms can you use when you are giving information about the weather? Which is the more common of the two forms?

**Exercise 35.** Which is more certain?

1) It'll be like today or It'll probably be like today.

I think it'll rain on Thursday or It's going to rain on Thursday.» [2]

**Speaking.** «Giving information about the weather

Work in pairs. Student A use the information to give the camper a weather forecast for the next four days. Student B, you are the camper.

*EXAMPLE.* Camper: Excuse me. Do you know what the weather will be like for the next few days?

Receptionist: Well, for tomorrow I think it'll... » [2]

### Key words

#### Accommodation

electric hook-up  
grading system  
home stay  
motorhome  
pitch  
symbol

#### Rural attractions

canyon  
cloth  
crafts worker  
forest  
meadow  
pottery  
warden  
weaving  
woodcarving

#### Weather

fog  
forecast  
overcast  
shower  
storm  
thunder  
sunny intervals

## UNIT 15. SPECIALIZED TOURISM

### Takeoff

1. How are these photos connected to tourism?
2. Can you think of any holidays that would include these experiences?

**Reading.** What is niche tourism?

**Exercise 1.** «Read the text. Which is growing faster: mass tourism or niche tourism?

**Exercise 2.** Do you know what all the 'micro-niches' are? Which ones

- 1) are geared towards students and young people?
- 2) help tourists to find out about their ancestors?
- 3) get tourists working on environmentally-friendly projects?
- 4) involve being either a participant or a spectator?
- 5) involve eating and drinking?

**Exercise 3.** Here are some more niches. What do you think each of them involves? Where would you put them on the chart?

industrial

plane-spotting

cosmetic surgery

film trail» [2, 84]

### «Inside tourism: mass tourism – niche tourism

Mass tourism has grown at a remarkable pace in the last fifty years - more leisure time, more tourists, more resorts, bigger hotel complexes, more attractions able to take huge numbers of visitors, larger aircraft, many more flights. But in contrast to this, as people have travelled more, the need to experience something different, something special, something tailored to the specific needs and interests of individuals and groups of individuals, has also grown. The result is 'niche tourism': tour operators have realized there is a market for the specialist tourist, and it is a market that often spends more than the 'package-holiday' tourist. This market is perhaps the fastest-growing market in the tourism industry. » [2, 85]

«Niche tourism has a thousand different faces - holidays for senior citizens, tours for the disabled, gastronomic holidays, tours geared towards the gay community, photographic holidays, 'dark' tourism (visiting places with sinister and macabre histories), and many more. The chart below lists some of the niches.» [2, 85]

**Exercise 4.** «Match the niches in previous exercise with these extracts from tour operator websites.

A. Follow in the footsteps of the boy wizard, visit Alnwick Castle, the location for Hogwarts, and see where Harry Potter learnt to fly his magic broomstick.

B. We will aim to see the latest range of aircraft used by the Greek Air Force.

C. From an insider's glimpse of a hi-tech car plant to the weird antiquity of a Cuban cigar factory, going behind the scenes to learn how every day consumer products are created is very enlightening.

D. Recovery time is important, but it is also an opportunity to relax and enjoy some of the beautiful tourist features of the region. » [2]

### **It's my job**

**Exercise 5.** «Read the text and do the tasks after text.

Photoventures is owned and operated by Roger Reynolds Hon. FRPS and Peter Morss ARPS and organizes specialist tours with the photographer in mind.

Photoventures is based in England, taking small groups to varied locations in the United States, Africa, South America, India, and other world destinations. All of our tours are aimed at the keen photographer. We cater for all levels of experience from beginner to expert, whatever kind of camera you use. Our tours are always led by either Roger, Peter, or both, who can always offer on-the-spot advice and assistance. If you want to share a tour with a small and lively group of like-minded people, with the opportunity to practise the art of photography in some of the most exciting places on the earth, then Photoventures has a tour for you. It does not matter whether you are young or old, male or female - if you are interested in photography, then we are interested in giving you a tour to remember and the opportunity to capture some unforgettable images.

Roger Reynolds: a lecturer, exhibitor, and judge with an international reputation. He has exhibited internationally for over twenty years and has received hundreds of awards.

He prides himself on having a wealth of expertise and experience to pass on to tour members and has travelled extensively in North America and made a number of visits to India.

Peter Morss: a well-known photographic lecturer and judge. His work has been accepted in numerous International and National Exhibitions. He has travelled extensively in the United States and has a wide knowledge of many parts of this vast, beautiful country.» [2, 86]

**Exercise 6.** «What type of tours do 'Photoventures' organize?

**Exercise 7.** What are the advantages of having experts in the subject organizing and guiding tours?

**Exercise 8.** Are there any disadvantages?

**Exercise 9.** What other tourism services will groups going on Photoventures tours require?

**Exercise 10.** Visit the website [www.photoventures.net](http://www.photoventures.net). Choose a tour. What encounters (between the tour party and tourism professionals) will be involved?

**Exercise 11.** Which photo do you like best?» [2]

**Listening.** «Special requests

**Exercise 12.** Listen to five dialogues between a tourist and a guide.

**Exercise 13.** Match each dialogue with one of the tour logos.

**Exercise 14.** In each dialogue, what request is the tourist making?

**Exercise 15.** Will the guide be able to meet the request?» [2]



**Language spot.** «Responding to special requests

**Exercise 16.** Listen to the dialogues again and complete these phrases

- 1) That \_\_\_\_\_ be a problem.
- 2) Sorry, you \_\_\_\_\_.
- 3) You \_\_\_\_\_ remove them.
- 4) Of course. No \_\_\_\_\_.
- 5) I don't see \_\_\_\_\_. There \_\_\_\_\_ be a problem if...
- 6) You \_\_\_\_\_ need to pay something.
- 7) I'm not \_\_\_\_\_.
- 8) We \_\_\_\_\_ be able to make arrangements.

**Exercise 17.** In which of the phrases is the guide saying

- |                    |                        |
|--------------------|------------------------|
| a) definitely yes? | c) possibly yes?       |
| b) probably yes?   | d) definitely no?» [2] |

**Exercise 18.** «Which of the modal verbs a-e mean the following?

1) It's a possibility.	a) can't
2) It's against the rules.	b) may
3) It's impossible.	c) might
4) It's unlikely.	d) mustn't
	e) shouldn't» [2]

**Go to Grammar reference Unit 3.**

**Speaking.** Four specialized tours

**Exercise 19.** «Work in pairs. What do you think these specialized tours involve? Where could they take place? What special services might tourists require?

- Adventure sports – diving
- Life-seeing tourism
- Medical tourism
- Genealogy tourism» [2]

**Exercise 20.** Find out about the tours. Tell each other about the tours.

«*Student A.*

Adventure sports – diving. Diving in the tropical waters of the Indian Ocean around the Maldives. Diving takes place every day, and all levels from beginners to advanced are catered for.

Experienced divers can also train as diving instructors.

Other extreme diving destinations include the Arctic region of northern Russia for ice-diving (diving under the ice).

Medical tourism. Going to another country for medical treatment, perhaps because the cost is cheaper or the service better and quicker.

Treatments can include fairly major operations, but cosmetic surgery and treatments are more common - facelifts, botox injections to forehead and eyes (to reduce appearance of ageing), collagen injections to lips, liposuction.

Most tourists coming for cosmetic surgery combine the trip with a relaxing holiday, so warm countries with good beaches are very popular destinations, in particular South Africa and Malaysia. » [2]

«*Student B.*

Life-seeing tourism. A term developed by Axel Dessau, Director of the Danish Tourism Board, to help tourists see not only the usual sights of a destination, but also to experience the real life of a place, particularly areas that they are interested in or that they work with in their own country.

For example, visitors might be government officials in their own country and might be interested in reviewing social problems and city government in the destination.

Expert guides will meet visitors and take them to visit city planning offices, schools, and social welfare centres. There may also be some special seminars arranged. » [2]

«Denmark is one of the main destinations for this niche.

Genealogy tourism. Customers try to find out about their family history and write their family tree by researching records going back hundreds of years (in libraries and town halls). They also visit the locations where their ancestors lived and try to understand the way of life that their ancestors experienced.

Customers are typically people whose families emigrated from countries like Ireland or Scotland to live in the USA, Canada, Australia, New Zealand, or South Africa.» [2]

**Exercise 21.** «Match these requests for special services with the four tours in Exercise 19.

Visit a criminal court and meet a group of lawyers,.

Get special access to records kept in the local Town Hall.

Go out on a trip to deeper waters.

Health spa with meditation classes.

Visit a traditional working farm to see how people worked a hundred years ago.

Consultation 'with a doctor for possible weight- reduction surgery.

Have a guided tour of a hospital.

Find out more about opportunities for working as a qualified instructor.» [2]

**Exercise 22.** «Choose one of the special services and role play conversations between a tourist and a tour guide, as in the Listening and Language spot.

**Vocabulary.** Describing disability

**Exercise 23.** Read these statements. Write T (true) or F (false).

1) Most disabled people need a wheelchair.

If you see someone with a hearing-aid, you should raise your voice.

People with hearing difficulties can hear some people better than others.

Someone who is reading a newspaper cannot be visually-impaired.

Most blind people have guide dogs and know how to read Braille.

People who use sign language cannot speak.

In many countries it is illegal to discriminate against people with disabilities.

In my country all public places must provide full access to disabled people, for example, ramps on steps for wheelchairs, and hand-rails for people with mobility difficulties.» [2]

**Exercise 24.** «Here are some disabilities that tourists may have.

Match the disability with the tourist statements below. There may be more than one possibility.

1) mobility difficulty                      3) hearing impairment

2) wheelchair user                        4) visual impairment

a) I need a room on the ground floor.

b) 'Could you help me across the road?'

c 'Can you speak a bit louder, please? I'm a bit deaf'

d) 'Can you pass it down to me to sign? I can't reach the desk from here.'

e) 'I'm afraid I can't read the print on this form.'

f) I just need you to go a little slower.'

g) 'You'll have to use sign language.'

h) 'He can't see anything at all.'» [2]

**Exercise 24.** «What problems could disabled tourists have with these facilities?

single steps

stairs

telephone

toilets

hotel check-in (and check-out)

restaurants

carparks

gates

visiting a castle or ancient monument

footpaths in the countryside



beaches  
welcome talks» [2]

**Exercise 25.** «How (and who) could the following items help?

lift	low-level light switches
hand-rail	low-level reception desk
ramp	wide doorways
signs in large print	specially-adapted walkways
signs in Braille	motorized buggy
	remote control opening device» [2]

### **Pronunciation**

**Exercise 26.** «Look at these words. Which syllable is stressed?

car park	hearing aid
guide dog	light switch
doorway	sign language
footpath	walkway
hand-rail	welcome talk
health spa	wheelchair

**Exercise 27.** Listen and check your answers, then practise the pronunciation.

**Exercise 28.** Now do the same with these words.

specially adapted  
purpose-built  
hearing impaired  
remote control» [2, 88]

**Exercise 29.** «Choose the correct word in italics to complete the rules.

1. Compounds created from two nouns often have the stress on the first / second noun.
2. Other types of compound usually have the stress on the first / second word. » [2]

### **Listening.** «Disability access

A group of tourists with mobility disabilities are on a special tour involving adventure sports. They are staying at an old country hotel, which has recently been renovated to allow access for all.

**Exercise 30.** The tour guide is phoning ahead to check arrangements. Listen to the conversation and tick the disabled facilities that are currently in operation at the hotel.

Access for wheelchairs to ground floor rooms  
Automatic door opening on ground floor rooms  
Low-level light switches in ground floor rooms

Disabled facilities in toilets  
 Signage  
 Lift to top floor bar  
 Garden walkways and general access  
 Low-level reception desk  
 Entrance access (ramps, etc.) » [2, 89]

**Exercise 31.** «After they leave the hotel, the group are going by coach to an adventure sports activity centre, where they are planning to do some of the following activities – hillwalking, rowing, canoeing, overnight camping. What facilities will the guide need to check with the coach company and the activity centre?» [2]

**Language spot.** Identifying and checking special needs

**Exercise 32.** «Look at picture 1. What needs to be done to the hotel to make it accessible to people with disabilities?

Example: reception area (renovate). The reception area needs renovating / to be renovated.

doors (widen); ramps (install); lift (repair) etc.» [2]

**Go to Grammar reference Unit 3.**

**Exercise 33.** Look at picture 2. What has been done?

Example: The reception area has been renovated.

**Exercise 34.** «A tour guide is bringing a group of tourists with disabilities to the hotel. She last visited when it was like picture 1. Write the questions she will ask, and then act out the conversation she has with the hotel to check the facilities for her group.

Examples: *Has the hotel been renovated?*

*Are there guest rooms on the ground floor?* » [2, 89]

**Exercise 35.** «Use the information you noted in Listening to role-play the conversations between the tour guide and (a) the coach company, and (b) the manager of the adventure sports activity centre.» [2]

**Find out**

**Exercise 36.** «How does your region or country cater for specialized tourism?

**Exercise 37.** Are there any tour operators who organize tours and holidays for any of the niches listed in Reading Exercise 3?

**Exercise 38.** Make a data file for each of the niches. Include  
 contact details of tour operators;  
 description of tours;  
 special facilities that are used (e.g. accommodation, transport);

what is included / not included in the tour price;  
 whether they cater for disability;  
 what makes the tour 'special'. » [2, 90]

**Exercise 39.** «Do you think there are any other niches that could be catered for? Is there a 'gap in the market'? Think about your own hobbies and interests.» [2]

**Writing.** Report on specialized tourism

**Exercise 40.** Write up the results of your research in Find out using the following template.

**Speaking.** «Preparing and running a specialized tour

**Exercise 41.** Work in groups. Plan a niche tour in your own country or region. Work through each of the following stages.

Stage 1: Choose a niche

Try to choose something different and exciting, but relevant to your area.

The tour should be available to disabled as well as able-bodied people.

Stage 2: Plan the tour

What makes it special?

Decide the specialized and general tourism activities you are going to offer.

Decide the transport and accommodation arrangements you are going to offer.

Map out the basic itinerary

Stage 3: Brief the staff involved

What staff are going to be involved in the tour?

What special training will they need?

Stage 4: Presentation

Present your tour in detail to another group» [2, 90]

**Customer care.** «Cross-cultural misunderstandings

**Exercise 42.** Some niches are very specialized and unusual, and sometimes they will not be understood by the host community. Cultural differences and misunderstandings like this can often occur when working in tourism.» [2]

**Exercise 43.** «Read about one group of niche tourists whose hobby was not understood, and who found themselves in serious trouble.

What was the niche interest of the tourists?

What went wrong?

What could the tourism professionals (tour operator, tour guide, etc.) have done to avoid the problems?

What misunderstandings – cultural or otherwise – do you think could occur on some of the other specialist holidays we have looked at in this unit?

Plane-spotters cleared of spying» [2, 91]

«Eleven British and two Dutch plane-spotters, who were given prison sentences for spying in Greece, have been allowed to go free.

The group were arrested one year ago as they took notes at an air base open day in Kalamata, Greece.

Paul Coppin, the tom- operator who arranged the trip, was one of the arrested group. He said that it had been a misunderstanding and that it was obvious that they were not spies, but that they were just doing their hobby.

Squadron Leader Nektarios Samara, of the Greek Air Force, said their actions could be dangerous for the security of the country. He had no idea that plane- spotting was a hobby and that it was allowed in other countries. » [2, 91]

### **Key words**

Descriptions of disability

blind

deaf

hearing impairment

learning difficulty

visual impairment

Facilities for the disabled

access

guidedog

hand-rail

hearing aid

Braille

low-level

ramp

sign language

walkway

wheelchair

Verbs

Discriminate

renovate

Other nouns

cosmetic surgery

genealogy

mobility

niche

signage

## UNIT 16. BUSINESS TRAVEL

### Take off

1. «Look at the figures on inbound and outbound business travel to and from the UK.

Inbound	%	Outbound	%
Business travel as % of all travel to UK	26.7%	Business travel as % of all travel to UK	15.8 %
Region of origin:		Region of origin:	
North America	13.1%	North America	9.6 %
EU Europe	67.4%	EU Europe	73.2 %
Non-EU Europe	5.9%	Non-EU Europe	9.0 %
Rest of world	13.6%	Rest of world	8.2 %

2. Do you think the figures would be

different for your country? How could you find out?

3. What do business travellers do when they come to your country, for example, meetings, conferences?

4. Which type of businesses do they visit? Think of the names of two or three large companies in your country that might be involved in international business travel.» [2, 92]

### Vocabulary. Business travel terms

**Exercise 1.** «The acronym MICE is often used to describe the different parts of the business travel industry. What do you think the letters stand for?

**Exercise 2.** Look at the table and find the four words, beginning with M, I, C, and E which mean the following.

occasions when people come together to discuss or decide something - usually involving a small number of people;

journeys or holidays given to a worker or group of workers as rewards for good work;

large official meetings, usually lasting for a few days, at which people with the same work or interests come together to discuss their views;

events at which products and services produced by different companies are shown to the public.» [2]

Individual business travel	Business tourism
Presentations	Meetings and seminars
	Conferences
	Product launch
Consultations	Incentive trips (team, family)
Investigations	Exhibitions (trade fairs, trade shows, consumer shows)
One-to-one meetings	Corporate hospitality (spectator, participative)

**Exercise 3.** «Match the following events (a-e) with items from the table. Then complete the sentences (1-5) with the words or phrases below.

Delegates; a PowerPoint presentation; box; stands; gala banquet.

A. \_\_\_\_\_ : The World Federation of Tour Guides is meeting in Hong Kong to discuss a number of issues affecting their business and to hear talks from key representatives of the industry. There will be \_\_\_\_ (1) from all over the world.

B. \_\_\_\_\_ : Hammond Brothers Ltd are pleased to announce their new 'Green machine' power-cycle, ideal for the business person and the weary sightseeing tourist alike. Come to the Meeting Room of the Imperial Hotel for \_\_\_\_\_ (2) by the Chief Designer and the Sales Manager. Drinks and snacks will be provided.

C. \_\_\_\_\_ : Join us for the final of the Rugby League World Cup for champagne and a superb buffet lunch. Watch the game from the comfort and luxury of our own private \_\_\_\_\_ (3).» [2, 93]

«D. \_\_\_\_\_: As a reward for achieving record sales figures in the last financial year, the Directors of General Instruments Inc. are delighted to invite you on a tour of the capitals of Western Europe. On the final evening the CEO will attend the \_\_\_\_\_ (4) to personally thank you.

E. \_\_\_\_\_: FITUR is the world's largest travel show after ITB Berlin. There are three trade days (with 75,000 professional visitors expected) and two consumer days (with 150,000 visitors expected). FITUR is also the major event for Latin American tour operators contracting their European tours. Industry partners can hire \_\_\_\_\_ (5) for five days for approx €4,000.» [2, 93]

### Find out

«Find out about business travel to and from your country.

**Exercise 4.** Contact your National Tourist Office or search on the Internet to find out similar statistics to those for the UK in Take off.

**Exercise 5.** Research some of the large companies in your country to see if they are involved in any of the business travel events identified in the table in Vocabulary.

**Exercise 6.** What job opportunities are there in your country related to business travel? For example: at trade fairs or exhibitions, at corporate hospitality events, in 'meet and greet'.» [2]

### Customer Care. «Cultural awareness

**Exercise 7.** Read the cultural advice given by a tour operator to clients on one of their tours to Egypt.

One of the most outstanding features of the Egyptian people is that of generous hospitality. To an Arab, hospitality is more than good manners; it is a matter of honour and they regard it as a sacred duty.» [2, 94]

«Remember that Egypt is an Islamic country. Observe their customs and dress code in order not to cause offence. Modest clothing, which covers arms, shoulders, and legs, is recommended.» [2]

**Exercise 8.** «Did you know about these aspects of Egyptian / Arabic culture? Does any of the information surprise you?

**Exercise 9.** What advice would you give to tourists coming to your country about hospitality, behaviour, and dress code?» [2]

**Listening.** «The needs of the business traveller

**Exercise 10.** Which of these are more important for business travellers than for non-business tourists and travellers?

- time to choose from different travel options;
- possibility to make reservations at short notice;
- access to reservations 24 hours a day;
- express check-in at airports;
- packaged travel arrangements-flight, transfer, accommodation, meals, etc. all included;
- fast internet connections in hotels;
- hotel in a quiet relaxing location;
- support information on local area and culture. » [2]

**Exercise 11.** «Carlos Lozano is a travel agent specializing in business travel. Listen to the interview. Which of the items in previous exercise does he say are more important for the business traveller?» [2]

**Exercise 12.** «Listen again and answer the questions.

What is the role of the account manager?

How does Carlos's company 'go the extra mile'?

**Exercise 13.** What topics would you expect to be included in a 'Culture guide' covering basics of social etiquette and doing business with different cultures?» [2]

**Reading.** Culture guide

**Exercise 14.** «Look at the text. Match these tips with some of the categories in the Cultural etiquette section.

Leaving food on your plate is considered rude.

When someone meets you for the first time, they may give you their business card. Always look at it carefully and keep it on the desk in front of you.

When shopping, it is inappropriate to bargain. Shop assistants will give you your change on a tray without counting it in front of you.

Do not eat or drink while walking on the street.

Tipping in restaurants is not usual. In fact if a tip is offered, it may be refused.

If you are given a present, do not open it in front of the person who gave it to you.» [2, 94]

**Exercise 15.** «All of these tips are from the guide to one country. Can you guess which country it is?

**Exercise 16.** Answer the questions.

- 1) Do you agree that such notes will be especially useful for business travellers?
- 2) Are all the categories relevant to all tourists? Which ones are not?
- 3) Do you think it's better to use an interpreter or to speak a common language?
- 4) Do you think your spoken English is too formal or not formal enough?» [2]

**Exercise 17.** «Read and translate the text.

### **A guide to culture and language for the business traveler**

These notes and guidelines are for anyone travelling to a country which they are not familiar with. However, as a business traveller you may find them especially useful, partly because you'll probably have more encounters with local people when doing business, and also because more may depend on them - a contract could be won by getting the cultural etiquette right.

Cultural etiquette

- 1) Greetings and introductions
- 2) Small talk /topics
- 3) Dress
- 4) Behaviour in public
- 5) Appointments and punctuality
- 6) Behaviour in meetings
- 7) Shopping
- 8) Dining out
- 9) Paying for meals / tipping
- 10) Gift-giving» [2, 95]

### **Advice on language**

«Always try to learn a few words of the language of the country you are visiting, even if it's just Hello, Thank you, and Goodbye.

Find out beforehand what language you will be speaking with your hosts. If it's English, find out if their level is the same as yours. Check whether you need interpreting services.

If you're speaking English, remember not just to get the vocabulary and grammar as correct as possible, but also to get the level of formality – be appropriate and polite, not too casual or informal.» [2]

**Exercise 18.** «Write some 'cultural etiquette'tips for your country or region (or a country that you know well). Try to write one tip for each of the categories in the text.» [2]

### **Where in the world?**

**Exercise 19.** «Which of the types of business travel listed in the table in Exercise 2 do you think the Metropolitan could cater for?



**Exercise 20.** Choose one of the companies from Find out. Imagine they are planning to hold a conference in Asia. Select five features or facilities at the Metropolitan that would be attractive to the company.

**Metropolitan Hotel Nikko  
New Delhi**

The Metropolitan Hotel Nikko New Delhi offers guests a unique blend of Indian and Asian hospitality. Designed for the international business and upscale leisure traveller, the hotel is distinguished by understated elegance. A five-star deluxe international-class luxury hotel, it is strategically located In the heart of the business and commercial hub of New Delhi.» [2]

«Facilities:

H i g h-speed Wi-Fi Internet

State-of-the-art business centre

Award-winning restaurants and bar

A health and spa centre

Swimming pool

Barber/beauty salon

Laundry / valet services

A 24-hour travel desk

Conference halls:

Spacious conference halls with high ceilings

Conference halls with ample natural light

Well equipped with various audio-visual facilities

Videoconferencing facility

Conference halls supported by break-out rooms

Dedicated and personalized staff

Pre-function area

Business centre facility on the same floor

Business services: Private meeting rooms

Provision for laptops

Mobile phone connection

High-speed wi- fi internet cards

STD/ISD facility

Collect calls

Teleconference calls

Cybercafe

Secretarial services

Japanese language translation

Fax, photocopy, scanning lamination, spiral binding, and other facilities available on request» [2]

**Vocabulary.** Conference equipment and facilities

**Exercise 21.** «Match the words or phrases 1 - 9 with the definitions a-i.  
audio-visual

break-out room  
 digital projector  
 flipchart  
 lamination  
 laptop  
 teleconferencing  
 videoconferencing  
 wi-fi» [2, 96]

- «technology without wires that allows several computers to share the same fast internet connection;
- small computer that can work without wires and be easily carried;
- system that makes paper documents into plastic documents;
- equipment to show visual information (using modern computer technology);
- technology using both sound and pictures;
- meeting or discussion between two or more people in different places using telephones, television, or computers;
- a system that enables people in different places to have a meeting by watching and listening to each other by using computers and video cameras;
- a place for a meeting of a smaller group of people away from the main meeting;
- large sheets of paper fixed at the top used for presenting information at a talk or meeting.» [2, 96]

**Exercise 22.** «Look at the conference room seating plans (or configurations). Match the titles, descriptions, and plans.

Titles

Boardroom

Classroom

Theatre

Circle of chairs

Clusters

U-shape» [2]

Descriptions

- a) «Good for large numbers needing to work on small group discussions and projects. Allows maximum participation within groups.
- b) One-way communication. Good for audio-visual and lecture-style presentations where note-taking is not so important.
- c) Gives sense of equal status at same time as allowing up-front presentation. Good for close interaction and working in pairs.
- d) Good for small groups where close interaction and a lot of discussion is expected. The shared table creates a sense of unity.

e) Effective set up for one-way communication and large groups. It provides a work surface for note taking and reference materials.

f) Good for full involvement and face-to-face communication where there is no need for a dominant leader. Ideal for up to twenty participants. Tables can be added.» [2, 96]

**Exercise 23.** «Which arrangement would be suitable for the following events?

lecture or speech

board meeting

presentation (e.g. PowerPoint)

wedding banquet

press conference

product launch

signing ceremony

workshop or seminar» [2]

**Exercise 24.** Listen. Which do you hear – a or b?

	1	2	3	4	5	6
a	pear	pear	peach	peach	pen	pen
b	bear	bear	beach	beach	Ben	Ben

**Exercise 26.** «Check the answers and listen again. What is the difference between the sound /p/ and the sound /b/?

**Exercise 27.** Practise these words.

people

technology

conference

power

telephone

clusters

point

television

camera

product

talk

connection

presentation

tour

classroom» [2]

**Language spot.** «Describing dimensions, capacity, and facilities

**Exercise 29.** Complete these sentences with phrases from the box below. There is often more than one match.

The room is equipped with...

The room measures...

The room can seat...

There are...

The dimensions of the room are...

The room can seat up to...

The room contains...

We have got...

The room has a capacity of...

We can provide... » [2, 97]

- «a) a projector, a computer, and an internet connection;
- b) 20 metres by 30 metres;
- c) up to 300 people;
- d) refreshments;
- e) break-out rooms on all floors;
- f) 10 metres wide and 35 metres long;
- g) toilets and restrooms outside every main conference room;
- h) 40 delegates comfortably
- i) an interactive whiteboard as well as a flip chart. » [2]

**Exercise 30.** «Can you think of another way of ending each sentence?

**Exercise 31.** Which sentences are describing a) dimensions? b) capacity? c) facilities and equipment?

**Exercise 32.** Draw a suite of conference rooms, including seating arrangement, dimensions, capacity, and equipment. Don't show it to your partner. Your partner will ask questions and draw your suite.

Example: What are the dimensions of the main conference room?» [2]

**Go to Grammar reference Unit 4.**

**Speaking.** Comparing conference centres

**Exercise 33.** Work in groups of three. Find out about three hotels with conference and corporate facilities.

Student A.

Name and location	The Westin Los Cabos, Mexico
Hotel facilities	«Five-star hotel 243 guest rooms Good restaurants and bars, including La Cascada restaurant with a perfect view of the ocean» [2]
Conference rooms and facilities	«Over 1,100 m2 dedicated to meeting and conference facilities. Seventeen meeting rooms- largest = 280 seats, smallest = 20. Internet service in all rooms. Flexible room configurations allow for break-out rooms. Complete audiovisual and production services» [2]
Other conference services	«Videoconferencing services Dedicated conference organizer and audio-visual technician» [2]
Corporate hospitality	«The Ballroom Under the Stars is one of the most popular private function rooms in the city. It offers views over the ocean and can provide hospitality for up to 450 people. » [2]

Other business services	«Business centre with full secretarial services, boardroom, workstations, and business lounge» [2]
Extra events and activities	«Sport fishing, golf, spa» [2]

### Student B.

Name and location	«The Mirage Hotel and Casino Resort, Las Vegas, USA» [2]
Hotel facilities	«One of the world's finest luxury hotels - a South Seas oasis in one of the most bustling cities in the world» [2]
Conference rooms and facilities	«15,800 m2 convention complex, with spacious courtyards, foyers, and promenades for informal gatherings and meeting breaks. 26 meeting rooms, including an executive boardroom, a 3,700 m2 pillar-less Grand Ballroom, and a 8,400 m2 Events Centre. Conventions for up to 6.000 people. Ideal for trade shows and banquets. Audio-visual and communication equipment can be hired. » [2]
Other conference services	«Photography and video services» [2]
Corporate hospitality	«Casino and nightclub ideal for special corporate events» [2]
Other business services	«Business Service Centre open daily: Equipment rental, courier services, fax, copying» [2]
Extra events and activities	«Aquarium with dolphins. Spa and swimming pool. Betting, slot machines, and roulette, as well as the casino.» [2]

### Student C.

Name and location	«The Hotel at Chelsea, located at Stamford Bridge, home of Chelsea Football Club, London, UK» [2]
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Hotel facilities	«275 bedroom, 4-star hotel. Five restaurants and bars Spa, health club, and 25-metre swimming pool» [2]
Conference rooms and facilities	«Purpose-built suites can accommodate 600 for a reception and 280 for a conference. Natural light and views of the famous football pitch. Great Hall can accommodate 800 in theatre-style. Modern audio-visual equipment» [2]
Other conference services	«Variety of smaller meeting rooms Match-day hospitality-see corporate hospitality» [2]
Corporate hospitality	«Corporate events In executive boxes on match-day, includes: reserved seats, pre-match three-course meal, complimentary bar, half-time and full-time refreshments, exclusive Chelsea gift, and celebrity guest speaker» [2]
Other business services	«Full range of business services Four boardroom-style meeting rooms» [2]
Extra events and activities	«Match-day packages, including overnight stay Stadium tours» [2]

**Exercise 34.** «Describe the conference facilities to each other and make notes on the following areas.

Name and location

Hotel facilities

Conference rooms and facilities

Other conference services

Corporate hospitality

Other business services

Extra events and activities» [2]

**Exercise 35.** «In groups, decide which of the conference venues, if any, would be suited to the companies you looked at in Find out.» [2]

**Exercise 36.** «Which of the venues would you like to work at? What job do you think you could do?

**Reading.** Business travel and the tourism industry

**Exercise 37.** In pairs, discuss how business travel can benefit the tourism industry in a particular destination.

Example: *increased hotel occupancy*» [2, 98]

**Exercise 38.** «Read the text to see if any of your ideas are mentioned.

**Inside tourism: combining business with pleasure**

The first major way in which business travel benefits tourism in general is that it brings more business to travel agents, transport providers, and hotels. Travel for business-related purposes can increase the level of leisure and recreational activity at the destination in a number of ways.

**Extenders.** Business travellers extending their visit to the destination - adding a number of days before or after - in order to enjoy the cultural, shopping, or sightseeing resources of the destination.

**Guests.** Business travellers being accompanied by guests (usually spouses or families) who engage in leisure tourism activities such as sightseeing excursions while at the destination.

**Social programme.** Business travellers themselves engaging in leisure or recreational activities as part of the social, networking, or relaxation element of the event attended.

**Returners.** Business travellers who have been impressed by the destination returning with their spouses or families for holidays or short breaks, or encouraging others to do so.

The second major way in which business travel benefits tourism is that it provides employment. Often this work is temporary-helping at conferences, trade fairs, or hospitality events - but these jobs can lead to longer term work and careers in tourism.» [2, 98]

**Exercise 39.** «Are these activities and tours examples of 'extenders', 'guests', 'social programme', or 'returners'?

- 1) Edinburgh: Special whisky-tasting evening for delegates
- 2) Vancouver: Come and see us again! Bring the family and get a discount
- 3) Istanbul: While you work - sightseeing excursion for your partner
- 4) Helsinki: Post-conference three-day Lapland tour» [2]

**Exercise 40.** «What extender, guest, and social programme activities would you include for a conference in your city or region?

**Writing.** A conference enquiry

**Exercise 41.** Choose one of the four hotels we have looked at in the Where in the world? and Speaking sections. Write an email reply to the representative of a company enquiring about conference facilities. You are going to attach full details of your conference facilities, but you should answer the enquirer's direct questions in your email.» [2]

«Dear Conference Coordinator

We are interested in holding our annual conference in your hotel and I would be grateful if you could send me full details of your conference packages and facilities.

We are particularly interested in the capacity of your meeting rooms and the technical equipment and services you offer.

Also, are there any special features that you offer?

I look forward to hearing from you.

Best wishes  
Ralf Moller

PA to the Managing Director Communications Worldwide» [2]

### Key words

#### **Nouns**

boardroom  
break-out room  
capacity  
configuration  
corporate hospitality  
delegate  
dimension  
exhibition  
flipchart

gala banquet  
lamination  
laptop  
presentation  
product launch  
projector / digital projector  
stand  
teleconferencing  
videoconferencing

#### **Adjectives**

audiovisual  
theatre-style  
U-shaped  
wi-fi



**UNIT 17. ATTRACTIONS AND EVENTS**

**Take off**

**Exercise 1.** «What are these places? Are there similar visitor attractions in your country?»



**Exercise 2.** Work in pairs. Say the name of a country or a city to your partner. Your partner must think of a visitor attraction there.» [2]



**Exercise 3.** «Take turns to say the names of different countries or cities, until you have each got ten places plus attractions.» [2]

**Vocabulary.** «Types of visitor attractions

**Exercise 4.** What are the most popular visitor attractions in your city or region?

**Exercise 5.** Which of the categories in the table do they belong to?

**Exercise 6.** Can you think of another example for each of the types of attraction?

**Exercise 7.** Explain the difference between the following pairs of words.

- lake / river
- palace / castle
- theme park / national park
- mountain/hill
- festival / parade
- theatre / concert hall» [2, 60]
- museum / art gallery
- nightclub / casino

**Pronunciation**

**Exercise 8.** Listen to the sounds underlined in the words below.

Which sound do you hear? Tick the right column.

		say/ei/	no/an/	hear/ia/
1	coast			
2	home			
	lake			
4	parade			
5	Rome			
6	Shakespeare			
7	Shakespeare			
8	stadium			
9	stately			
10	theatre			

**Exercise 9.** «The sounds underlined are diphthongs – two vowels close together in the same syllable. They are long sounds. The first part is stressed more than the second.

Practise saying the words one column at a time. Pay attention to the length of the sound underlined. Remember to stress the first part of the sound most.» [2]

**Reading.** «Trends in visitor attractions

**Exercise 10.** What changes have there been in the four categories of attractions in the last thirty years? Think about when your parents were the age that you are now.» [2]

**Exercise 11.** «Read the article. Did you identify any of the changes mentioned? What other trends are described?» [2, 61]

**Exercise 12.** «Find at least one example of each of the four categories of types of visitor attraction.

**Exercise 13.** Find examples of particular ways in which attractions are made more interesting and exciting.

Inside tourism: the changing face of the 'attractions industry'

As the wishes and tastes of tourists and visitors change, tourist attractions have to change as well. In the last twenty or thirty years, there have been some significant developments.» [2, 61]

«Natural attractions like sandy beaches and mountains cannot change very much, but nevertheless there have been developments, in particular a concern to preserve the environment and to make any buildings fit into the natural context.

Perhaps the greatest changes have been in man-made attractions like museums and historic sites, which have become more interesting and entertaining places to visit, while still maintaining their role of teaching visitors about the past. In many of them, the aim is not just to display the past, but to take visitors into the past in an interactive way. Some have been converted into 'living museums' where actors in costumes meet the public and play the roles of characters from the past. In others, history is made vivid and exciting through the use of realistic waxworks, animatronic models, sounds, and even smells, to conjure up a sense of the past.» [2, 61]

«Traditional festivals by definition do not change very much, but there has been a trend to increase the number of special events and festivals as cities realise that holding a music festival or an arts event is a good way of attracting tourists.

Entertainment and leisure facilities are always having to change. In the developed world, the simple rectangular swimming pool, for example, is no longer enough – it has to be a water park, with flumes, chutes, splash zones, and wave machines.

The tourist is always looking for new attractions, and the 'attractions industry' has to keep on changing.» [2, 61]

**Vocabulary.** «Architectural features

**Exercise 14.** Match the pictures of architectural features with the glossary of terms.

**Glossary.**

Arch curved structure with straight sides, often supporting a bridge or the roof of a large building.

Column tall, solid vertical post made of stone, supporting or decorating a building or standing alone.

Dome round roof on a building.

Façade the front wall of a large building that you see from the outside.

Minaret tall, thin tower, usually forming part of a mosque.

Obelisk a tall pointed stone column with four sides, put up in memory of a person or an event.

Portal a large impressive door or entrance.

Spire tall, pointed tower on the top of a church.

Tower tall, narrow building, or part of a building, either square or round.

Vaulted ceiling decorated roof made from a series of arches joined together.»

[2]

**Exercise 15.** «In which type of building would you find them (e.g. cathedral, mosque)?

**Exercise 16.** Can you think of any famous buildings that have these features?

**Exercise 17.** Add one of these words to the word groups listed below.

construct      granite      statue      long      show      alongside

high, wide, thick, \_\_\_\_\_

underneath, in front of, \_\_\_\_\_

depict, represent, \_\_\_\_\_

build, erect, \_\_\_\_\_

marble, stone, \_\_\_\_\_

carving, sculpture, \_\_\_\_\_» [2, 62]

**Reading.** «Two top Paris attractions

**Exercise 18.** Read the descriptions of two famous buildings in Paris. Each description has four sections. Which section

describes the use and function of the building?

describes when and why it was built?

gives some detailed description?

gives a general physical description?» [2]

**«Arc de Triomphe**

a) The Arc de Triomphe was erected in the early 19th century as a tribute to the French army of Napoleon. It is built of marble.

b) The arch is over 50 metres high, 45 metres wide, and 22 metres thick.

c) There are four sculptures carved on the facade. The most famous is La Marseillaise. It depicts the departure of the volunteers encouraged by a winged figure representing France.

d) The arch is used for special processions. Underneath the arch is the Tomb of the Unknown Soldier. A flame is lit every evening at 6.30p.m» [2, 62]

### «Notre-Dame cathedral

a) The cathedral of Notre-Dame was started by Bishop de Sully in 1163 and work continued for nearly 200 years. It was completed in 1345. The cathedral is dedicated to the Virgin Mary and stands in the centre of Paris on the Ile-de-la-Cite.

b) It is undoubtedly the finest example of French gothic architecture. The twin towers are a famous feature of the Paris skyline, and are 69 metres high. The spire, which was added in the 19th century, is 90 metres high.

c) The facade is the most striking part of the building. The three portals are adorned with remarkable stone sculptures, including the Last Judgement. The rose window in the facade was built over 700 years ago and is magnificent.

d) The cathedral is still used for regular church services as well as special occasions. The vast interior can accommodate 9,000 people. French road distances are established from the '0 km' point located on the square in front of the cathedral entrance. » [2, 63]

### Language spot. The Passive

**Exercise 19.** «Find a form of these verbs in the descriptions in Reading.

- |           |          |             |               |
|-----------|----------|-------------|---------------|
| 1. erect  | 4. use   | 7. continue | 10. establish |
| 2. build  | 5. light | 8. stand    |               |
| 3. depict | 6. start | 9. adorn    |               |

a) Which are Present tenses and which are Past tenses?

b) Which are Passive and which are Active?

c) Find other examples of Passive and Active verbs.» [2]

**Exercise 20.** «Is the Passive used more than the Active because descriptions like this are more formal?

we are thinking about what is done to the thing we are interested in, not about what it does?

sometimes we don't know who or what does the action (i.e. who is the 'agent')?

it makes the text more interesting?» [2]

**Exercise 21.** «Which preposition (by, of, for) is used to describe the person (or thing) who did it?

the reason or function?

the material used?» [2]

**Exercise 22.** «Write descriptions using these notes

A. Nelson's Column, London.

In Trafalgar Square – constructed 1821-1841 – commemorate, Battle of Trafalgar 1805.

Column = 56 m; statue of Nelson 5.5 m. Granite

Base: 4 giant bronze lions (sculptor = Landseer) – represent strength of British Empire

A place to meet – celebrating New Year

B. Buckingham Palace, London

Originally a country house for Duke of Buckingham – converted to palace 1825 (architect = Nash)

Official royal residence 1837 – present

Facade redesigned 1113 - 421 rooms (78 bathrooms) – employs 335 staff

Buckingham Palace open to public August and September. Also art gallery» [2, 63]

*Go to Grammar reference Unit 5.*

**Listening.** «Describing a festival

**Exercise 23.** Listen to a guide describing the Festa del Redentore in Venice. As you listen, follow the written text and indicate places where the guide

1) adds something that is not in the text [ ]↑

2) misses out, changes, or uses different words [\_\_\_].

The first paragraph is done for you as an example.

Festa del Redentore

Location: Venice, Italy

Timing: third weekend of July

Duration: two days

Information: [www.comune.venezia.it/turismo](http://www.comune.venezia.it/turismo)» [2, 64]

**«Introduction**

The Festa del Redentore – the Festival of the Redeemer – is a high point of the Venice summer. Thanks to a spectacular fireworks display, the Redentore is a major tourist attraction.

**History**

From 1575-77, Venice was hit by a terrible plague which killed more than a third of the city's inhabitants. In 1576, the city's leader, the Doge, promised to erect a church dedicated to the Redeemer, in return for help in ending the plague. On July 13, 1577, the plague was declared over, and work began to construct the church. It was also decided that Venice would forever give thanks on the third Sunday of July.» [2, 64]

**«What happens**

From early on the Saturday, boats are decorated with flowers, lanterns, and balloons. St Mark's lagoon fills with as many as two thousand boats, their occupants eating and drinking as they wait for the traditional spectacular display of fireworks. (Arrangements can easily be made through your hotel for an evening with dinner on a boat.) At around 11.30 p.m., the display begins and the lagoon becomes one of the most atmospheric stages in the world, fireworks illuminating the spires, domes, and bell towers of the city.

On Sunday, a pontoon of decorated gondolas and other boats is strung across the Giudecca canal to allow the faithful to walk to the church of the Redentore. The

climax of the festival is the mass held in the presence of the Patriarch of Venice, a reminder that the Festa has a serious side.

For more information, visit the website quoted above.» [2, 65]

**Exercise 24.** Look at the comparison between the characteristics of written and spoken descriptions.

Written	Spoken
Use of headings and paragraphs	Introductory phrases (e.g. let me start by telling you about...)
Longer sentences	Shorter sentences; sentence breaks
Passive forms	Passive is used, but not so frequently-instead use of 'you' (e.g. You can make arrangements...)
No interaction with the reader	Interaction with the audience (e.g. Can you all bear me at the back?)
Punctuation (e.g. brackets)	Pauses, linking phrases (e.g. By the way...)

**Exercise 25.** «Listen again. Complete the key expressions used by the guide.

1. Good morning, \_\_\_\_\_. Welcome to Venice.
2. My name is Carlotta and I \_\_\_\_\_ your guide for this weekend.
3. Before I start, can \_\_\_\_\_ me at the back?
4. Let me start \_\_\_\_\_ a little about the history of the festival.
5. From 1575 to 1777, as \_\_\_\_\_, Venice was...
6. Now, \_\_\_\_\_ the festival itself. What \_\_\_\_\_ is this:
7. By \_\_\_\_\_, if you're wondering about...
8. The climax of the festival and the most significant part if you remember \_\_\_\_\_ about the history of the festival, is...
9. Oh, one thing I \_\_\_\_\_ is that...
10. So, that's the Festa del Redentore. As \_\_\_\_\_, it's a wonderful event.
11. Are there \_\_\_\_\_? » [2, 64]

**Exercise 26.** Find examples of each characteristic (written and spoken) in the text and script about the Festa del Redentore.

**Writing.** «Three festivals

**Exercise 27.** Work in groups of three. Write a description of your festival from the notes.

When you have finished, look at each other's descriptions and suggest any corrections or improvements.

*Student A.* Dia de La Tradicion (Day of the Gaucho), Argentina.

**Introduction.** Popular cultural event in ranch areas of Argentina Takes place in grasslands 600 km south of Buenos Aires. Main centre = Santiago del Areco (more horses than cars). Horse parades, dance, song, barbecue

**History.** Gaucho (= Argentine cowboy) – national cultural symbol. Mid-19th century-gaucha skills essential for agriculture (cattle – vital part of Argentine economy) Gaucho folk dances (milonga and payada) contributed to more famous tango.

**What happens.** Takes place over two weekends –leading to 10 November. Displays of horsemanship, horse racing, parades of gauchos. Folk dances, climax on final Sunday. Barbecues – delicious beef / steaks -the best in the world.» [2]

«*Student B.* Sherry Festival in Jerez de la Frontera, Spain

**Introduction.** Autumn festival (September) – grape harvest celebration, horse shows, and flamenco dancing Takes place in Andalusian town of Jerez Diverse programme of entertainment.

**History.** Centuries old celebration – exact origins unknown Centres on Jerez, the most important of Spain's three sherry-producing towns – give thanks to the grape harvest.

**What happens.** Start = parade of Queen of the Vintage – decorated with flowers, grapes, etc. Masked courtiers throw sweets to children Parade ends in Plaza de Arenal – drinking in sherry houses. Programme of parties, horse displays, concerts, flamenco dances. Special mass in church-blessing of the vines.» [2]

«*Student C.* Songkran Water Festival, Thailand.

**Introduction.** Buddhist New Year Festival – 4 days – mid-April – all over Thailand, Laos, Burma, south-west China – main centre = Chiang Mai, north Thailand. Based on water: water-fights, water-throwing, bathing, fountains.

**History.** Celebrated for hundreds of years Thanksgiving for New Year – a new beginning – a time to think back over the past year – wash away sins and bad luck. A time for families to get together

**What happens.** Day 1: Houses cleaned – procession of Buddha images and floats - water thrown over procession - colourful flags, paper lanterns.

Day 2: Special food cooked – sand collected from rivers to make towers :n temple courtyards.

Day 3: first day of new year – water fights start – food and new robes given to monks.

Day 4: people visit and pay respect to ancestors – pour scented water over hands» [2].

**Exercise 28.** «In your groups, think of two festivals (or ceremonies or parades) from your country. Write a description of them.

**Customer care.** Different cultures, different responses

**Exercise 29.** How can the people who work at tourist attractions adapt to meet the cultural differences of certain nationalities, for example, Japan or the Middle East? » [2]

**Exercise 30.** «Read the case study to find out what one tourist attraction has done.

Case study: Japanese visitors to the home of Beatrix Potter in north-west England.

Beatrix Potter, who wrote children's books about characters such as Peter Rabbit and Jemima Puddleduck, is very popular in Japan, especially since the release of the film *Miss Potter* in 2007. Her home, Hill Top Cottage, is now owned by the National Trust and Japanese tourists make up a third of all visitors. The local tourist industry prepares tourism employees in a number of ways.» [2]

Japanese culture	Tourist industry response
Courtesy and politeness are very important in Japanese culture.	«Special courtesy training programmes, including teaching the correct pronunciation of <i>yokoso</i> , the Japanese word for 'welcome'.» [2]
Japanese people usually greet by bowing.	«Staff are being taught how to bow with the correct amount of formality.» [2]
Giving and receiving little gifts is very important in Japanese culture.	«The gift shop stocks items that Japanese like to buy, and packages each one in a separate National Trust bag so they can be given as individual gifts.» [2]

**Vocabulary.** «People and facilities at attractions

**Exercise 31.** Match these descriptions of people who work at attractions and things you find at attractions in A with the words in B.» [2]

A	B
People	
1. shows tourists or travellers where to go	a) activity sheet
2. looks after a forest or park	b) animatronics
3. looks after things that are kept in a museum	c) audio-tour
4. translates what someone has said into another language	d) curator
5. supervises and rescues people who are in difficulty in the water (at a beach or swimming pool)	e) guide
6. protects a building	f) interpreter
Things	g) lifeguard
7. the art of moving a lifelike figure or person by electronic means	h) period costume
8. a written board that gives directions and distances	i) ranger
9. repeating the actions of a past event	j) re-enactment
10. activity in which you take the part of someone else	k) role-play
11. exhibition of models of people (not moving)	l) securityguard
12. piece of paper to write down answers to questions as you visit an attraction	m) signpost
13. clothes from the past	n) waxworks
14. recorded description of an attraction	



**Where in the world?**

**Exercise 32.** «Read about Alcatraz in San Francisco and answer the next questions.

What different functions has Alcatraz had in its history?

Why do tourists go there?

Who can you listen to on the audio-tour?

**Alcatraz**

‘You are entitled to food, clothing, shelter, and medical attention. Anything else you get is a privilege.’ (Alcatraz Prison Rules and Regulations no. 5, 1934)

This rule was one of the realities of life inside the walls of the US Federal Penitentiary, Alcatraz Island. The subject of many movies and books, Alcatraz has become a symbol of America’s dark side. From fiction rather than fact, we have stories of the prison and some of the men who lived in its cells – Al ‘Scarface’ Capone and Robert Stroud, the ‘Birdman of Alcatraz’, for example. The truth of Alcatraz has often been overlooked, lost in the fog of its myths.» [2]

«Form your own opinions, and explore the island’s mysteries. For it does indeed have a mysterious presence, one shaded by the uses to which society has put it. This island in the heart of San Francisco Bay, just two kilometres from the sights and sounds of one of the world's most beautiful cities, has been used as a fort, a lighthouse, and a prison. Today, it is a Golden Gate National Recreation Area, and the National Park Service is working to make it accessible to visitors, preserve its buildings, protect its birds and other wildlife, and interpret its history.

Take the cell house audio-tour and hear some of the officers and inmates talking about their experience on ‘The Rock’.» [2, 66]

**Find out.**

**Exercise 33.** «Choose four attractions from your country from the list you made in Vocabulary in Exercise 5. Try to include one from each of the categories. Find out more about each one and complete the table. In the final row, include your personal opinion of how exciting and entertaining the attraction is.» [2]

Attraction				
Description				
Website				
Changes in last 20/30 years				
Opening hours / visitor information				
Excitement / entertainment rating (0 to 5)				

**Speaking.** «Bringing attractions to life

**Exercise 34.** Work in groups. Choose the two visitor attractions from Find out which had the lowest excitement / entertainment rating. Decide how they could be made more exciting and entertaining, and 'brought alive' – for example, by using actors, animatronics, waxworks, audio-tours, and so on. Show your ideas to another group.»

[2]

**Key words****Nouns**

activity sheet animatronics arch  
audio-tour  
column  
dome  
facade  
marble  
monument  
national park  
parade  
period costume  
procession  
ranger

re-enactment

sculpture

waxworks

Adjective

dedicated to

**Verbs**

construct

depict

erect

represent

## UNIT 18. ON TOUR

### Take off

1. «What do you know about the three places in the pictures?
2. Can you find them on a map of the world?
3. Why do you think tourists would visit them? What types of tours might they go on – for example, cruises, walking tours, museum visits?» [2, 68]



**Reading.** «Three tours

**Exercise 1.** Read about the three tours. In groups, discuss the questions.

Which of the tours involve:

a private performance?

visiting ancient ruins?

travelling on a boat?

accommodation in the city centre?

seeing rare animals in their natural habitat?

an internal flight?

talks by an expert?» [2]

«A. **Libya – Lost cities of the Grec and Roman Empires.**

Starting from Tripoli, ancient city and capital of Libya. Nearby is Leptis, probably the best preserved Roman city in the Mediterranean world.

Fly east to the less often visited region of Cyrenaica, a land of beautiful green hills running down to the crystal turquoise waters of the Mediterranean.

Discover the ancient port of Apollonia, an enchanting city now partly sunk beneath the sea which forms a dazzling backdrop to its theatre and the columns of its Byzantine churches.» [2, 68]

«Visit the city of Gyrene, founded in the 7th century BC and for centuries the most important Greek city in North Africa-its stunning temple of Zeus is larger than the Parthenon in Athens.

Extra tour to the Sahara Desert.» [2, 68]

«B. **Ecology of Ecuador – The enchanted islands of the Galapagos.**

A special torn accompanied by guest lecturer, Dr Michael Brooke, Curator of Birds, Cambridge University Museum of Zoology.

Travel in a specially modified cruiser, adapted for the Galapagos. All cabins are air-conditioned outside cabins with private toilet / shower room.

The tour begins with a visit to colonial Quito, plus a tour of the Avenue of Volcanoes, among stunning scenery

The South American archipelago of the Galapagos Islands is home to an amazing variety of wildlife – giant tortoises, marine iguanas, and many more.

Optional tour of the Ecuadorian Amazon – a journey to another world. [2, 68]

«**C. St Petersburg – City of music.**

Tour to one of the world's most magical cities, including a number of concerts in grand settings (e.g. Sheremetev Palace, where students of the St Petersburg Music Conservatory will perform works by Tchaikovsky exclusively for our group).

Programme covers all the principle sights of Peter the Great's magnificent city, from the Hermitage, with its priceless Scythian gold collection, to the Catherine Palace at Pushkin, with its recently – restored Amber Room.

We will also have the services of Humphrey Burton, one of Britain's most distinguished television directors and commentators to help bring out the musical magic.

We stay throughout at the Dostoyevsky Hotel in the heart of St Petersburg. [2, 68]

**Exercise 3.** «Which tourism professionals will be employed on the tours?

Example: *a guide at the museum*

**Exercise 4.** Which tour would you most like to work on?

What job would you like to do on the tour? Why?» [2, 68]

**Listening.** «From tour guide to tour manager

**Exercise 5.** Tourism trainees do not usually find a job as tour manager as their first job. Listen to Gina Meadows describe what she did before she became a tour manager. Note down the training she did and any jobs she had.» [2, 68]

**Exercise 6.** «Listen again and write T (true) or F (false).

Gina always wanted to work in tourism.

The qualification she got is recognized in many European countries.

She got the job she wanted immediately.

Her experience of travelling was more important than the qualification.

She spent two years working as a tour guide before becoming a tour manager.

She likes her job.» [2, 68]

**It's my job.**

**Exercise 7.** «Read about Lucy Tovchikh from Ukraine and answer the questions.

What does Lucy like/dislike about her job?

How does she try to make her tours interesting?

What other job does she do?

Which of her special tours would you choose to go on?

- How long have you been working as a tour guide?

For more than ten years.

- What does your job involve?

Researching, exploring, reading, designing a tour, guiding. For me, it's always important to know who I will guide for beforehand – what country tourists are from, their ages, their reason for visiting Odessa. It helps me to evaluate their background knowledge and to provide a tour in a certain way.» [2, 68]

«- What are the main sights and attractions in your city?

The beautiful Opera House built by Viennese architects at the end of the nineteenth century.

The Potyomkin Steps connected with the mutiny on the battleship 'Prince Potyomkin' in the famous film by Eisenstein.

The non-stop beach nightlife with lots of discos, restaurants, and bars.» [2, 68]

«- Do you do any special tours?

Yes, I do Criminals of Odessa, Catacombs, Jewish Odessa, Palaces of Odessa, and a very special tour which only I do – Pirates of Odessa, which involves changing into pirate costumes, visiting a pirates' cave, and listening to and singing pirate songs.

- What do you enjoy most about your job?

I try to make a sort of performance for my tourists, I rate boring academic tours with lots of dates in them. People usually forget them. They remember the impression about the city. Some interesting stories. Sometimes I even dance and sing.» [2, 68]

«- What do you find most challenging?

Big groups of people and a stressful schedule. It happens when I work for a cruise ship.

- Have you had any interesting people on your tours?

What do you mean by 'interesting'? If you mean famous, yes. I did tours for some famous Russian actors, composers, and writers. If you mean nice to talk to, sure. Almost all of them were interesting.! always learn something from people I guide for.

- Apart from guiding, do you do any other work?

Yes, I teach English. That's also a sort of performance.

- Do you have any particular plans for the future?

Apart from guiding, I love travelling. Next year I'm going to Siberia to see Lake Baikal with my Dutch friend and then for a cycling tour around Holland.

- Any advice for someone about to start as a Tour Guide?

Love what you are doing. Be inquisitive and enthusiastic.» [2, 68]

### **Find out.**

**Exercise 8.** «Answer the next questions.

What job opportunities are there for tour guides in your area (on coach tours, cruise ships, or at visitor attractions)?

What qualifications and experience do the companies require?

What training do they give – for example, on giving commentaries and presentations, health and safety, dealing with problems?» [2, 68]

**Vocabulary.** «Standards of performance

**Exercise 9.** Use the words and phrases below to complete the 'Standards of performance' advice sheet to tour guides from a training manual.

anecdotes	first-aid kit	rapport
body language	gestures	seat belts
clarity	hazards	sense of humour
eye contact	microphone	tone»[2, 68]

### «Standards of Performance

**Aim:** To inform, entertain, and care for visitors, and enhance their experience.

Establish a welcoming \_\_\_\_\_ (1) with the group by smiling when you greet the group and introducing yourself and the driver.

Use open \_\_\_\_\_ (2) – do not fold arms, do not keep hands in pockets.

Control hand and arm \_\_\_\_\_ (3).

Check that the \_\_\_\_\_ (4) is switched on and working, and adjust it to ensure \_\_\_\_\_ (5).

Make sure that you are looking at everyone and establish \_\_\_\_\_ (6) when talking to the group.

Use voice correctly with a variety of pitch and a lively \_\_\_\_\_ (7).

Be enthusiastic and use your \_\_\_\_\_ (8) to entertain and make the group smile and laugh when appropriate.

Tell stories and \_\_\_\_\_ (9), but try not to make them too long.

Inform group about safety, use of \_\_\_\_\_ (10) on the coach, \_\_\_\_\_ (11), and emergency procedures.

Warn group of \_\_\_\_\_ (12), e.g. while walking and getting off the coach.» [2, 68]

**Exercise 10.** «What do you think these technical abbreviations and terms used by tour managers / guides mean?

comfort break

grats

Must Tells

panaramic

pax

rooming list

Top Visual Priorities» [2, 68]

**Customer care.** Personal appearance.

**Exercise 11.** «How important is the way you dress and your personal appearance in tourism? Read this extract from the 'Standards of performance' for a national Tour Guide Association.

**Exercise 12.** How would the standards be different for (a) a hot country, (b) a Muslim country, (c) your country?» [2, 68]

**Exercise 13.** «Change the standards so that they are appropriate for your country.

Dress appropriately for the occasion

City guiding – tailored trousers or skirt and a jacket for women, tailored trousers for men with jacket and tie.

Country or island guiding – as for city, but jackets maybe replaced by smart sweater weatherproof clothing and footwear, depending on season.

Outdoor activities – appropriate protective clothing for weather and conditions.

Be aware of personal hygiene and condition of clothing.» [2, 68]

**Listening.** «Practicalities on tour

**Exercise 14.** At which stage of a tour would you expect to hear the expressions listed below? Write your answers under 'Exercise 14' in the table.

when checking arrangements with other tourism service providers (e.g. hotel);

when talking to passengers at the start of the tour;

when talking to passengers during the trip;

when talking to Head Office (tour operator);

when talking to passengers when getting off the coach;» [2, 68]

	Exercise 14	Exercise 15
a) If you look to your left in a moment, you'll see...	3	
b) Hi, this is Sarah, the guide from Galloway Tours.		
c) Please be back on the coach in thirty minutes' time.		
d) Can you all hear me OK?		
e) If that's a problem, call me back on the mobile.		
f) Is the temperature OK?		
g) While I've got you, can I just check something else?		
h) We're going to take a break here.		
i) For the moment, just sit back and relax.		
j) Hi, this is Sarah again. There's another problem.		
k) So I'll tell you something about...		
l) I'm just checking you got my message.		
m) Your driver today is Ken.		
n) Please be careful as you get off.		

**Exercise 15.** «Listen to the extracts from five conversations or commentaries – they correspond with situations 1 to 5 in previous exercise. Write the letter of the conversation in the last column.» [2, 71]

**Language spot.** «Explaining arrangements

**Exercise 16.** What are the different tenses used in these sentences? Choose from the following.

Present Simple	Present Continuous	will future
Future Continuous	going to future	

You're not getting in until 9.00 p.m.

I'll be looking after you today.

We're going to be on the coach quite a lot today.

We're taking a scenic route through the countryside.

We will be stopping for lunch in a very nice hilltop restaurant.

I'll be telling you a little bit about the countryside.

I'll tell you something about this traditional dress.

We're going to have to take a two-hour break.

We're going to take a break here.

The coach departs at 11.05 precisely.

There'll be a lot of coaches parked here.» [2, 72]

**Exercise 17.** «All the sentences in previous exercise describe the future. Which forms are used to describe:

a timetabled arrangement?

a definite arrangement?

a future action over a period of time, or an action that will happen as part of a schedule?

an intention?

a decision to do something not pre-arranged?

**Exercise 18.** Put the verbs in brackets in the correct tense.

You say there are two extra for dinner? In that case, we \_\_\_\_ (set) an extra table.

We need to be at the station at 11.30 tomorrow because the train \_\_\_\_ (leave) at 11.45.

We \_\_\_\_ (stop) in a few minutes so that you can take some photos.

We \_\_\_\_ (arrive) in Edinburgh at 5.00 p.m.

Later on I \_\_\_\_ (give out) questionnaires for you to fill in.» [2]

Go to Grammar reference Unit 6.

**Speaking.** «Checking the schedule

**Exercise 19.** Role-play the conversations between a tour guide and a hotel, and a tour guide and a driver.

*Student A.* You are the tour guide. Phone the hotel to check the following.

Arrive 13.00 (later than booked).

Non-smoking section.

16 pax.

2 vegetarian.

No children.» [2]

«Now you are the driver. This is the schedule you have.



08.00 Pick up at hotel  
 10.30 Comfort break  
 12.30 Arrive Meirose (lunch & tour)  
 14.00 Depart Melrose  
 17.00 Arrive Edinburgh  
 Hotel = Crown Hotel

*Student B.* You are the receptionist at the hotel. This is the information you have.

Arrive 12.30

Non-smoking section

18 pax

No vegetarian meals booked

No children / high chairs» [2]

«Now you are the tour guide. Phone to morrow's driver to check the following,

07.30 Pick up (earlier than booked)

10.00 Comfort break (motorway)

12.00 Arrive Melrose (tour then lunch)

14.00 Depart Melrose

17.00 Arrive Edinburgh

Hotel = Crown Hotel for pax, but driver m Castle Inn» [2]

**Writing.** «Preparing notes for commentaries

**Exercise 20.** Work in groups of four. Read the dialogues and identify what the speakers actually say for these notes.

**A.** S = Sarah, R = Receptionist

S: Hi, this is Sarah, the guide from Galloway Tours. I'm just checking you got my message about the later arrival tonight.

R: Let me see... yes, you're not getting in until 9.00 p.m. – is that correct?

S: Yes, and did you get the message about the late dinner as well?

R: Yes, we've booked you a supper for 9.30 in the bar.

S: Great. While I've got you, can I just check something else? There's some confusion on the rooming list. Erm, in the printout I've got Mr and Mrs Sandford in separate rooms, but it should be a double.

R: Did you say Mr and Mrs Sandford?

S: Yeah.

R: OK ... No. we've got them for a double.

S: Oh good, and will that have a double bed or twins?

R: A double bed.

S: Thank you very much.

R: You're welcome. » [2, 73]

«**B.** Welcome, everybody. Can you all hear me OK? Yes? Good. Let me start by introducing myself-my name's Saiahand I'll be looking after you today. Your driver today is Ken. We're going to be on the coach quite a lot today because we're taking a scenic route through the countryside, so I hope you're all comfortable. Is the temperature OK? Good. We will be stopping for lunch in a very nice hilltop

restaurant, and after a visit to the castle in the afternoon, we should arrive at tonight's hotel around 6.00 p.m. i'll be telling you a little bit about the countryside and some of the places we pass, but for the moment, just sit back and relax. Once we're underway, I'll be passing through the coach, so if you have any questions about the day, please ask me.» [2, 73]

**Exercise 21.** «Work in pairs. You are guides. Choose either A or B below and say what the guide would actually say for these notes. Your partner should compare your commentary with the text.

Top Visual Priority (description)

We're now approaching one of the most famous sights in the city - Tower Bridge. Work started on the bridge in 1886 and it took eight years to complete. It was regarded as one of the great engineering achievements of the day, and was the world's largest hydraulic bridge. The two towers are each 40 metres high, and the walkway is 45 metres above the river. The walkway was closed to the public in 1910 because there had been too many suicides. The bridge usually opens at least once a day, so if we're lucky, we might see it in operation!» [2]

«Must tell (story / anecdote)

On your left, you can see Green Park. Let me tell you a story about why Green Park is called Green Park. You'll notice as we drive past that there are no flowers, just trees and grass - so it's just green. Why are there no flowers? Because in the 17th century, the king at the time used to walk through the park and pick flowers to take to his mistress – or girlfriend – who lived across the park. His wife, the queen, was, not surprisingly, not very happy about this and arranged for all the flowers to be taken out. Taking a bunch of grass to your girlfriend is not so romantic!» [2]

**Exercise 22.** «Write notes for the Top Visual Priority (a description of a famous sight) and Must Tell (an amusing story or something about the food and drink or local customs) sections for a tour in your own country or region. Remember to write only the notes, not the full text.» [2]

**Speaking.** «Coach tour role-play

**Exercise 23.** In pairs, prepare a tour of an area you know well. You can use or adapt the notes you made in Writing.

Things to remember at start

Top Visual Priority – description

Must tell – story / anecdote

Getting off reminders

**Exercise 24.** «Work in groups of five or six. Take turns to give your commentary to the rest of the group. The 'passengers' should make notes on each guide's performance using the Standards of performance in Vocabulary Exercise 9.» [2]

**Listening.** «Problems on tour.

**Exercise 25.** Listen to a guide dealing with a problem on a coach. Which of these situations has occurred?

- coach breaks down in the city centre;
- coach breaks down on the motorway;
- driver feels very ill and can't continue;
- one of the passengers faints;
- air-conditioning breaks down;
- one of the passengers gets very upset.» [2, 74]

**Exercise 26.** «Look at this list of guidelines given to tour guides. Listen to the guide again and tick the boxes when the guide demonstrates one of the guidelines.

Guideline:

- Listen to the customer
- Apologize
- Show sympathy and understanding
- Address the customer by name
- Explain and clarify
- Calm the person / people if they are agitated
- Solve the problem or offer a plan of action
- Use the support of colleagues and supervisors if necessary
- Make sure the customer knows exactly what you're going to do
- End the discussion .» [2]

**Exercise 27.** «Do you think the guide handled the situation well? Would you have done anything differently?» [2]

**Language spot.** «Language of calming and dealing with a crisis

**Exercise 28.** Match these expressions from Listening with the guidelines in Exercise 26.

- a) I'm very sorry about this, but as you can see we have a bit of a problem.
- b) Now, please keep calm.
- c) Please don't worry, Mrs Parsons.
- d) This is what we're going to do. We're going to...
- e) Oh dear, what's the matter?
- f) Don't worry.
- g) I know. I understand.
- h) Let me explain the situation.
- i) I hope that's clear?
- j) I'll tell you what we'll do.» [2, 74]

**Exercise 29.** «Here are some more expressions. Match them with the guidelines.

- a) Oh dear, that sounds terrible. Have a seat.
- b) Try to relax. I'm sure it'll be all right.
- c) Please calm down.
- d) Do you all understand what we're going to do?

- e) Let's go and ask at the desk to see if they know anything.
- f) I'm afraid I'm going to have to talk to my head office.
- g) I don't think there's any point continuing with this discussion.
- h) This is the plan of action: we're going to...» [2]

**Exercise 30.** «Work in pairs. Choose one of the expressions from Exercise 28 or 29. and say it to your partner. Your partner should respond with a different expression that does the same thing.

Example: A: Don't worry.

B: There's nothing to worry about.» [2]

**Go to Grammar reference Unit 6.**

### **Pronunciation.**

**Exercise 31.** «Listen. Which word or words are stressed most in each expression?

1. a) I'm sorry about this.  
b) I'm really sorry about this.
2. a) There's nothing to worry about.  
b) There's really nothing to worry about.
3. a) That sounds terrible.  
b) That sounds really terrible.
4. a) I do apologize.  
b) I really do apologize.

**Exercise 32.** Now listen to these versions of the same expression. Which communicates more concern, a or b?

1. a) I'm really sorry about this.  
b) I'm really sorry about this.
2. a) There's really nothing to worry about.  
b) There's really nothing to worry about.
3. a) That sounds really terrible.  
b) That sounds really terrible.
4. a) I really do apologize.  
b) I really do apologize.

**Exercise 33.** How are the a and b versions in previous exercise different? (Hint: which words are stressed most in each version?)

Practise saying the expressions in Exercise 31. Pay attention to sentence stress» [2, 75]

**Speaking.** «What would you say?

**Exercise 34.** Work in pairs. Choose one of the situations from Exercise 25, or one from the list below (or you can invent your own). What would you say?

You have fifty passengers on the coach, but the microphone is not working.

Some of the passengers say they booked a tour to a historic building, but you are already heading for a theme park.

As you are just setting off, there is loud bang from the engine and the coach stops.» [2, 75]

**Exercise 35.** Take turns to act out the situation with your partner. Correct each other's language and suggest ways of improving what you say and do.

### Key words

#### **Nouns**

anecdote

body language

clarity

comfort break

commentary

eye contact

first-aid kit

gesture

grats (gratuities)

guidelines

hazard

microphone

Must Tells

panoramictour

pax

relief driver

rooming list

sense of humour

sympathy

tone

TopVisual Priority

Tour manager

## UNIT 19. HOTEL ENTERTAINMENT

### Take off.

1. «Why do you think hotels need to offer entertainment facilities to their guests?
2. Which sort of entertainment do you think guests look for in
  - 1) a city centre hotel?
  - 2) a luxury beach resort hotel?
  - 3) a small rural hotel?
3. Which different types of hotel entertainment have you used?» [2, 76]

### Vocabulary. «Something for everyone

**Exercise 1.** Match these hotel entertainment facilities and activities with the pictures.

- |                   |                      |
|-------------------|----------------------|
| 1. aqua aerobics  | 8. pedal boat        |
| 2. cabaret        | 9. inline skating    |
| 3. casino         | 10. scuba diving     |
| 4. disco          | 11. spa centre       |
| 5. fitness centre | 12. swimming         |
| 6. kids' club     | 13. video-gaming     |
| 7. pay TV         | 14. windsurfing» [2] |



**Exercise 2.** «Classify each activity in the previous exercise. Some activities will fit more than one category,

- a) sports and recreation
- b) indoor entertainment
- c) kids' entertainment
- d) entertainment for adults» [2]

**Exercise 3.** «Add two more activities to each category.

**Exercise 4.** Choose the two activities you like best from each category. Tell your partner why you like them.

**Pronunciation.**

**Exercise 5.** Listen and practise saying the words below. Pay attention to the pronunciation of the consonants at the beginning of each word.

scuba                      diving                      skating                      sports                      swimming»  
[2]

**Exercise 6.** «Now listen and practise these words. Pay attention to the pronunciation of the consonants at the end of each word.

Kids                      adult                      practised                      went» [2]

**Exercise 7.** «Now combine words from Exercise 6 with activities from Exercise 5 and say what activities there are, or what activities people did. Be careful with groups of consonants at the beginning and end of words. Examples: The kids'scuba diving classes are in the morning. The adult skating classes are in the sports hall. We practised skating yesterday. We went swimming last night. » [2, 77]

**Exercise 8.** «Make up a tongue twister about hotel entertainment with as many consonant groups as possible. Example: The kids practised sports, but the adults tried scuba diving and windsurfing.

**Customer care.** Customers of all ages

**Exercise 9.** Tourists come in all different shapes and sizes – and ages. When it comes to entertainment, different ages may have different needs. What entertainment do you think these 'seven ages of the tourist' will require? You can choose from the items in the box if you want.

Young children (aged 0 to 12)	Families with young kids
Teenagers	Middle-aged people
Young adults	Retired people» [2]
Young couples	

Trip to a water park or theme park  
Candlelit dinner  
Making things and playing games  
Playing tennis  
Trip to a museum or art gallery  
Waterskiing or windsurfing  
Bungee jumping or white-water rafting  
Clubbing and dancing  
Good food and drink  
Shopping

But remember: don't assume your customer will want a certain type of entertainment just because they are a particular age. There may be teenagers in your care who like to visit museums and art galleries, and there may be retired people who want to go dubbing or visit a computer-game arcade!» [2]

**Reading.** What's on today

**Exercise 10.** «Look at the day's entertainment programme for the Isle of Krk hotel, in Croatia. What activities are there for

1) children early in the morning?      2) adults after lunch?      3) teenagers?

Hotel Isle of Krk, Croatia

Tues 12 Aug

ENTERTAINMENT AND ACTIVITY PROGRAMME» [2]

Time	Age & comments	Meeting point
10.00	KidZone 10.00 – 13.00. Daily activity session for 3-10s	Children's pool
10.30	Learn to DJ Teens and 'older' teens	Istria Lounge
11.30	Glass-bottomed boat trips Bring sun hats, sun cream, and sunglasses	Hotel reception area
12.00	Pool madness. Aqua aerobics for all. No one is too unfit for this training session gone mad	Adult pool
16.00	KidZone 16.00-19.00 p.m. Fun & games for 3-10s	Children's pool
16.00	Snorkelling in the sea Only for swimmers aged 12 and over Don't forget your T-shirt, sun cream, and towel	Terrace
17.00	Talent competition Rehearsals 10-16s only	Porec Lounge
20.00	Family quiz night Questions for everyone	Dubrovnic Suite
23.00	Dancing with KB Sounds Disco the night away	Dubrovnic Suite

**Exercise 11.** «Which activities

1) involve competitions and games?      2) are not suitable for young children?



3) take place indoors?

**Exercise 12.** Answer the next questions.

What do you need to take for the boat trip? Why?

Why do you need sun cream and a T-shirt for snorkelling?

What looks least interesting in the programme? What would you put in its place?» [2]

**Language spot.** Indefinite pronouns

**Exercise 13.** «Complete the sentences with anyone, everyone, no one, or someone.

1. Our entertainment programme has something for \_\_\_\_\_.
2. Is there \_\_\_\_\_ who doesn't know how to swim?
3. \_\_\_\_\_ should feel that they have lost when you play games for fun.
4. In a group of adults, there will always be \_\_\_\_\_ who doesn't like games.
5. \_\_\_\_\_ who can swim can try snorkelling.

**Exercise 14.** How do you say anyone, everyone, no one, and someone in your own language? What is the difference in meaning between these words?» [2, 77]

**Exercise 15.** «Complete these sentences.

1. A good entertainment worker is \_\_\_\_\_ who loves being with people.
2. \_\_\_\_\_ who is young, energetic, and creative can become an entertainment worker.
3. Make sure that there are questions for \_\_\_\_\_ in the family quiz.
4. When you are talking to a group, make sure that \_\_\_\_\_ is listening.
5. When you are talking to a group, make sure that \_\_\_\_\_ has the sun in their eyes.
6. I don't know \_\_\_\_\_ who doesn't enjoy a well-organized evening show. » [2, 78]

*Go to Grammar reference Unit 7.*

**Speaking.** «Preparing a daily programme

**Exercise 16.** Work in pairs. Look back at Reading, and analyse the activities programme. Ask questions like this.

- 1) Does the programme have something for everyone? Is there something to do at all times of the day?
- 2) Are the activities varied and fun?
- 3) When you have identified the weak points in the programme, think of better activities. » [2]

**Exercise 17.** «Prepare a programme of events for an imaginary hotel. Think of original names for the kids' club, the activities for teenagers, and so on.» [2]

**Exercise 18.** «Work with another two pairs. Present your programme Student A, announce the daytime activities. Student B, announce the evening activities. Say things like this:

Student A. Good morning, everyone. We hope you slept well and are ready for a lot more fun. Today's programme has something for everyone. To start the day...

Student B. Good morning, everyone. We hope you have had a great day and are ready for a lot more fun. This evening's programme has something for everyone. To start the evening...» [2, 78]

## Where in the world?

**Exercise 19.** «Read and translate the text.

The MGM Grand, Las Vegas

The MGM Grand is one of the world's biggest hotels with over 5,000 rooms. Las Vegas, of course, is famous for its casinos, but if your luck is down, is there anything else to entertain you? And what about kids? What is there for them? Read on and find out.

Guests to the MGM Grand are fascinated by the glamour and excitement of its sophisticated shows, high-class dining, and first-class nightlife. But if you want to take it easy, it's cool by the pool, once you've decided which one. This 'city of entertainment' offers its guests so much that it's more like a big-budget film studio than a place to sleep. And it's just as big. With 5,034 rooms, the \$1 billion MGM Grand resort hotel offers the maximum Vegas experience.» [2, 79]

«**Attractions:** the Lion Habitat is a glass-enclosed area where you can watch the lions feed, play, and sleep; the CBS Television City Research Center screens new television shows daily.

**Dining:** try cordon-bleu cookery at The Mansion, fresh fish at Michael Mina's Seablue restaurant, the Louisiana flavor of the New Orleans Fish House, the nouvelle cuisine of the Wolfgang Puck Bar 6 Grill, or a taste of Italy at the Fiamma Trattoria.

**Entertainment:** different visiting stars at the MGM Grand Garden Arena, a 16,800-seat special events center; the Hollywood Theatre, a 740-seat theater.

**Health club:** stay fit or get fit. Either way, the health club has what you need.

**Nightlife:** choose between the Studio 54 nightclub, and the Tabulounge. Or visit them both!» [2, 79]

«**Pools:** the 2,500 m<sup>2</sup> water complex features five pools, three Jacuzzis, and a unique 300m-long river pool!

**Shops:** Studio Walk, Star Lane Shop, Front Page News Stand, Grand Spirits, MGM Grand & Co.

**Wedding chapel:** Las Vegas weddings are world famous, and the Forever Grand Wedding Chapel offers once-in-a-lifetime wedding ceremony packages.

**Spa:** our 2,700 m<sup>2</sup> spa boasts more than 20 treatment rooms and all kinds of massages and spa services.

**Child-care facilities:** No» [2, 79]

**Reading.** Working with kids

**Exercise 20.** «Children's entertainment is very important in beach hotels. Children's entertainers usually need the help of their company training manual to do

their job well. Look at the introduction to the section on entertaining children in the manual.

Why is working with kids difficult?

Why is it important to keep kids entertained?

Coursebook Maximaal Entertainment

KIDS' ENTERTAINMENT

Remember! Remember! Remember!

Working with kids is not an easy option. They have more energy than an Olympic athlete, and are more demanding than any of your bosses at Maximaal Entertainment.» [2]

«Kids' entertainment is possibly the most important part of hotel entertainment. Why? Because happy kids make happy parents.

Always pay special attention to

Atmosphere

Safety

Themes

Reality

Ability

Parents» [2]

«I. We train you, but this is what you create. Make every day different and make it special. Put originality and effort into your programmes. The more you try, the more kids love you. And dress the part - dress up each day to fit the theme. Show the kids you're interested in them. Be a kid again. You'll be surprised how good it feels.

II. Each day has to be different and that can be hard for you. Don't despair. Remember that kids have great imaginations, and draw on that. Pirates, the stars, magicians, dinosaurs, monsters, and fairy tales - there are a thousand things that can make the focus for the day. And don't forget local and national festivities. They are also part of a kid's world.» [2]

«III. Where there are kids, there are parents. With time, you'll see that parents aren't that hard to deal with. Welcome them and their kids in the same way - with interest and enthusiasm. Use parents where possible. And don't forget: with young kids, make sure you know where the parents are.

IV. It doesn't matter how well you plan your programmes – things can change. Early or late in the season there may not be enough kids to run some activities. In the middle of the season it can get so hot that lots of kids (or their parents) want to stay indoors. This will ruin a sports or swimming day. But these are real situations and you need to accept them and adapt.» [2]

**Exercise 21.** «Match four of the points of special attention with the extracts from the manual.

**Exercise 22.** Read the extracts again. Answer the questions.

1) Why should an entertainer 'be a kid again'?

2) Think of three more themes for kids' programmes.

3) When is children's entertainment work more difficult – early in the season or in mid-season?

**Exercise 23.** Work in groups. Think of two pieces of advice for each of the other points. Pool all your ideas with the rest of the class» [2]

**Listening.** «Making a water ball

**Exercise 24.** Look at the pictures showing you how to make a water ball. Try to put them in order.

**Exercise 25.** Listen to Sonia describing how to make the water ball. Check your answers.

**Exercise 26.** Listen again and make notes.

**Exercise 27.** Use your notes and try to tell your partner how to make a water ball.

**Language spot.** Helping kids to make things

**Exercise 28.** Look at phrases a-h from Sonia's instructions. Which phrases tell the group

what they have to do ?

what they have to do and the sequence they have to follow?

- a) Blow up one of the balloons to stretch it a little.
- b) Now, once you've stretched the balloon, fill it with water and tie a knot.
- c) When you tie the knot, make the shape of the balloon as round as possible.
- d) Do you see what I mean?
- e) Now get another balloon, blow it up, let the air out...
- f) ... when you've let the air out, place the first balloon inside it.
- g) Work in twos and help each other.
- h) Have you all done that? » [2]

**Exercise 29.** «We use the imperative to tell people what to do. What other verb tenses has Sonia used?

**Exercise 30.** Look at c and f . They both begin with when and they both describe two actions. Which phrase describes

Action 1 and next Action 2?

Action 1 and at the same time Action 2?» [2]

*Go to Grammar reference Unit 7.*

**Speaking.** «Getting kids to make things

**Exercise 31.** Work in pairs.

Student A.

Materials:

- an A4-sized piece of black cardboard
- a stapler
- a white crayon

string  
elastic  
scissors

Instructions: Place the cardboard over the face, and use a crayon to mark the position of the eyes.

Carefully cut eyeholes in the position marked for each eye.

Use the crayon to colour the mask.

Make cuts in the cardboard, then fold it and staple it to give the mask volume.

Staple the elastic to the sides.

To make the hair, cut pieces of string of different lengths.

Make holes around the top of the mask. Next, pass a piece of string through each hole and tie a knot.

Do this until there is enough hair.

Student B. Study the instructions. Make sure you understand them completely. Think carefully about the language you are going to use to explain the activity.» [2]

**Exercise 32.** «Take turns to be the entertainment worker. Your partner will listen and carry out the instructions.

**Exercise 33.** When you finish, discuss how well you did with your partner. Did you have any problems giving instructions? Were the instructions and the sequence clear to your partner? Did you offer help and encouragement?» [2]

**Listening.** «Getting the job

**Exercise 34.** Listen to Ineke talking about how she got a job as a hotel entertainer in Bali, Indonesia. Answer the questions.

Why did she want to work as a hotel entertainer?

How did she find the job in Bali?

What happened at the initial selection?

Which of the following techniques does Ineke say she practised during the training session?

using the right tone of voice;

using a microphone;

keeping groups under control;

how to stand on stage;

how to organize games;

elementary first aid.

Which did Ineke enjoy more - the training or the job? How do you know?» [2]

**Vocabulary.** «The perfect worker

**Exercise 35.** Hotel entertainment work requires a special personality, specific skills, and accepting company rules. Look at the points describing the perfect entertainment worker. Which points are about

qualities and skills?

company rules?

worker-guest relations?

**Exercise 36.** Measure your own personality against that of the perfect entertainment worker. Where are you strong, and where are you weak?» [2]

«Coursebook Maximaal Entertainment: The perfect entertainment worker

Have good public relations (PR) skills.

Have a good command of the languages of the hotel's guests.

Have initiative. Be creative.

Be able to work in a team.

Have a charismatic personality.

Have an open nature.

Physical appearance - no sunglasses, no large piercings.

Wear your uniform during the day. Always wear your badge; always wear white trainers.

Be able to maintain a conversation with guests.

Behaviour - always greet guests and smile.

Behaviour-don't smoke, drink, or eat during a performance, not even water, until the performance has finished.

If there are any problems, always tell the person responsible in your team.

Never argue with a colleague in front of guests.

Keep relations with other hotel workers good.

Keep everything tidy backstage and in the mini-club.

Avoid emotional responses to guests. Think before you answer.

Trust your team.

Be careful about how you say things and about gestures and posture.

Be patient.

Don't discriminate between guests.» [2]

**Find out.**

**Exercise 37.** «What activities could you use with guests of different ages in an entertainment programme? For kids, try talking to teachers at a primary school. For teenagers, think about yourselves a few years ago. For adults, talk to your parents or your teachers.

**Exercise 38.** Work in groups. Produce an instruction sheet for each activity, and then put all of the ideas together to create your own entertainment training manual. You might want to add an appendix with the language from this unit in English and your mother tongue.» [2]

**Writing.** Email application

**Exercise 39.** «Most hotel entertainment jobs today ask you to apply online, sending a photo and CV.

**Exercise 40.** Think about your own personality and skills. Organize your ideas into separate groups. When you write, these groups will be separate paragraphs.

**Exercise 41.** Prepare an email applying for the job. If you want, go to p.56 and look at the email there to help you.» [2, 83]

### Key words

#### **Activities programme**

aqua aerobics  
cabaret  
casino  
disco  
fitness centre  
pay TV  
pedal boat  
quiz  
scuba diving  
snorkelling  
video-gaming

#### **People**

adult  
couple  
kid  
retired person  
teenager  
Perfect worker  
badge  
charismatic  
initiative  
posture  
public relations (PR)  
uniform

**UNIT 20. CHECKING OUT**

**Take off.**

**Exercise 1.** «In tourism today, it is vital to know how your customer feels about your services. Look at the hotel customer satisfaction form.

Which aspects of hotel service can you see?

Which other areas of the hotel’s services and facilities do you think will be on the form?

FAIRMONT HOTEL (Durban)

We sincerely hope that you have enjoyed your stay in the Fairmont, where our principal aim is to offer you better and better service every day. To help us do this, we would be very grateful if you could spare us a few minutes and let us know how well we have done.

Reason for visit:

Business                       Conference                       Tourism

How many nights a month do you use the Fairmont?

1 to 5                       5 to 10                       More than 10 » [2, 100]

	Very satisfied	Quite satisfied	Acceptable	Not satisfied	Poor
1. Overall rating of hotel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decoration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bed & pillows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

«Please note here any suggestions you would like to make as to how we can improve. If you would like us to reply to you, please leave your contact details here.

Company: \_\_\_\_\_                      Name: \_\_\_\_\_  
 Room number: \_\_\_\_\_                      Signed: \_\_\_\_\_» [2, 100]

**Exercise 2.** «The form has a space at the bottom for the guest to make suggestions.

What do you think are the most common suggestions?

What are the the commonest causes of com plaints in hotels?

**Vocabulary.** Front office duties

**Exercise 3.** Match the pictures with the front office duties.» [2]

answer	FAOs
check	guests in guests out
control	access to the garage



deal with	overbookings cancellations requests for foreign exchange common problems
monitor	customer satisfaction
take	bookings messages for guests incoming phone calls final payment
update	guest histories

**Exercise 4.** «Answer the questions.

- 1) Which of these duties will a receptionist carry out  
a) before guests arrive?      b) during a guest's stay?      c) when guests leave?
- 2) Which of the duties is the most routine?
- 3) Which of the duties would you find (a) the most pleasant, (b) the least pleasant?

**Listening.** Life in the front office

**Exercise 5.** Erika works in a medium-sized hotel in the centre of Berlin. Listen to her talking about life in the hotel's front office. Which of the duties from Vocabulary does she mention, and in which order?» [2]

**Exercise 6.** «Listen again. Write T (true) or F (false).

Erika has to spend all day dealing with emergencies.

Taking messages for guests is a routine task in hotels.

Answering questions is an opportunity to get to know your guests.

It's impossible to predict what sorts of questions guests will ask you.

Receptionists are responsible for monitoring customer satisfaction.

A complaint is another name for a problem.» [2, 101]

**Find out.**

**Exercise 7.** «Work in pairs. Arrange a time with a receptionist in a local hotel. Go to the hotel and ask them about the different duties they carry out. Find out which duties they

have to carry out in the front office;

see as routine;

see as an opportunity to get to know their guests;

least like doing.

**Exercise 7.** Ask them about common problems and about the procedure they are trained to follow when problems come up.» [2]

**It's my job.** «Abdol Sadeghi

**Exercise 8.** Many Westerners aren't sure, where Tehran is. But for 29-year-old Abdol Sadeghi, manager of the Tigran hotel complex, the Iranian capital is both his home and his place of work.

Why did Abdol choose to work in the hotel trade?

Which part of hotel work does he like best?

What does he do in his free time? Read on and find out.

How long have you been in the hotel business? I started very young – when I was twelve years old.

Why did you start so early? My father believes that a good manager must know every part of the job. I started cleaning the toilets, working as a waiter, and so on. He wanted me to try every aspect of the job, and not to start immediately as a manager.

Of course, you're not just a manager now? No, I'm vice-president of our group, too. » [2, 102]

«What keeps you going? I like my job. And it's a family business. It's what I can do to help my family.

And what do you enjoy most about your job? Reception work, of course, because that puts me right in contact with the public.

An average day? I don't think we have average days in our business. Most days I work twelve hours ... but it depends on the day. Sometimes I work seventeen hours. But in the low season, I can usually get two days or three days off a week.

What do you do with that time? Go out with friends, ski in winter, surf the Internet... visit my parents and my sister.

Just the sort of things anyone of his age does. Except for one thing. His mother and sister are in the Turkey branch of the business, and his father manages another complex in the north of Iran. Hotels run in the family!» [2]

**Listening.** «Common problems

**Exercise 9.** Look at the list of common problems. Listen to two people complaining to reception. In each case

1) identify the problem from the list;    2) decide who should normally deal with it.

a) the receptionist                      b) another department                      c) the duty manager

1. air-conditioning does not work;

2. room too cold;

3. shower does not work;

4. not enough light in the bathroom;

5. noise from the street / other room;

6. TV image poor;

7. cannot connect to Internet;

8. cannot get the pay-TV channels;

9. room service is low;

10. non-smoking room smells of smoke.» [2, 102]

**Exercise 10.** «Listen again and decide if each receptionist has dealt with the problem effectively. If not, identify what they did wrong and say what should have happened.

**Exercise 11.** Look at the other problems in the list. Work in groups and decide how they can best be dealt with. Report your decisions to the whole class.

**Language spot.** Responding to problems

**Exercise 12.** Listen to the situations again and complete the dialogues.

R: Oh, I'm very sorry about that. Would you like to change rooms?

G: Yes, I think I'd prefer that.

R: OK. I'll issue a new key right away and \_\_\_\_\_ you to change.

G: Until October! You're not serious? The weather forecast on TV said it would drop to 6° tonight.

R: I'll \_\_\_\_\_ you an extra blanket.» [2]

**Exercise 13.** «Which of the structures summarizes the way pet is used in previous exercise?

1) get something done; 2) get someone to do something; 3) get something for someone.

**Exercise 14.** Complete the dialogue using get and the words in brackets.

G: Hi. This is Room 431. It's very hot in my room.

R: I'm sorry about that, sir. Have you tried adjusting the thermostat?

G: Yes, I (the porter / adjust) (1) it as soon as we got into the room, but it's still very hot.

R: Mm. OK, I'll (maintenance / have a look) (2) at it.

G: Will it take long?

R: They're in the conference centre at the moment. I'll (them/do) (3) it as soon as they can.

G: Oh, OK. One more thing. Can we get tickets for the theatre tonight?

R: Ofcourse. I'll (the concierge / reserve) (4) them for you. » [2]

**Exercise 15.** «Think of three more things you can get someone to do for a guest in a hotel. Tell your partner. Example: You can get the bellboy to park a guest's car. Go to Grammar reference Unit 8.

**Pronunciation.** It's not easy to understand people who speak English quickly.

**Exercise 16.** Listen. How many words are there in each sentence?» [2]

**Exercise 17.** «Work in pairs or threes. Listen again and write down the exact words for each sentence.

**Exercise 18.** Which words were stressed most in each sentence? Mark each stressed word clearly.» [2]

**Exercise 19.** «Practise saying the sentences, paying special attention to the stressed syllables.

**Speaking.** Solving problems**Exercise 20.** Work in pairs. Act out the situations.

Student A.

Situation 1. You are the guest. Use the information and ring reception to complain. (You don't have to tell them all of the information at once.)

You are in Room 428. There is a lot of noise from the room below and you can't get to sleep. You know it's only 10.30 p.m., but you have a very early flight to catch in the morning. It sounds like the TV is on too loud, but it could be people arguing.

Situation 2. You are the receptionist. Listen to the guest and offer to solve their problem.» [2, 103]

«Situation 3. You are the guest. Use the information and ring reception to complain. (You don't have to tell them all of the information at once.)

Your shower does not work. The water is either very hot or very cold. You need a shower before you go out for supper. It's 7.00 p.m. and your table in the restaurant is booked for 8.30 p.m.

Situation 4. You are the receptionist. Listen to the guest and offer to solve their problem.» [2]

«Student B.

Situation 1. You are the receptionist. Listen to the guest and offer to solve their problem.

Situation 2. You are the guest. Use the information and ring reception to complain. (You don't have to tell them all of the information at once.)

You can't open the door with your key card. You are in Room 353. The card worked perfectly in the morning before you went out of the hotel.

Situation 3. You are the receptionist. Listen to the guest and offer to solve their problem.

Situation 4. You are the guest. Use the information and ring reception to complain. (You don't have to tell them all of the information at once.)

You asked for a snack from Room Service over 30 minutes ago. You tried ringing them again, but they are not answering the phone or it's engaged.» [2]

**Exercise 20.** «Act out new situations with the problems in the list in Exercise 9, or make up problems of your own. The guest should call from their room.» [2]

**Reading.** Check-out procedures

**Exercise 21.** «What do you know about check-out procedures in hotels? Share your experience and ideas with the class.

**Exercise 22.** Look at the flow diagram for the check-out procedure. Which sections of the training manual correspond to 1 – 7 on the diagram?» [2]

**Exercise 23.** «Read the other sections of the manual. Work with a partner and try to draw the rest of the flow diagram.

## FAIRMONT HOTEL

### DURBAN

Front office procedures:

Code: Chk. 02

Process: Check-in & Check-out

Revision: 1

Sub process: Check-out

Date: 27/04/20 –

Process 4 – check-out

Check-out should follow the flow chart below.» [2]

#### «4.1 REQUEST FOR BILL.

- a. The check-out process begins when a client asks for their bill. Bring up all of the documents connected to the client's room.
- b. Check the payment details on the screen. For payment on credit, go to 4.2. For direct payment, go to 4.3.
- c. Ask the client if they used any hotel services (bar, minibar, etc.) the previous evening. If they did, locate the charges on the computer and include them in the bill.» [2]

#### «4.2 BILLS ISSUED TO CREDIT.

##### 4.2.1 Payment on credit through agencies.

- a. Agency here means anytravel agency, conference organizing agency, internet agency, or similar.
- b. Never show the bill to the client, in order to maintain the privacy of the data on it. All agency bills are given over to the head receptionist, who sends them to the agency.

##### 4.2.2 Payment on credit to companies.

- a. With company bills, always show the client the bill, unless there is an explicit order not to from the company. Ask the client to check the bill and sign it if correct.
- b. If the client is not happy with the bill, check all items with the corresponding departments. Modify the bill in the case of error. After making any modifications, ask the client to check the bill again, and sign it to show conformity.» [2]

#### «4.3 DIRECT PAYMENT OF BILL.

- a. Where a client has to make direct payment to Reception, in cash or with a credit card, the receptionist asks the client which method they will use.
- b. Show the client the bill, detailing each item verbally. If the client is happy with the bill, ask them to sign it to show conformity.
- c. If the client is not happy with the bill, check all items with the corresponding departments. Modify the bill in the case of error. Ask the client to check the bill again, and sign it to show conformity.
- d. Once conformity has been obtained, charge the client.

#### 4.4 CUSTOMER SATISFACTION.

On a daily basis, hand out customersatisfaction feedback forms at random to four or five clients, as described in Procedure P.Quat.06» [2]

**Listening.** «Can I have my bill?

**Exercise 24.** Listen to a receptionist checking a client out.

1) What is the client’s name? 2) How does the client pay? 3) Is the bill correct?

**Exercise 25.** Listen again. The receptionist makes a mistake with the correct check-out procedure. What is it?

**Exercise 26.** What does the receptionist say to close the check-out procedure? What other things could you say just before a client leaves?» [2]

**Exercise 27.** «Look at the phrases below. Listen again. Which phrases does the receptionist use, and in which order?

- Could I just have your card for a moment?
- I’m just printing your bill out. Has everything been to your satisfaction?
- So, if I could just ask you to sign here.
- Did you have anything from the minibar last night?
- Here's your bill. Can I just ask you to check it?
- I'm sorry. I'll just check the bill again.
- I'm sorry. That was our mistake. I’ll just print out the bill again for you.
- It's been a pleasure having you here.
- Here's your credit card and this is your copy of the payment slip.
- Will the bill be on the company account?
- Will you be paying by credit card?» [2]

**Exercise 28.** «Work in pairs. Which of the phrases in previous exercise would a receptionist use in each of these situations?

A guest checking out and paying directly. The bill is correct.

A guest checking out through a company account. There is a mistake in the bill.» [2]

**Speaking.** «Checking guests out

**Exercise 29.** Work in pairs. Role-play checking out, using the hotel bill.

Student A, you are the receptionist. Student B, you are the guest. Ask for your bill. Pay by credit card. The bill is correct.

Change roles. Student A, you are the guest. Ask for your bill. Pay through the company account. The bill is not correct.» [2]

**Exercise 30.** «Invent new situations. Decide how you are paying and if the bill is correct. Act out the situations.» [2]

Invoice 47660	Room 302	No of people 1	Check in 08-07-20 –	Check out 11-07-20 –
Date	Item	Due	Balance	
08-07-20—	Room	115.00	115.00	

08-07-20—	Garage	15.00	130.00
09-07-20—	Breakfast	10.00	140.00
09-07-20—	Internet	07.50	147.50
09-07-20—	TV	08.50	156.00
09-07-20—	Room	115.00	271.00
09-07-20—	Garage	15.00	286,00
10-07-20—	Breakfast	10.00	296,00
10-07-20—	Sauna	30.00	326.00
10-07-20—	Restaura nt	42.90	368.90
10-07-20—	Minibar	11.60	380.50
10-07-20—	Room	115.00	495.50
10-07-20—	Garage	15.00	510.50
11-07-20—	Breakfast	10.00	520.50
	Government tax	-12.5%	65.06
	Local tax-2.5%		13.01
	Total taxes		78.07
	Balance due		598.57
Payment			
Client's signature	Cardholder's signature		
_____	_____		

### Customer care. «Quality standards

**Exercise 31.** Many tourism organization set 'quility standards or 'performance standards' for their employees. Quality standards for checking out customers at a hotel might include the following.

To smile and be courteous to the guest at all times.

To use the guest's name when addressing him or her.

To process a guest's closing account quickly and efficiently.

To check all items are included in the bill and to agree them with the guest.

To check the guest was happy with the service provided and, if not, to note any problems and pass them on to the management.

**Exercise 32.** Look back at the reading on check-out procedures in Exercise 23 and add one more quality standard.» [2, 106]

**Exercise 33.** «Write three quality standards for greeting and checking in a guest at a hotel.

**Exercise 34.** Choose another job in tourism-one that you might do in the future. Write three qualify standards

**Reading.** Unsolicited feedback

**Exercise 35.** Hotels have mechanisms for getting feedback, but travellers sometimes put their opinions on websites. The opinions below are about a beach hotel in Minorca, Spain. » [2]

**Exercise 36.** «Work in pairs. Read the postings and summarize the feedback in the table by grading the opinions from 1 (very poor) to 5 (excellent).

Reviewer	1	2	3	4	5
Hotel feature					
Value for money					
Suitability for families					
Food					
Entertainment					
Staff					

**Exercise 37.** Read the postings again and decide which of the three postings is most positive  
 hotel features are criticized most strongly.

**Exercise 38.** Make notes about any especially useful comments. » [2, 106]

**Writing.** «Reporting to the manager

**Exercise 41.** Unsolicited feedback like the comments in Reading is important to hotels and to resort managers.

Work with a partner. You were holiday reps together in the Hotel Espiga D'Or. You are going to prepare a report for your Resort Manager about what you found on the Internet. Decide

- what information you are going to put in the report;
- how many different sections your report will have;
- if you are going to use tables and bullet points;
- who will be responsible for writing each section.» [2]

**Exercise 42.** «Work individually and write the sections that you are responsible for. When you have finished, give them to your partner for checking.

**Exercise 43.** Work together and prepare the final version of the report.» [2, 107]



**Key words****Nouns**

account

agency

bill

check-out process

cleanliness

complaint

conformity

credit

customer satisfaction

direct payment

feedback

foreign exchange

item

overbookings

payment slip

routine task

signature

value for money

**Verbs**

check someone out

deal with

sign

update

## GRAMMAR REFERENCE

### Unit 1. Modal verbs, Verbs + -ing form or the infinitive, Present Simple and Present Continuous

#### Modal verbs

Modal verbs are special verbs that we use to talk about necessity, obligation, ability, and possibility. The most common are: have to, need to, must, can, could, may, might, should, and ought to.

Modal verbs are followed by the infinitive. With the exception of have to and need to, they are not formed in the same way as ordinary verbs.

#### Positive

*I / You / He / She / It / We / They **can** start work immediately.*

= subject + can + infinitive

Not *He can ~~to~~ start work immediately.*

#### Negative.

*I / You / He / She / It / We / They cannot (**can't**) start work immediately.*

= subject + can't + infinitive

Not *I ~~don't can~~ start work immediately.*

#### Questions

*Can I / you / he / she / it / we / they start work immediately?*

= Can + subject + infinitive Not *Do you ~~can~~ start work immediately?*

The negative forms of other modals are *must not (mustn't)*, *could not (couldn't)*, *may not*, *might not (mightn't)*, *should not (shouldn't)*, and *ought not to (oughtn't to)*.

*Have to* and *need to* are formed in the same way as the verbs have and need.

*She has to be flexible. We don't have to work long hours. Do I need to wear a uniform?*

#### Verbs + -ing form or the infinitive

Some verbs and expressions are followed by the -ing form or a noun. These include *be good at*, *dislike*, *enjoy*, *feel confident about*, *like*.

*I am good at making people relax.*

Other verbs and expressions are followed by the infinitive. These include *be able to*, *be willing to*, *can*, *have to* (= *it is necessary to*), *know how to*.

*We are willing to work long hours.*

Note that some verbs can be followed by *to* + infinitive or -ing form, with no change in meaning. These include: *begin*, *continue*, *dislike*, *intend*, *like*, *love*, *prefer*, *start*.

*She likes working independently. She likes to work independently.*

#### Present Simple + adverbs of frequency

##### Positive

*I / You / We / They **provide** good service.*

*He / She / it **provides** good service.*

= subject + infinitive

##### Negative

*I / You / We / They **do not (don't)** understand the language.*

*He / She / It **does not (doesn't)** understand the language.*

= subject + **do / does** + **not** + infinitive

### Questions

**Do** I / you / we / they **have** a private bathroom?

**Does** he / she / it **have** a private bathroom?

= Do / Does + subject + infinitive

Be careful with the he / she / it forms.

NOT *He provide good service.*

NOT *She don't understand the language.*

We use the Present Simple to talk about things that are always true.

*A tour operator organizes the different parts of a holiday.*

We can use the Present Simple + an adverb of frequency to talk about habitual actions in the present.

*I usually finish work at 5 p.m.*

To talk about a temporary activity or arrangement in the present we use the Present Continuous.

### Present Continuous

#### Positive

*I am working.*

*You / We / They are working.*

*He / She / It is working.*

= subject + am / is / are + -ing form

#### Negative

*I am not (I'm not) working.*

*You / We / They are not (aren't) working.*

*He / She / It is not (isn't) working.*

= subject + am / is / are + not + -ing form

### Questions

**Am** I working?

**Are** you / we / they working?

**Is** he / she / it working?

= Am / Is / Are + subject + -ing form

There are some verbs which cannot be used in the Present Continuous. These are have (= possess), and thinking and feeling verbs such as dislike, hate, know, like, love, remember, want.

*I hate my new job.*

NOT *I'm hating my new job.*

## Unit 2. Describing features and resources

We often use the Present Simple to describe features and resources.

*New Zealand lies in the South Pacific Ocean. It consists of two islands.*

*The islands are very green. There are many beautiful flowers.*

*The extreme north has got a subtropical climate.*

Note: consist + of + noun.

Remember that we use *There is* + Singular or uncountable nouns and *There are* + plural nouns.

When describing a location we can use verbs such as *be* or *lie*. However, it is also very common to use the Present Simple Passive.

### Present Simple Passive

#### Positive

New Zealand **is located** in the South Pacific Ocean.

= subject + am/is/are + past participle

#### Negative

New Zealand **is not (isn't) located** in the South Pacific Ocean.

= subject + am/is/are + not + past participle

### Questions

**Is** New Zealand located in the South Pacific Ocean?

= Am/Is/Are + subject + past participle

It consists of two islands.

NOT It ~~is consisted~~ of two islands.

The Balearic Islands are located between Spain and North Africa.

NOT The Balearic islands ~~locate~~ between Spain and North Africa.

Other verbs like *be located* are *be situated* and *be found*.

*Mount Etna is found in Sicily.*

*The main harbour is situated on the west coast.*

The verbs *lie*, *consist*, and *have got* are not used in the Passive.

## Unit 3. Present Simple questions, Prepositions of time

### Questions

We usually make Present Simple questions with *do/does*.

*Do you have a brochure?* = Do/Does + subject + infinitive.

We usually answer Yes or No to these questions.

With some verbs, questions are not formed with *Do/Does*. These include the verbs *be*, *can*, and *have got*.

*Is the hotel near the sea?*

= Present Simple of **be** + subject

*Can you give me a discount?*

= Can + subject + infinitive

*Have you got a brochure?*

= Present Simple of **have** + subject + got

Note that it is possible to say both *Do you have?* and *Have you got?*

### Prepositions of time

We often use the prepositions *in*, *at*, *on*, and *for* to talk about time.

**in** parts of days, months, seasons, years

*in the morning, in the afternoon*

*in March*

*in winter*

*in 2007*

to say how soon something is going to happen

*The tour will start in two weeks.*

**at** *at times of the day, mealtimes*

*at 8 a.m., at 4 p.m.*

*at midnight. at dawn*

*at breakfast, at lunch*

also: *at night at the weekend, at Easter*

**on** *on days of the week, special days, dates*

*on Sunday, on Saturday afternoon*

*on Christmas Eve, on my birthday*

*on 7 June*

**for** *to talk about how long something will last*

*We will stay in Barcelona for two days/for a long time/for a short time.*

#### Unit 4. Giving reasons, describing trends

##### Reasons

There are several ways of giving a reason for something: because, because of, to, for, in case.

*I'm in London because I'm going to university reunion.*

because + subject + verb

*The flight was delayed because of fog.*

because of + noun

*We went to Berlin for my sister's wedding.*

For + noun

*They're in New York to attend a conference.*

to + infinitive

*In case* refers to a reason that might happen.

*We're leaving early in case there are delays.*

(= because there might be delays)

These expressions are often used in response to the following types of questions.

*Why are you travelling to Madrid?*

*What's the reason for the delay?*

*What's the purpose of the supplement?*

##### Describing trends

We can describe current and past trends by using different tenses.

Present Continuous describes a current trend.

People **are taking** more diverse holidays.

= subject + is / are + -ing

Present Perfect describes a trend that began in the past and which continues up to the present.

Independent holidays **have become** more popular.

= subject + has / have + past participle

Past Simple describes a trend that ended in the past.

The country's revenue from tourism **increased**.

= subject + past form

It is common to use a time phrase with the different tenses to show what period of time we are referring to. These often go at the beginning of the sentence.

Present Continuous *nowadays, today*

Present Perfect *since + past point in time, so far, up to now*

Past Simple *dates, periods of time in the past.*

*Nowadays, fewer people are using travel agents.*

*Since 1999, the number of holidays booked online has increased each year.*

*Between 1985 and 1998, Spain's revenue from package tourism dropped.*

### Adverbs of degree

We often use an adverb of degree to show how quickly or slowly trends develop. These include:

slowly / gradually / steadily → strongly / sharply / dramatically

*Online bookings have increased **dramatically** over the past five years.*

## Unit 5. Open and closed questions, Suggestions and advice

### Questions

Closed questions can be replied to with yes or no. They generally begin with a form of the verb be or an auxiliary verb such as do, can, or have.

*Can she stay for longer than two weeks? Yes, she can.! No, she can't.*

*Do you often go on package holidays? Yes, I do! No, I don't.*

= auxiliary verb + subject + main verb

Note that it is more usual in English to reply to a closed question with a short answer, rather than a simple yes or no.

Open questions are used when we want information. They begin with question words such as where, who, what, which, when, why, whose, how. Other question words beginning with how are:

how long (= time), how far (= distance), how often (= frequency), how much / many (= quantity)

*How did you travel here? By train! / I travelled here by train.*

*When did you arrive? at 10 o'clock. / I arrived at 10 o'clock.*

= question word + did + main verb

### Suggestions and advice

There are several ways of making suggestions and offering advice.

<i>You should</i>	+ infinitive	<i>You should try the Best of Australia tour.</i>
<i>Why don't you</i>	+ infinitive	<i>Why don't you take the full-board option?</i>
<i>You could</i>	+ infinitive	<i>You could look for information on the Internet.</i>
<i>If I were you, I'd</i>	+ infinitive	<i>If I were you, I'd travel in the spring.</i>
<i>Your best option is to</i>	+ infinitive	<i>Your best option is to hire a car.</i>
<i>How about</i>	+ -ing	<i>How about going by bus?</i>
<i>Have you thought about</i>	+ -ing	<i>Have you thought about going by bus?</i>

## Unit 6. Comparatives, Describing a timetable

### Comparatives

Look at the table below.

Adjective	Comparing two things	Comparing more than two things	Two syllables ending in y	replace y with i + -er	easy the easiest
One syllable	+ -er, -est	cheap cheaper the cheapest	Two syllables	+ more / most	famous more famous the most famous
One syllable ending in -e	+ -r, -st	large larger the largest	Irregular adjectives		good better the best bad worse the worst far farther / further the farthest / the furthest
One syllable ending in one + one consonant	duplicate consonant + -er	big bigger the biggest			

*Not e: we do not duplicate w.*

Other ways of making comparisons are (not) as ... as *A bus is not as convenient as a taxi.*

less + adjective + than *The trains are less frequent now than in the morning.*

### Describing a timetable

The simplest way of describing a timetable is to use the Present Simple and a time or place phrase.

*The train departs at 9.00.*

= subject + present simple + phrase

A phrase can consist of a preposition of time, e.g., *at midnight, in the morning, on Tuesdays*; a preposition of place, e.g., *from platform one, in the main square, at the bus stop*

We use verbs such as *leave, depart, arrive, run, operate, take.*

*The ferry takes one hour and thirty minutes.*

To describe special rules or instructions on timetables, a passive form is often used e.g., *, may / can / may not / must / must not + be + past participle*

*Baggage must not be left unattended.*

## Unit 7. Talking about experience, describing service provision

### Talking about experience

We often use the Past Simple and the Present Perfect to talk about experience.

#### Past Simple

Positive: *I enjoyed the tour.* = subject + past form

Negative: *I didn't see the Northern Lights.* = subject + did not (didn't) + infinitive

Questions: *Did you visit the famous Ice Hotel?* = Did ... subject + infinitive

Short answers: *Yes, I did. / No, I didn't.*

We use the Past Simple to talk about something that happened on a particular occasion in the past. We often use time expressions with the Past Simple.

*They found a much better travel company.*

*I tried windsurfing last year.*

### **Present Perfect**

Positive: *I have tried white-water rafting.* = subject + have / has + past participle

Negative: *I haven't found a suitable company.* = subject + have / has not + past participle.

Questions: *Have you visited the famous market?* = Have / has + subject + past participle.

Short answers: *Yes, I have. / No I haven't.*

We use the Present Perfect to talk about things that have happened to us at some point in our lives. It is generally not important when these happened because the Present Perfect focuses on the experience itself.

*I've climbed Costa Rica's highest peak.*

When talking about experiences, we often use *ever* with questions in the Present Perfect to mean 'at any time in your life'.

*Have you ever visited Machu Picchu? No, I've never been there.*

### **Describing service provision**

We can use several tenses and verb forms to describe the services that are available to customers.

### **Present Simple**

Verbs such as *offer* and *provide* are a better choice than *have*, while *boast* is often used in persuasive styles of text.

*New York offers a wide range of attractions to suit all tastes.*

*Costa Rica boasts fantastic wildlife.*

### **can**

You can + infinitive describes a range of possibilities.

*You can learn about the Hindu religion and see the last unspoilt place in the world.*

### **Present Simple Passive**

We can use verbs such as present, provide, and offering this form.

*Many opportunities are provided to learn about the important ecological work in the area.*

### **Imperative**

This is another structure that is often used in persuasive texts, as it addresses the reader directly.

*Book now for the thrill of a lifetime!*

## **Unit 8. Like or dislike, Polite questions**

### **Like or dislike**

There are several ways of talking about things that we like or dislike.

Strongly like: really love, love, really like, like, prefer, quite like.

Neutral: don't mind, don't /ike / dislike, really don't like, hate.

Strongly dislike: really hate.

All these expressions take the same structure: verb + -ing or verb + noun.

*I really hate queuing at the check-in. / I really hate the check-in.*



*She **doesn't mind waiting** in the departure lounge.*

*Do you **like landing**?*

Note that mind can only take verb + -ing.

### **Polite questions**

We usually make questions with an auxiliary verb and a main verb.

*Can you **answer a few questions**?* = **auxiliary verb** + subject + **main verb**

*Where **do you work**?* = question word + **auxiliary verb** + subject + **main verb**

We can make questions more polite by phrasing them in a less direct way.

Would you mind + ing                      *Would you **mind telling** me what you do?*

Could you + infinitive                      *Could you **give** me a few minutes of your time?*

Can I ask you + indirect question                      *Can I **ask you** where you work?*

Note the difference between a direct and an indirect question.

Direct question: *Where do you work?* = question word + auxiliary + subject + infinitive

Indirect question: *(Can you tell me) where you work?* = question word + subject + infinitive

## **Unit 9. Responses and orders**

### **Responding politely to questions and requests**

When responding politely to requests and questions, we often give expanded answers rather than simply saying *yes* or *no*.

*Could you help me? Yes, of course.*

*Do you know if the train is on time? Yes, I think so.*

*Has the plane left? Yes, I'm afraid it has.*

We often begin a refusal or other negative response with an apology.

*Do you know where the nearest chemist is? No, sorry. I don't know the area very well.*

*Have you got a pen? No, I'm sorry, I haven't.*

*Couldn't you upgrade me? I'm afraid not. The flight's full.*

### **Giving orders and stopping people doing something**

Some orders are more direct, and therefore less polite. Some are indirect and therefore more polite. However, a lot will depend on the tone of voice used to give the order.

**Imperative.** The imperative takes the infinitive form. In the negative, *Do not* or *Don't* come before the infinitive. This is the most direct way of giving an order.

*Fasten your seat belts.*

*Don't smoke in this area.*

**Please + imperative.** Please + imperative is more polite than the imperative on its own, but still rather official.

*Please take your jacket off.*

*Don't use your mobile, please.*

**Can / Could you ...? + infinitive.** Can is relatively informal, and is often used with please, while could is generally more polite than can.

*Can you wait behind the yellow line (please)?*

*Could you fill in this form?*

**I 'm sorry / I 'm afraid.** It is polite to apologize when stopping someone from doing something.

*I'm afraid this is a non-smoking area.*

*I'm sorry, you can't take photographs here.*

**If clause.** An *if* clause can be used to ask someone to do something. It is often followed by the Present Simple or could. This is the most polite form of instruction.

*If you could just take a few moments to fill in this form.*

### Unit 10. Describing location

We use certain prepositions to describe where things and people are. These include *at, in, on, between, near (to), and next to*.

**at** for a building or an address

Many people stay at our campsite.

The guesthouse is located at 12 Norlhumberland Avenue.

**in** for a specific street, town, or country, and the countryside in general

The hotel is in Norlhumberland Avenue.

I'd prefer to stay somewhere in the countryside.

**on** for rivers, the coast, famous streets, and floors of a building

I'm staying at a hotel on Fifth Avenue.

Our room is on the seventh floor.

Note that both *in* and *at* can be used for buildings. *In* generally refers to a position inside, while *at* suggests the function of the building.

He's at the gym. (= he is doing exercise)

He's in the gym. (= his location is inside the gym)

*In, at, and on* are used in many other expressions to describe location, which need to be learnt individually, e.g. ***in the middle, at home, on the top...***

**Between** means in the middle of two things.

*The gymnasium is between the car park and the swimming pool.*

**Opposite** means on the other side to a person, building, or other object.

*My hotel is opposite the station.*

NOT: *My hotel is ~~opposite to~~ the station.*

**Near (to)** means not very far from something or someone.

*I'd prefer to be near (to) the financial district.*

**Next to** means at the side of something or someone.

*I am standing next to the conference centre.*

### Unit 11. If sentences

#### If sentences

We use *if* to describe actions or situations that are conditional on other events. The *if* clause describes the condition, while the main clause describes the action or consequence.

*If you require a special diet, please let us know.*

We can talk about conditions in the past, present, or future.

#### Condition

If + Present Simple, Present Continuous, Present Perfect

**If you are travelling** alone, you may have to pay a surcharge for your room.

Note that we don't use will after *if*.

NOT If you ~~will~~ require a special diet, please let us know.

### Consequence

Present Simple, imperative, can, will, may, might, must, should.

*If you decide to stay for longer than a month, we will offer a discount.*

It is not always necessary to begin the sentence with the *if* clause.

*We will offer a 50% refund if you cancel your holiday.*

Note that there is no comma between the two parts of the sentence when it is in the second part of the sentence.

### Unit 12. Verb patterns, Superlatives

There are several types of verb patterns:

verb + object                      *The hotel **provided** a questionnaire for each guest.*  
*provide, offer*

verb + to + infinitive      *The company **is prepared to invest** heavily.*  
*be prepared to, hope to, need to* We are **hoping to attract** a lot more customers.  
*The hotel **needs to develop** a leisure programme.*

verb + object + to + infinitive      *We **asked him to write** a report.*  
*give, send, ask, tell*

verb + object + infinitive      ***Let your customers know** about changes to your services.*  
*let, make*  
*The hotel **made him pay** a single supplement.*

### **Superlatives**

When we are comparing more than two things, we use the superlative form.

Compare the rules for formation of the comparative and the superlative.

Adjective	Comparative	Superlative
One syllable	+ -er, -est	Cheap, cheaper, the cheapest
One syllable ending in -e	+-r, -st	Large, larger, the largest
One syllable ending in one + one consonant	duplicate consonant + -er	Big, bigger, the biggest
Two syllables ending in y	Replace y with i + -er	Easy, easier, the easiest
Two syllables	+ more / most	Famous, more famous, the most famous

*Note: we do not duplicate w.*

Irregular adjectives: good, better, the best;

bad, worse, the worst;

far, farther / further, the farthest / the furthest.

*Italy's tourism campaign was judged to be the best.*

*The highest number of people voted for New York's campaign.*

*All the campaigns highlighted the most interesting and unusual aspects of the country.*

In the same way that *less* is the opposite of *more*, *most* is the opposite of *least*.

*The least successful campaign was also the most innovative.*

### Unit 13. Advice and obligation

#### ADVISE

##### *should*

We use *should* and *shouldn't* to tell someone what we think is the best thing to do, or not to do.

**Positive.** *You should make sure that you have a good night's sleep before changeover.*

= subject + should + infinitive without to

**Negative.** *You shouldn't get too drunk on your day off.*

= subject + shouldn't + infinitive without to

##### *avoid*

We use *avoid* to mean the same as *You shouldn't*. However, *avoid* has a different form.

*Avoid partying too much at the beginning of the season.*

*Avoid this if you can.*

= Avoid + -ing form

= Avoid + noun or pronoun

Note that *avoid* can also be combined with *You should*.

*You should avoid partying too much.*

##### *Don't*

*Don't* is used when giving advice.

*Don't expect to have a private life as a ski rep.*

= Don't + infinitive without to

Note that we cannot say *You don't...* when giving advice.

~~NOT You don't expect to have a private life.~~

#### OBLIGATION

##### **have to**

We use *have to* to talk about an action that is necessary because of laws or rules.

*You have to wear your uniform at all times when on duty.*

- subject + have to + infinitive without to

##### **mustn't**

*mustn't* is the negative form of *have to*. We use *mustn't* to tell someone what they can't do because of laws or rules.

You **mustn't** drink alcohol before you go skiing. There's a fine of €500.

= subject + mustn't + infinitive without to

## Unit 14. Making Predictions

### Will

The most common way of making predictions is by using *will*.

**Positive.** *The rain will last all day. It usually does.*

= subject + will + infinitive without to

**Negative.** *These strong winds won't die down today, I'm afraid.*

= subject + won't (will not) + infinitive without to

**Questions.** *Will the storms last all day?*

= Will + subject + infinitive without to

However, because we are often uncertain about the likely outcome of a situation, it is common to use *will* in combination with the verb *think*.

*I think it will be overcast all day.*

*We don't think these heavy showers will last.*

*Do you think that the rain will clear soon?*

Note that we do not tend to use the positive form of *think* with *won't* / *will not*.

NOT ~~We think these heavy showers won't last.~~

Other question forms when asking someone to make a prediction are

*Do you know if the café will be open?*

= Do you know if + subject + will + infinitive without to

and

*Do you know what the food will be like?*

= Do you know what + subject + will be like

It is more polite to use *Do you think...?* or *Do you know...?* when asking someone to make a prediction, as *will* is rather impolite.

### going to

We use *going to* + infinitive without to to make a prediction based on what has already started to happen. For example, we could use *going to* to predict rainy or stormy weather if the sky has started to get darker.

*Look at those clouds! It's going to rain.*

= going to + infinitive without to

We also use *going to* when reporting a prediction made by someone else. If we are not talking about a specific person, we use the pronoun *they*.

*You should take a coat. They said it's going to get a bit colder this afternoon.*

## Unit 15. Responding to special requests, Identifying and checking special needs.

### Responding to special requests

There are several expressions we can use when responding to requests. These carry different degrees of certainty, ranging from 'definitely yes' to 'definitely not'.

definitely yes	<i>Of course.</i> <i>No problem.</i>
probably yes	<i>That <b>shouldn't</b> be a problem.</i> <i>I don't see why not.</i>
possibly yes	There <b>might</b> be a problem (if...). You <b>may</b> need to pay something. I'm not sure. We <b>may</b> possibly be able to make arrangements.
definitely not	Sorry, you <b>can't</b> . You <b>mustn't</b> remove them from their natural habitat.

Note the use of modal verbs *shouldn't*, *can't*, *mustn't*, *may*, and *might* in the sentences above.

### Form of modal verbs

All modal verbs are followed by infinitive without to. They do not have an -s in the third person singular, and do not use the auxiliary *do* to form the negative and questions.

**Positive.** *That **should** be all right.*

= subject + must /can /should /may /might + infinitive without to

**Negative.** You **mustn't** remove them from their natural habitat.

= subject + *mustn't* / *can't* / *shouldn't* / *may not* / *mightn't* + infinitive without to

Note that in this form *may not* is never shortened to *mayn't*.

**Questions.** ***Can** we take some of the plants back with us?*

= *Must /Can/Should /May /Might* + subject + infinitive without to

### Use of modal verbs

*Should / shouldn't* is often used when we are advising someone (not) to do something. When responding to a request, it generally means that an action may or may not be possible.

*Might / mightn't* is always used to talk about a small possibility of something happening.

*May / may not* is similar to *might / mightn't*, but suggests a stronger possibility

*Can/can't* is used in many situations, e.g. to talk about ability, to ask for permission, and to make requests. When responding to a request, we use *can/can't* to say what someone is (not) permitted to do because of the circumstances.

*Must / mustn't* is a stronger way of telling someone that they can or can't do something, generally because there is a rule or law which requires or forbids it.

### Identifying and checking special needs

We can use a Passive form when we want to check that arrangements have been made.

### Present Passive

We can use the Present Simple to talk about a timetabled event.

*Everything **is set up** for the guests.*

= subject + Present Simple of be + past participle

Note that the past participle of many verbs is the same as the Past Simple form.

<b>infinitive</b>	<b>Past Simple</b>	<b>past participle</b>
buy	called	called
call	bought	bought

However, some verbs have a different past participle form, which must be learned.

<i>Give</i>	<i>gave</i>	<i>given</i>
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We can use the Passive in other tenses.

### **Present Continuous Passive**

*The hotel is being upgraded.*

= subject + Present Simple of be + -ing form + past participle

### **Past Passive**

*A new extension was added last year.*

= subject + Past Simple of be + past participle

### **Present Perfect Passive**

*The whole entrance has been adapted.*

= subject + Present Perfect of be + past participle

### **need + to be + past participle**

To talk about changes that are necessary we can use *need*. The most common way to do this is by using *need + to be*.

*We need to be accommodated in ground floor rooms.*

= subject + Present Simple of need + to be + past participle

### **need + -ing form**

*need + -ing form* is more informal.

*The bar needs upgrading.*

= subject + Present Simple of need + -ing form

The forms *need + to be* and *need + -ing form* have a similar meaning when we talk about work that is necessary.

*The bar needs to be upgraded.*

*The bar needs upgrading.*

However, when we talk about people, we generally use *need + to be*.

~~NOT We need accommodating in ground floor rooms.~~

*Need* can also be used in other tenses.

*The group will need to come through reception.*

## **Unit 16. Describing dimensions, capacity, and facilities**

### **Describing dimensions, capacity, and facilities**

We talk about dimensions in the following ways.

### **Present Simple of measure**

*The room measures 30 metres by 15 metres.*

### **Noun + be**

*The dimensions of the room are 30 metres by 15 metres.*

To talk about capacity, we use the following.

### **can**

*Can + infinitive without to* is used to talk about many things but, when combined with the verb *seat*, refers specifically to the capacity of a room or other space.

*The room **can seat** over 500 people.*

Prepositions such as *over* and *up to* are frequently used when describing capacity.

### **Noun + have /has a capacity of**

*Both rooms **have a capacity of up to** 500 people.*

To talk about facilities we use the following forms.

### **Present Passive**

We can use the Present Passive of the verb *equip* + *with*.

*The room **is equipped with** a projector.*

= subject + Present Simple of be + past participle

### **Present Simple of contain**

*The room **contains** audio-visual equipment and a flip chart.*

### **can**

We use *can* + infinitive without *to* to talk about facilities when combined with a personal pronoun and a verb such as *provide* or *offer*.

*We **can provide** a lamination service.*

### **have /has got**

*The room **has got** videoconferencing facilities.*

*We **have got** a digital projector.*

### **There is ('s) / There are**

***There's** a laptop in each room.*

## **Unit 17. The Passive**

We use a Passive verb when we do not know who did something, or when it is not important to say who did it. While we can use the Passive to say something in a more formal way, it is used very commonly when we are describing buildings and attractions.

### **Present Passive**

The Present Passive describes a scene, process, or situation that exists in the present.

*The main hall **is used** for special occasions.*

*The gardens **are lit** at night.*

= subject + Present Simple of be + past participle

If we put the two sentences above into an Active form, we would need to add a subject to say who was using the main hall and who lit the gardens at night.

***They** use the main hall for special occasions.*

***People** light the gardens at night.*

We use the Passive to avoid having to mention who performed the action if we think it is not relevant, or if we don't know who did it.

### **Past Passive**

The Past Passive describes a finished action, rather than a situation that exists now.

*The tower **was added** in 1654.*

*The walls of the city **were built** in the tenth century.*

= subject + Past Simple of *be* + past participle



As for the Present Passive, if we used an Active verb form, we would need to add a subject.

*Someone added the tower in 1684.*

*They built the walls of the city in the tenth century.*

### Passive with **by**, **of**, **for**

Note that it is common to use these prepositions to add more information after a Passive verb form.

<b>by</b>	We use <i>by</i> if we want to use a Passive verb form but also need to mention who made or did something. <i>The Eiffel tower was built <b>by</b> Gustave Eiffel.</i>
<b>of</b>	We use <i>of</i> to describe the material that is used to make something. <i>The building is made <b>of</b> stone.</i>
<b>for</b>	We use <i>for</i> + <i>-ing</i> form or noun to talk about the purpose of, or reason <b>for</b> , doing something. <i>The Great Hall was built by the prince <b>for</b> entertaining guests.</i>

## Unit 18. Explaining arrangements, Language of calming and dealing with a crisis

### Explaining arrangements

There are several ways to talk about the future.

#### Present Simple

We can use the Present Simple to talk about a timetabled event.

*The coach **departs** at 10.30 on Sundays.*

We also use the Present Simple in a two-part sentence after *when*, *if*, *before*, *after*, *as soon as*, and *until*.

The other part of the sentence uses *will*, *going to*, or the imperative.

*Please give me a call **as soon as** you **arrive** at the hotel.*

NOT ~~... as soon as you will arrive at the hotel.~~

#### Present Continuous

We can also use the Present Continuous to talk about a pre-arranged event, but not one that is part of a regular programme or timetable.

*The coach **is leaving** in five minutes.*

*We **'re all going to** the club tonight.*

= subject + Present Simple of be -t- -ing form

NOT ~~The coach is leaving every Sunday at noon.~~

It is very common to use a time expression with the Present Continuous when talking about the future, so that it is not confused with something that is happening now. Compare the following.

future                    *The coach **is leaving** in five minutes.*

present                   *The coach **is leaving**.*

### Will future

*Will* is not normally used to talk about timetables or planned events. We use *will* when we decide what to do at that particular moment, e.g. to promise or offer to do something, and to make requests.

*I'll wake you up before we arrive.*

subject + will ('ll) + infinitive without to

### Future Continuous

We use the Future Continuous to talk about what will be happening at a certain point in the future.

*During the journey we'll be offering you a complimentary drink.*

= subject + will + be + -ing form

### going to future

We use *going to* + infinitive without *to* when we talk about our intentions. We have already decided what to do.

*I'm going to read out your names to check that you're all here.*

= subject + Present Simple of be + -ing form

*going to* is also used when we can see the result of something that is happening now.

*Take a coat. It's going to be cold.*

### Language of calming and dealing with a crisis

We can use several ways to reassure someone about a situation.

#### Imperative

**Positive.** *Please keep calm. Calm down.*

= infinitive without to + adjective or adverb

Note that some verbs are followed by a preposition, e.g.

*Try + to*

*Look+at*

*Try to relax.*

*Look at me.*

= infinitive without to + preposition + infinitive without to

**Negative.** *Don't worry. Please don't apologize.*

= Don't + infinitive without to

#### Let

The verb *let* means 'allow', and is used in the imperative form. It is followed by a name or object pronoun, e.g. *me, him, her*.

**Positive.** *Let me explain. Please let us help you.*

= Let + object pronoun + infinitive without to

The negative form *Don't let* + object pronoun + infinitive without to exists, but is not used when calming a person down.

#### Let's

Note that we can use *Let's* as a means of suggesting a solution or course of action. This is not the same as the imperative *Let*, and has a different form.

*Let's go and ask at the desk.*

= Let's + infinitive without to

### going to

*going to* is another way to talk about a decision or course of action that we have made. We use *going to* when we have thought about the situation, and have come to a decision.

*This is what we're going to do.*

= *going to* + infinitive without *to*

### will

We use *will* when we are offering to do something, or when we decide to do something immediately.

*I'll tell you what I'll do.*

= subject *will* ('ll) + infinitive without *to*

## Unit 19. Indefinite pronouns, Helping kids to make things

### Indefinite pronouns

We can combine *any*, *every*, *no*, and *some* with *-one* / *-body*, *-thing*, or *-where*. You must leave a space between *no* and *one*, but all other combinations form a single word. The meanings of the new words are easy to guess, for example

*Anyone* / *anybody* = it doesn't matter who

*Everywhere* = all the places

*nothing* = not one thing

*someone* / *somebody* = a person

We use *any* when we are talking generally, whereas *some* could refer to a particular person, thing, or place.

We use a singular verb with all these combinations.

*Everyone has breakfast in the same restaurant.*

*Nothing is wrong with the programme.*

After words with *-one* or *-body*, we normally use *they* / *them* / *their* to show possession, rather than *his* / *her* / *its*.

*Everyone is having their lunch.*

Generally, when *any-*, *every-*, *no-*, and *some-* are the subject of the sentence or clause, we use a positive verb.

*No one has complained.*

*Anything is possible on this tour!*

*Make sure that someone knows where you are going.*

~~NOT No one hasn't complained.~~

When *any-* is the object of the sentence, the main verb is negative. It is also common to use *any-* in questions.

*I didn't like anything on the menu.*

*Did you learn anything on the course?*

When *no-* is the object of the sentence, the main verb is positive.

*I learnt nothing on the course.*

*some* is not commonly used in the negative or in questions, while *every-* can be used in the positive, negative, and in questions.

We can combine *something*, *everyone*, etc. with other adjectives.

*Did you go anywhere interesting?*

### Helping kids to make things

When giving instructions, we often use the imperative.

**Positive.** *Inflate one of the balloons.*

= infinitive without *to*

**Negative.** *Don't put too much water in it.*

= Don't + infinitive without *to*

In a series of instructions, we need to be able to say in what order things have to be done. One way to do this is to use words such as *now*, *then*, and *after that*.

*Now get another balloon and fill it with water. Then tie a knot in it.*

Another way is to use *when* with either the Present Simple or Present Perfect. Be careful, as the tense you use changes the meaning of the sentence.

### When + Present Simple

We use *when* with the Present Simple to describe two actions that happen at the same time.

*When you tie the knot, make the shape of the balloon as round as possible.*

### When + Present Perfect

We use *when* with the Present Perfect to talk about one action that follows another.

FIRST ACTION

SECOND ACTION

**When you've let** the air out, place the first balloon inside it.

Remember that the form of the Present Perfect is subject + *have / has* + past participle.

Instead of *When* + Present Perfect, we can use *Once*.

*Once you've stretched the balloon, fill it with water.*

## Unit 20. Responding to problems

When responding to problems, we often use *will* or *can* + infinitive without *to* to tell someone what we are going to do.

*I'll ask the engineer to look at your air-conditioning unit.*

*I can ask the housekeeper to dry-clean your coat.*

### get

Another common way to talk about helping someone is to use *get*. This is a very common verb in English, and has several different meanings. It is found in many phrasal verbs, e.g. *get out*, as well as in expressions such as *get into bed*. Some meanings are used more in speech, e.g.

*get* + an idea or joke = understand – *I don't get it. Can you explain it again?*

However, there are many other meanings of *get* that can be used in both written and spoken English.

*have got* = have – **Have you got** any luggage?

*get* (+ noun) = receive – *I didn't get the message.*

*get to* (+ noun) = arrive at / in – **I got** to the airport just in time.

*get* (+ adjective) = become – *It's getting* very warm.

*get* (+ noun) = obtain or buy – *It's cold. I'll get an extra blanket.*

When responding to problems, it often means 'obtain'.

To make it clear that we are doing something for another person, we generally add *for* + pronoun or noun.

*I'll get an extra blanket **for you**.*

*I'll get some aspirin **for your wife**.*

Note that another very common way of saying this is for the person, e.g. *you*, to follow *get*.

*I'll **get you** an extra blanket.*

*I'll **get your wife** some aspirin.*

**get + object + infinitive with to**

We use this structure when we promise to ask another person to help in some way.

*I'll **get maintenance to look** at the heating in your room.*

*I'll **get the porter to help** you.*

*I'll **get the housekeeper to give** you a blanket.*

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Навчальне видання

*Фурт Дар'я Володимирівна*

**ENGLISH FOR TOURISM**

Навчальний посібник

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