

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Донецький національний університет економіки і торгівлі
імені Михайла Туган-Барановського

Кафедра іноземних мов

Д. В. Фурт

TOURISM

Методичні вказівки до практичних занять
з дисципліни
«Іноземна мова (англійська)
професійного спрямування (II рівень)»
для студентів напрямку підготовки
6.140103 «Туризм»

Кривий Ріг – 2016

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Затверджено
на засіданні кафедри іноземних мов
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Запропоновані методичні вказівки спрямовані на розвиток у студентів навиків володіння англійською мовою. Робота призначена для студентів туристичних спеціальностей.

Метою методичної розробки є формування у майбутніх фахівців активного лексичного запасу зі спеціальності, розвиток комунікативних навичок та умінь спілкуватися з іноземними партнерами.

Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Методичні вказівки відповідають сучасним вимогам до навчальної літератури.

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ПЕРЕДМОВА INTRODUCTION

Методичні вказівки “Tourism” призначено для студентів напряму підготовки 6.140103 «Туризм» денної та заочної форм навчання.

Метою розробки є розвиток комунікативних навичок за допомогою ситуацій, наближених до реальних, практичне оволодіння різними видами мовленнєвої діяльності відповідно до профілю майбутньої спеціальності.

Вправи та завдання у посібнику сприяють вивченню лексики за темами. Посібник складається з шести тем (Units), що відповідають темам робочої навчальної програми курсу.

У результаті опрацювання усіх тем студенти повинні знати лексику, граматику, фонетику, орфографію, передбачену програмою курсу, вміти читати та перекладати текст з побутової та професійної тематики середньої складності; спілкуватися іноземною мовою на побутові, суспільно-політичні та професійні теми в межах вивченої лексики та граматики; писати короткі повідомлення та есе іноземною мовою дотримуючись правил орфографії та граматики; складати ділові документи на задану тему, дотримуючись міжнародних стандартів; одержувати новітню фахову інформацію через новітні джерела.

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ ДИСЦИПЛІНИ
«ІНОЗЕМНА МОВА (англійська)
ПРОФЕСІЙНОГО СПРЯМУВАННЯ»**

1. Опис навчальної дисципліни

Найменування показників	Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень	Характеристика навчальної дисципліни	
		денна форма навчання	заочна форма навчання
Кількість кредитів – 6	Галузь знань <u>1401 Сфера обслуговування</u> (шифр і назва)	Нормативна	
	Напрямок підготовки <u>6.140103 «Туризм»</u> (шифр і назва)		
Модулів – 2	Спеціальність (професійне спрямування): _____	Рік підготовки:	
Змістових модулів – 4		I-й	I-й
Індивідуальне науково-дослідне завдання		Семестр	
Загальна кількість годин – 180		2-й	2-й
		Лекції	
Тижневих годин для денної форми навчання: аудиторних – 90 самостійної роботи студента –90	Освітньо-кваліфікаційний рівень: <u>Бакалавр</u>	- год.	-
		Практичні	
		Год. 90	Год. 16
		Лабораторні	
		год.	год.
		Самостійна робота	
		90 год.	164
		Індивідуальні завдання: -	
Вид контролю: залік			

2. Мета та завдання навчальної дисципліни:

Мета – формування у студентів загальних та професійно орієнтованих комунікативних компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) для забезпечення ефективного іншомовного спілкування.

Завдання:

- оволодіння практичними навичками в іншомовному спілкуванні;
- актуалізації граматичних структур у різних контекстах;

- підготовка виступів з низки галузевих питань;
- переклад іншомовних професійних і країнознавчих текстів;
- пошук нової текстової, графічної, аудіо та відеоінформації, що міститься в іншомовних галузевих матеріалах.

У результаті вивчення навчальної дисципліни студент повинен

знати:

- природу синтаксичних відношень;
- особливості граматичних розрядів, щоб дати можливість розпізнавати і продукувати інформацію в академічній та професійній сферах;
- мовні форми, властиві офіційним та розмовним реєстрам академічного та професійного мовлення;
- широкий діапазон словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах.

вміти:

- застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;
- належним чином поводити себе й реагувати у типових ситуаціях повсякденного життя;
- розуміти різні корпоративні культури в конкретних контекстах і те, яким чином вони співвідносяться одна з одною.

3. Програма навчальної дисципліни

Змістовий модуль 1. Ринок послуг розміщення.

Тема 1. Проживання.

Опис місцевості. Місцеві види житла. Опис житла. Бронювання по телефону. Житло в Шотландії. Вимоги до готелів. Послуги та можливості. Надання інформації щодо готелів. Незвичайні типи житла. Часи групи Perfect Continuous.

Тема 2. Готель та готельне господарство.

Типи готелів. Обладнання готелю. Готельні професії. Опис готелю. Проведення конференцій в готелі. Готельний інспектор. Реконструкція готелю. Реєстрація в готелі. Ввічливість. Написання повідомлення. Непряма мова. Умовні речення.

Тема 3. Ресторан та типи обслуговування.

Типи ресторанів. Ресторани Франції. Обладнання ресторану. Опис страв. Меню. Заказ. Приготування страв. Вибір ресторану. Узгодження часів.

Змістовий модуль 2. Торгівля в туризмі.

Тема 4. Маркетинг та промоушн.

Вчимося у своїх клієнтів. Місцевий туристичний промоушн. Аналіз свого продукту. Промоушн в туризмі. Техніки промоушн. Маркетинг. Презентація компанії. Маркетингова термінологія. Мова реклами. Інфінітив.

Тема 5. Бронювання та продаж.

Бронювання відпустки – надання правильної інформації. Чи вирішили ви куди поїхати? Система бронювання. Умови бронювання. Підтвердження броні. Комп'ютеризована система бронювання та бронювання через туристичних агентів. Аббревіатури та коди. Інфінітивні конструкції.

Змістовий модуль 3. Подорожі літаками.

Тема 6. Авіалінії.

Подорож літаком. Процедура зльоту та приземлення. Дешеві чи традиційні авіалінії? Революція у небі. Маршрутна карта подорожі літаком. Створення анкети. Ввічливі форми питання. Вподобання. Професії в авіакомпанії. Інфінітивні конструкції.

Тема 7. Відправлення з аеропорту.

Турбота чи контроль? Найближчий аеропорт. Професії в аеропорті. Права пасажирів. Реєстрація пасажирів. Дошка оголошень. Вирішення інцидентів. Сервіс та обладнання аеропортів. Термінологія, необхідна в аеропорту. Дієприкметник.

Змістовий модуль 4. Культурний, соціальний та правовий аспекти туризму.

Тема 8. Незвичайні канікули.

Бажання та можливості. Культурні особливості та відмінності. Типи туристів та канікул. Інтерв'ю з альпіністом. Подорож на Каракорум. Подорож до Антарктики. Експедиції та канікули с навчальними цілями. Ділимося досвідом подорожування. Дієприкметникові звороти.

Тема 9. Традиції різних народів.

Традиції народів світу. Державні свята народів світу. Опис свята. Історичні факти. Місцеві звичаї та традиції. Що відвідати? Особливості поведінки на святах. Герундій.

4. Структура навчальної дисципліни

Назви змістових модулів і тем	Кількість годин											
	денна форма						заочна форма					
	усь о го	у тому числі					усь о го	у тому числі				
		л	п	ла б	інд	с.р.		л	п	ла б	інд	с.р.
1	2	3	4	5	6	7	8	9	10	11	12	13

Змістовий модуль 1. Ринок послуг розміщення.												
Тема 1. Проживання	20	-	10	-	-	10	20	-	-	-	-	20
Тема 2. Готель та готельне господарство.	20	-	10	-	-	10	20	-	2	-	-	18
Тема 3. Ресторан та типи обслуговування	20	-	10	-	-	10	20	-	2	-	-	18
Разом за змістовим модулем 1	60	-	30	-	-	30	60	-	4	-	-	56
Змістовий модуль 2. Торгівля в туризмі.												
Тема 4. Маркетинг та промоушн.	25	-	10	-	-	15	25	-	2	-	-	23
Тема 5 Бронювання та продаж.	20	-	10	-	-	10	20	-	2	-	-	18
Разом за змістовим модулем 2	45	-	20	-	-	20	45	-	4	-	-	41
Змістовий модуль 3. Подорожі літаками.												
Тема 6. Авіалінії.	15	-	10	-	-	5	15	-	2	-	-	13
Тема 7. Відправлення з аеропорту.	20	-	10	-	-	10	20	-	2	-	-	18
Разом за змістовим 3	35	-	20	-	-	15	35	-	4	-	-	31
Змістовий модуль 4. Культурний, соціальний та правовий аспекти туризму.												

Тема 8. Незвичайні канікули.	20	-	10	-	-	10	20	-	2	-	-	18
Тема 9. Традиції різних народів	20	-	10	-	-	10	20	-	2	-	-	18
Разом за змістовим модулем 4	40	-	20	-	-	20	40	-	4	-	-	36
Усього за курс	180	-	90	-	-	90	180	-	16	-	-	164

5. Темы практичних занять

№ з/п	Назва теми	Кількість годин	
		денна форма	заочна форма
1	Опис місцевості. Послуги та можливості.	2	
2	Опис житла. Часи групи Perfect Continuous.	2	
3	Житло в Шотландії. Часи групи Perfect Continuous.	2	
4	Надання інформації щодо готелів.	2	
5	Незвичайні типи житла. Наголос у питальних реченнях.	2	
6	Типи готелів. Непряма мова.	2	
7	Обладнання готелю. Непряма мова.	2	1
8	Готельні професії. Непряма мова.	2	
9	Проведення конференцій в готелі. Непряма мова.	2	1
10	Готельний інспектор. Непряма мова.	2	

11	Типи ресторанів. Непряма мова.	2	1
12	Ресторани Франції. Непряма мова.	2	
13	Обладнання ресторану. Непряма мова.	2	1
14	Опис страв. Меню. Заказ.	2	
15	Вибір ресторану.	2	
16	Вчимося у своїх клієнтів. Інфінітив.	2	
17	Місцевий туристичний промощн. Інфінітив.	2	
18	Промощн в туризмі. Інфінітив.	2	1
19	Маркетинг. Інфінітив.	2	1
20	Презентація компанії. Маркетингова термінологія.	2	
21	Бронювання відпустки – надання правильної інформації.	2	1
22	Система бронювання. Інфінітивні конструкції.	2	1
23	Умови бронювання. Підтвердження броні.	2	
24	Комп'ютеризована система бронювання та бронювання через туристичних агентів. Інфінітивні конструкції.	2	
25	Абревіатури та коди.	2	
26	Подорож літаком. Інфінітивні конструкції.	3	1
27	Процедура зльоту та приземлення. Інфінітивні конструкції.	2	
28	Революція у небі. Інфінітивні конструкції.	2	1
29	Маршрутна карта подорожі літаком.	2	
30	Професії в авіакомпанії. Інфінітивні конструкції.	2	
31	Термінологія, необхідна в аеропорту. Дієприкметник.	2	
32	Права пасажирів. Дієприкметник.	2	
33	Реєстрація пасажирів.	2	1

34	Вирішення інцидентів Дієприкметник.	2	1
35	Сервіс та обладнання аеропортів. Дієприкметник.	2	
36	Культурні особливості та відмінності. Дієприкметникові звороти.	2	
37	Типи туристів та канікул. Дієприкметникові звороти.	2	1
38	Інтерв'ю з альпіністом. Подорож на Каракорум.	2	
39	Експедиції та канікули с навчальними цілями.	2	
40	Подорож до Антарктики. Дієприкметникові звороти.	2	1
41	Традиції народів світу. Герундій.	2	
42	Державні свята народів світу. Опис свята. Герундій.	2	
43	Місцеві звичаї та традиції. Герундій.	2	1
44	Що відвідати?	2	
45	Особливості поведінки на святах. Герундій.	2	1
	Разом	90	16

6. Самостійна робота

№ з/п	Назва теми	Кількість годин	
		денна форма	заочна форма
1	Місцеві види житла.	3	7
2	Бронювання по телефону.	3	7
3	Вимоги до готелів.	4	6
4	Опис готелю.	2	3
5	Реконструкція готелю.	2	3
6	Реєстрація в готелі.	2	4
7	Ввічливість.	2	4

8	Написання повідомлення.	2	4
9	Обладнання ресторану	5	9
10	Приготування страв.	5	9
11	Аналіз свого продукту.	5	8
12	Техніки промоушн.	5	8
13	Мова реклами.	5	7
14	Бронювання відпустки – надання правильної інформації.	3	4
15	Умови бронювання.	2	4
16	Підтвердження броні.	2	5
17	Комп'ютеризована система бронювання та бронювання через туристичних агентів.	3	5
18	Дешеві чи традиційні авіалінії?	2	3
19	Створення анкети.	1	3
20	Ввічливі форми питання.	1	3
21	Вподобання.	1	4
22	Турбота чи контроль?	3	5
23	Найближчий аеропорт.	2	5
24	Професії в аеропорті.	3	4
25	Дошка оголошень.	2	4
26	Бажання та можливості.	3	6
27	Ділимося досвідом подорожування.	3	6
28	Експедиції та канікули с навчальними цілями.	4	6
29	Традиції народів світу.	3	6
30	Історичні факти	3	6

31	Особливості поведінки на святах.	4	6
	Разом	90	164

7. Методи навчання

Основні форми навчального процесу при вивченні дисципліни «Іноземна (англійська) мова професійного спрямування II рівень»:

навчальні заняття, самостійна робота студентів, робота в науковій бібліотеці ДонНУЕТ, робота в Інтернеті, контрольні заходи.

Види навчальної роботи студентів:

практичні заняття, консультація, дистанційне навчання, залік

У процесі вивчення дисципліни «Іноземна мова професійного спрямування II рівень» застосовуються наступні методи навчання:

За типом пізнавальної діяльності:

репродуктивний, проблемного викладу, аналітичний, індуктивний, дедуктивний.

За основними етапами процесу:

формування знань, формування умінь і навичок, застосування знань, узагальнення, закріплення, перевірка;

За системним підходом:

стимулювання та мотивація, контроль та самоконтроль;

За джерелами знань:

словесні – розповідь, пояснення, лекція; наочні – демонстрація, ілюстрація.

За рівнем самостійної розумової діяльності:

проблемний, частково-пошуковий, дослідницький, метод проблемного викладання.

8. Методи контролю

Оцінювання якості знань студентів в умовах організації навчального процесу за модульно-рейтинговою системою здійснюється шляхом поточного, модульного, підсумкового (семестрового) контролю за 100-бальною шкалою оцінювання, за шкалою ECTS та національною шкалою оцінювання.

8.1. Поточний контроль

Поточний контроль – це оцінювання навчальних досягнень студента (рівень теоретичних знань та практичні навички з тем, включених до змістових модулів) під час проведення аудиторних занять, дистанційного навчання, організації самостійної роботи, на консультаціях (під час відпрацювання пропущених занять чи за бажання підвищити попереднє оцінювання) та активності студента на занятті.

Поточний контроль реалізується у формі опитування, контрольних робіт, виступів, експрес-контролю, контролю засвоєння навчального матеріалу, запланованого на самостійне опрацювання студентом тощо.

8.2. Підсумковий контроль

Підсумковий – залік

9. Розподіл балів, які отримують студенти

залік

Поточне тестування та самостійна робота									Сума
Змістовий модуль 1			Змістовий модуль 2		Змістовий модуль 3		Змістовий модуль 4		
T1	T2	T3	T4	T5	T6	T7	T8	T9	100
11	11	11	11	11	11	11	11	12	

T1, T2 ... T9 – теми змістових модулів.

Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою
		для екзамену, заліку
90-100	A	відмінно
80-89	B	добре
65-79	C	
55-64	D	
50-54	E	задовільно
35-49	FX	незадовільно з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни

13. Методичне забезпечення

1. Остапенко С. А. Business English. Навчальний посібник для студентів економічних спеціальностей / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2015. – 246 с.
2. Остапенко С. А. English for Banking. Методичні вказівки до практичних занять з дисципліни «Іноземна (англійська) мова» для студентів спеціальності 6.030508 «Фінанси і кредит» спеціалізації «Банківська справа» / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2015. – 100 с.
3. Фурт Д. В. English for tourism. Методичні вказівки до практичних занять з іноземної (англійської) мови для студентів напряму підготовки 6.140103 «Туризм» / Фурт Дар'я Володимирівна. – Кривий Ріг : ДонНУЕТ, 2015. – 82 с.

ЗАВДАННЯ ДО ПРАКТИЧНИХ ЗАНЯТЬ ТА САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

UNIT 1. ARRIVALS.



Takeoff

1. Look at the photos. Where are they?

EXAMPLE at a hotel

2. What type of tourist or visitor is being welcomed in each case?



Reading Welcome – the first encounter

Exercise 1. Match the words with their dictionary definitions.

- | | |
|---------------|----------------|
| 1) encounter | 3) hospitality |
| 2) experience | 4) welcome |
- a) friendly and generous behaviour towards guests;
b) a meeting, especially one that is sudden and unexpected;
c) a greeting that is given to somebody when they arrive, especially a friendly one;
d) something that has happened to you, often unusual or exciting.

Exercise 2. Read the text. Which subtitle do you think is the best?

- Tourism: the encounters industry
- Tourism: the experience industry

- Tourism: the hospitality industry
- Tourism: the welcome industry

An introduction to working in tourism

Tourism is about encounters - encounters with people, with places, and with experiences. And the most important encounter is the first one: arrival and greetings. Get that one right and the rest is much easier.

Arrival encounters can take place anywhere: at the airport, at the hotel, at the campsite, in the restaurant, on the tour bus, or at the attraction.

Wherever it takes place, the rules are the same:

- | | | |
|------------------|------------------|-----------------|
| a) Be prepared | c) Smile | e) Be helpful |
| b) Look the part | d) Be interested | f) Be yourself. |

Exercise 3. Which of the six points (a-f) would include this advice?

1. Offer to carry a bag, to get a drink, to open the door, anything to show you're there to help.
2. Do your research - know who you're meeting, know where you're going.
3. Have confidence in your abilities and personality.
4. There are many ways of greeting in different countries, but the smile is universal.
5. Dress appropriately - be smart, clean, and tidy.
6. Find out about the person you're with, and ask them about themselves.

Exercise 4. Can you think of more advice to add to the list above?

Exercise 5. What do you know about Singapore?

- 1) Is it an island or the mainland?
- 2) Where is it located?
- 3) Why do tourists visit Singapore and where do they come from?

Exercise 6. Read the text and find out.

A warm welcome to the world's most colorful city – Singapore

An existing tropical destination

with modern western comfort and an Asian soul

Fact file. Location: the Republic of Singapore consists of the island of Singapore and

around sixty smaller islands off the southern tip of Malaysia, 135 kilometers north of the equator.

Capital: Singapore City is the country's capital and occupies the main island.

Size: 650 square kilometers.

Population: approximately 4.2 million.

Tourism

Visitors outnumber the local population by 1.6 to 1.

Visitors come from many countries. The top three are Indonesia (17%), Japan (13%), and Australia (6%). They usually stay for short visits, often stopovers en route to other Asian countries or Australia or New Zealand, or for sightseeing and shopping.

Transport hub

Changi Airport consists of three terminals and is one of the most important air hubs in the region.

The International Airport serves 167 cities in 53 countries and is capable of handling 64 million passengers a year.

Transport from the airport

Number 36 bus to Orchard Road Maxicab shuttle bus (06.00-24.00)

MRT train (Mass Rapid Transit) (05.30-23.00).

The Port of Singapore is the world's busiest port for cargo, and is also a stopping place for cruise ships.

Customer care Cultural differences in greetings

Even before you say a word, there are many ways of greeting people. How you do it will depend on many things, for example your nationality and culture, how well you know the person you are greeting, your relative ages, and your gender. You need to think about who you are meeting and greeting before you do it.

Exercise 7. Do you know what each of these ways of greeting is?

Exercise 8. Would you use these greetings? In which situation?

Exercise 9. Which of these greetings do you associate with the following regions?

Northern Europe	the Middle
Southern Europe	East
Eastern Europe	Africa
North America	Asia
Central and South America	Australasia



Listening. Greeting and introducing

Exercise 10. Listen to eight greetings and introductions. For each one, answer the questions.

- 1) Where does the conversation take place?
- 2) Have the speakers met before?
- 3) Is the conversation formal or informal?
- 4) Is another person or are other people introduced?

Exercise 11. Listen again and complete the sentences.

1. Hello, Peter - it's _____ again. Welcome to Atlanta. How was your flight?
2. Hello, and _____ joining us tonight. _____ Praphat and _____ my colleague Amphai. We'll _____ on tonight's excursion.
3. Good _____, Mr EUMAN. Is everything to _____? _____ get you some more wine?
4. _____ introduce myself? My name is Chie Mashida and I'm the manager. _____ to the people who are going to be looking after you during the conference. _____ Masako...
5. A: Hi, it's Johann, _____? Glad you could make it. _____ ?
 B: Good, yeah. You?
 A: _____ . Have you _____ Lucy? She organized this reception.

6. Ladies and gentlemen, ____ Paradise Cruises. ____ you all on board. We ____ to offer you a complimentary glass of champagne.
7. You ____ Ms Holweger. Welcome to Copenhagen. ____ take your bag for you.
8. Welcome ____, Dr Allegretti. Nice _____. We've put you in your usual room.

Language spot Greeting and introducing

Exercise 12. Look at the expressions from *Listening* and add more examples.

Greeting Hello, Peter – it's great to see you again.	Welcoming Welcome to Atlanta.
Introducing yourself My name's Praphat.	Introducing someone else This is my colleague Amphai.
Checking someone's identity You must be Ms Holweger.	Making an offer Can I get you some more wine?

Exercise 13. Match the following responses with some of the conversations in *Listening*.

- That's very kind. It's rather heavy. Is the car very far?
- It was OK, although it was rather long. Are we going straight to the hotel?
- No, I don't think we've met before. You've done a great job.
- No, thank you, I'm OK. It's very nice though - where's it from?

Exercise 14. In pairs, practice the conversations. Try to continue the conversations for a few more sentences.

Go to Grammar reference Unit 1.

Speaking Welcoming visitors

Exercise 15. You're meeting a visitor to your country at the airport. Apart from 'welcome', what topics might you talk about?

Choose from the list or think of your own.

comfortable flight?

visited this country before?
hungry or thirsty?
the weather where they came from
a brief history of your city
what's going to happen in the next hour or so
people and places in the visitor's country that you know

For each one you choose, what would your first sentence be?

Exercise 16. You are at a reception for an international tourism fair in your city.
Work in two groups.

Group A: Meeters and greeters

You are working at the reception. Your job is to welcome each of the guests and begin a short conversation. You may want to offer something or introduce the guest to another person. Make sure that you treat each guest with the appropriate level of respect and formality.

Two of the guests should be people that you already know. None of the guests should be left on their own. You should meet and greet as many different guests as possible.

Group B: Guests

Write your name and job / position on a badge / label. Choose from this list or think of your own: a local hotel manager, an invited guest from another country, a local tour operator, a local travel agent, the driver who brought the mayor, a tour guide, the mayor of the city (a VIP).

Vocabulary **Car hire**

Look at the online booking form for car hire at Cape Town airport.

Exercise 17. Find words, phrases, or abbreviations that mean:

- four doors with air-conditioning
- automatic gears
- move to a better service
- insurance cover if you damage the hire car
- insurance cover if you injure somebody or damage somebody's car

questions used by the assistant for each of the prompts from a training guide.

Pronunciation

Exercise 21. Look at the names of different makes of car. How would you pronounce them in your language?

Make of car	Pronunciation
1 Chrysler	a /fɔ:d/
2 Citroën	b /tɔ:'jəʊtə/
3 Ford	c /'əʊpl/
4 Hyundai	d /'kraɪzla/
5 Mercedes	e /mɔ'seɪdi:z/
6 Opel	f /'sɪtrən/
7 Renault	g /'hɪj'ʌndaɪ/
8 Toyota	h /'renəʊ/

Exercise 22. Match the names with their

phonetic transcriptions.

Exercise 23. Listen to the names. Compare the English pronunciation with the pronunciation in your own language. Pay attention to:

- 1) which syllable the main stress is on;
- 2) which consonant sounds are different;
- 3) which vowel sounds are different.

Exercise 24. Practice the English pronunciation of the different makes of car.

Speaking Car hire at an airport

Exercise 25. Work in pairs. Student A, you are a customer. Chose a car from the form in Ex. 18 and invent booking details as you wish. Student B, you are the car hire agent. Role-play the conversation, following these stages.

Greeting

Check extras

Ask name

Ask for payment

Make special offer

Check for any other requests

Check booking details

Explain collection arrangements

Check insurance options

Say goodbye

Vocabulary Arriving and moving on

Exercise 26. Look at the list of arrival places. Where do you find them?

EXAMPLES: at an airport, at a seaport, at a land border

Domestic / international terminal

Terminus

Arrival lounge

Customs

Border control

Immigration

Harbor

Meeting point

Exercise 27. What happens at each place?

Exercise 28. Match a word in A with a word in B. There may be more than one possibility.

Exercise 29. Complete the arrival information sheet using words from Ex. 28.

A	B
1 accommodation	a booking service
2 car	b bus
3 city	c centre
4 connecting	d desk
5 information	e flight
6 rush	f hour
7 scheduled	g lounge
8 shuttle	h rank
9 taxi	i rental
10 transfer	j service
11 transit	

If you have a ____ (1) flight, please go to the _____(2) lounge. There is a ____ (3) bus between the airport and the city centre. This scheduled ____ (4) takes approximately 30 minutes (45 minutes in the ____ (5). Alternatively, you can go to the ____ (6) rank. If you have pre-booked the transfer ____ (7), please go to the information ____ (8) to meet your driver. If you have pre-booked a hire car, please go to the ____ (9) desks.

Reading Cape Town arrival information

Exercise 30. In pairs, read these questions. Which of the words from *Vocabulary do you* think will appear in the answers?

- 1) How long will it take to drive from the airport to the city centre?
- 2) What transport services are available from the airport to the city centre?
- 3) Where can you find a taxi?
- 4) How much will a taxi cost?
- 5) Where do the intercity buses and mainline trains terminate?
- 6) Where can tourists find information?

Exercise 31. Read the text and answer the questions in Ex. 30.

Arriving in Cape Town

Airport. Cape Town International Airport (flight information, tel: 934 0407) is on the Cape Flats, 22 km and half an hour's drive (longer during rush hour) from the city centre.

Intercape operates two shuttle buses from the airport: there's a scheduled service to the main train terminus, running on the half hour and costing R30. From their office in the international terminal they operate a door-to-door transfer service which goes to anywhere on the Peninsula.

A cheaper door-to-door option is the 24-hour Backpackers Airport Shuttle, a minibus that takes passengers from the airport to anywhere in the city centre. The service operates in response to demand, which means you'll either need to pre-book or wait up to 45 minutes for them to get to the airport.

If you want to travel by car, there are taxi ranks outside the terminals (about R 100 to the city centre). Please note that taxis must display the driver's name and a clearly visible meter. Inside the terminals you'll find the desks of the major car rental firms. There are no trains from the airport.

Intercity buses and trains. *Greyhound*, *Intercape*, and *Translux* intercity buses, and mainline trains from other provinces, all terminate in the centre of town around the interlinked central complex that includes the railway station and the Golden Acre shopping mall. Everything you need for your next move is within two or three blocks of here.

Information. The best place for information is the Cape Town Tourist Information Office, on the corner of Burgard Castle Sts.

Exercise 32. Look at the text again. Find examples of sentences that include the following words.

there is / there are operate(s) you'll need terminate(s) must
you'll find best place if everything you need

Exercise 33. For each sentence you found, write a different sentence.

EXAMPLE. (from the text) *There's a scheduled service to the main train terminus.* (different sentence) *There's a minibus service to the city*

Find out

Exercise 34. What are the nearest international points of arrival to the place where you are studying? Research the different points - by air, land, and sea (if appropriate) - and find out as much about them as possible.

Writing Arrival information

Exercise 35. Write an arrival information sheet for your city or region. Include:

- general arrival information
- airport to city /town centre
- intercity buses and trains
- other arrival points
- car hire information

Key words

Greetings

handshake

hospitality

welcome

Arrival and transport

arrivals lounge

border control

door-to-door

hub

rush hour

taxi rank

transit

lounge

Car hire

automatic (gears)

COW - collision damage waiver

drop-off

excess

manual (gears)

pick-up

pre-book

roof-rack

(fuel) tank

third-party liability

upgrade

windscreen

UNIT 2. A PLACE TO STAY.



Key cards greatly increase security in today's hotels. They are re-programmed for each new guest, are cheaper to produce and replace than conventional keys, and can also be used for access to other hotel facilities such as the gym, or even the lifts.



Takeoff

1. Match the options in the questionnaire with the pictures.
2. Which two options would you choose? Why?
3. Which option has no picture?
4. What do you think this option means?



Questionnaire
Users' perceptions of hotels

What's a hotel for you? Choose one or two of the options below.

a A bed for the night <input type="checkbox"/>	e A bit of luxury once in a while <input type="checkbox"/>
b A place to hide away <input type="checkbox"/>	f A place where you can let your hair down <input type="checkbox"/>
c Home from home <input type="checkbox"/>	
d The office when away from the office <input type="checkbox"/>	

Reading Client perceptions of hotels.

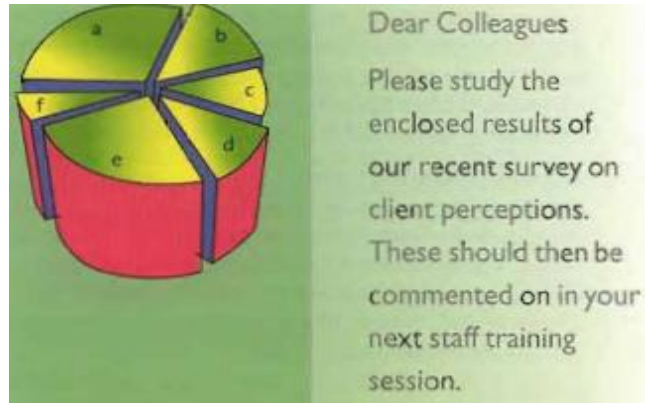
Exercise 1. Work in pairs.

- 1) The questionnaire in *Take off* was given to the guests of a major hotel company. Why do you think the company did the survey?
- 2) Who do you think the company sent the results to?
 - a) the company's hotel managers;
 - b) their hotel staff;
 - c) the staff at the local hotel training school.

Exercise 2. Read the memo and answer the questions.

- 1) Which of the results do you find most surprising?
- 2) Why is it difficult to define what 'luxury' means to individual guests?
- 3) There are many ways a hotel can make itself a 'home'. Can you think of three?
- 4) What can a hotel do to be seen as a real 'office away from the office'?
- 5) Can you think of examples of film stars or pop stars 'letting their hair down'?

Option A 32.8%. No surprise here - travel is tiring, and the average human body needs seven to eight hours' sleep a day. In this respect, the hotel responds to a basic, physiological need, and so above all else, we must provide a comfortable bed in a quiet room.



Option B 8.6%. Everyone needs to feel safe, so our hotels clearly have to generate a feeling of security. We can do this in simple ways: all rooms should have a solid door and lock; the reception area should always offer a sense of order; staff should never run or appear stressed.etc.

Option C 7.1%. The need to feel at home is equally important for frequent and less frequent travelers. However, while frequent travelers feel this way because they are not at home often enough, less frequent travelers appreciate the 'home from home' touch in a hotel precisely because of the strangeness of their new surroundings. Two obvious ways of making the hotel feel like home are a genuine smile from all staff that guests meet, and the use of the guest's name whenever possible. Please brainstorm others in the training session.

Option D 17.3%. Business travelers also have professional needs. In general, we probably need to improve what we offer here. An internet connection in a corner of the lobby is no longer enough.

Option E 31.4%. This should not come as a surprise. Our self-esteem is important to our overall health. The 'feel-good' factor of staying in hotels, then, is something that we need to keep in mind constantly as service providers. Please note, however, that exactly what each guest means by 'luxury' is not so easy to identify.

Option F 2.8%. This may be a surprise. We have too often assumed that for people away from home and on their own, a hotel would seem to be a great chance to do all those things they wouldn't normally dare to do. No colleagues, no friends, no family, etc. This turns out not to be so.

Exercise 3. Which is most important for you when you travel away from home - feeling comfortable, feeling secure, or letting your hair down?

Find out

Exercise 4. Use the questionnaire from *Take off*, and survey your family and friends about how they see hotels. Translate the questions if necessary. Interview ten people and invite them to comment on their choices. Combine the results of the whole class.

Exercise 5. With a partner, work out the percentages for each option and then produce a chart. Use the comments from the interviews to illustrate your chart.

Customer care Welcoming guests

Exercise 6. Read eight simple rules for welcoming guests.

- Smile when you greet the customer;
- Listen to what the customer is saying;
- Make eye contact, but don't stare;
- Make sure you look interested;
- Address the customer by name;
- Don't interrupt the customer;
- Keep a reasonable distance from the customer, not too close and not too far;
- Always thank the customer when appropriate.

Exercise 7. In groups of three, practice welcoming each other to your class 'hotel'.

Take turns to be:

A - the receptionist - ask some simple questions, e.g. about the journey.

B - the guest - get the information you want.

C - the monitor - watch the receptionist and see how many of the 'eight simple rules' he or she follows.

Front office Why is it called the front office?
Because working in the front office makes you the first and last person the guest sees in the hotel. You will be responsible for the all-important first impressions that the guest receives. You can't get much more 'up front' than that!

Vocabulary New arrivals.

Exercise 8. Match the terms in A with the definitions in B.

Exercise 9. Complete the flow chart for the registration of a new arrival using words from A.

FAIRMONT HOTEL DURBAN

FRONT OFFICE PROCEDURES Code: Chk. 01
 Process: Check-in & Check-out Revision: 1
 Subprocess: Check-in Date: 21/04/20-

Procedure 1 – individual arrivals with reservation

Greet guest
 ↓
 Check reservation details on computer
 ↓
 Ask for some form of _____¹
 ↓
 Check guest _____² for status and preferences.
 No history? → Subroutine 1
 ↓
 Check _____³ and _____⁴ suitable room
 ↓
 Check car parking needs
 ↓
 Complete registration card
 ↓
 _____⁵ credit card (or request agency _____⁶ if appropriate → Subroutine 2)
 ↓
 Ask client to sign _____⁷. Keep hotel section.
 ↓
 Hand client registration card and _____⁸
 ↓
 Give room number and indicate location of lifts, restaurant, etc.
 ↓
 Give details of breakfast service
 ↓
 Welcome guest

A	B
1 to allocate	a a plastic card with a magnetic strip for opening a door
2 identification	b a paper document to show that a guest has already paid for a room
3 a guest history	c the level of importance a guest has for a hotel
4 a key card	d to give a guest a specific room
5 preferences	e a card showing details of a guest's stay in a hotel
6 room rack	f an important guest – either a regular (VIP 2) or a special guest (VIP 1)
7 a registration card	g to pass a credit card through a terminal to register the card details
8 a walk-in	h the computer screen or the board that shows which rooms are free
9 guest status	i a computer file that shows details of a client's previous stays in a hotel
10 to swipe	j e.g. smoking or non-smoking room, inside or outside room, near the lift, etc.
11 a VIP	k e.g. a driving licence, a passport, an ID card, etc.
12 a voucher	l a chance guest – someone who arrives without a room reservation

I recruit personalities. I can teach someone how to run a hotel but I can't give them a personality. If they're computer literate, then we can teach them to use the hotel computer package they need to work reception. But if there's a guest in the lift and a member of staff too, they've got to have personality. They can't just ignore the guest.

Georgiy Kulyk
 Hotel Mayakovsky, Kiev

Listening Registration procedures

Exercise 10. Listen and identify the three types of guests.

Exercise 11. Listen to each arrival again. How were you able to tell which was which?

Exercise 12. Listen to the whole of dialogue c and complete these sentences.

1. Good evening, sir ____ can I ____ you? 2. Could I just ____ some ____ please, Mr. Scott? 3. And will you be _____ the _____? 4. Will you be _____ by _____ card? 5. Could I just _____ your card a _____, please, to _____ it? 6. And if you could _____ here on the registration card? 7. And _____ is your _____ card.

Pronunciation

Exercise 13. Look at this phrase.

The word in bold is the key word in the phrase. We need to be sure the client hears this



word. Practice doing this by saying the key word first. Then add other words, like this:

1. ...help?
2. ...help you?
3. ... can I help you?
4. How can I help you?

Exercise 14. Listen and do the same with the other phrases in Ex. 12 until you are fluent with all of them.

Speaking Registering new arrivals.

Exercise 15. Guests with a reservation.

Work in pairs. Student A, you are the receptionist. Look at the information on the computer screen. Check with the guest that all the details are correct. If they are, issue the key card and tell the guest which room and floor they are staying on. Student B, you are the guest.

Exercise 16. Now change roles and repeat the activity.

Exercise 17. Guests without a reservation.

Student A, you are the guest. Use this information to register.

CHECK - IN		
Reservation number:	HSMO-011106	
Rm type:	SB	Terms: B&B
No. rms:	1	Rate: 120
Arrive:	21.04.08	ETA: 18.00
Nights:	4	
Depart:	25.04.08	Pre-assign. rm(s): 408
Name:	Moyer	Initials: A.R. VIP: --
Address:	A. Nováka, 78	Tel: +420 1433 9967
	880 66 Brno	Email: novakaa@ph.uni.cz
Nationality:	Czech	ID: --
Guest 2:	--	
Guest 3:	--	Garage: --
Deposit:	NO	Due: -- Received: --
Reservation by:	Michel	Payment: Amer. Exp.
Voucher/Credit card no.:	5672 3410 82382 4078	
Comments:	Non-smoking, lower floors	
[F2-Guest history] [F7-print] [F8-Arrivals]		

Room type: single

Number of nights: 6

Smoking / Non-smoking: Smoking

Other preferences: inside room / near lift

Garage: Yes

Payment: credit card

If you can, use your own ID and credit card during the check-in process.

Student B, you are the receptionist.

Welcome the guest and complete the check in screen.

The image shows a computer screen with a 'CHECK-IN' form. The form is titled 'CHECK-IN' and contains the following fields:

- Reservation number: WALK-IN
- Rm type: [] Terms: []
- No. rms: [] Rate: FULL
- Arrive: 10.10.08 ETA: []
- Nights: []
- Depart: [] Pre-assign. rm(s): []
- Name: [] Initials: [] VIP: []
- Address: [] Tel: []
- Nationality: [] ID: []
- Guest 2: []
- Guest 3: [] Garage: []
- Deposit: [] Due: [] Received: []
- Reservation by: [] Payment: []
- Voucher/Credit card no.: []
- Comments: []

At the bottom of the form, there are instructions: [F2-Guest history] [F7-print] [F8-Arrivals]

Exercise 17. Make up your own data. You can be a guest with or without a reservation. You can be a regular guest (VIP 2) or a very important guest (VIP 1). Act out your conversation.

Language spot Where things are

Exercise 18. Look at the hotel plan.

- 1) Find the breakfast room, the Cordon Bleu restaurant, and the ground floor lifts.
- 2) Now find the hairdresser's, the gift shop, and Meeting room 1. Where are they?
- 3) Listen to the receptionist and check your answers.

Exercise 19. You are the receptionist. How would you answer these guests?

- 1) Excuse me, where's the garage?
- 2) Excuse me, do you have a gym?
- 3) Excuse me, are there toilets near the wellness area?
- 4) Excuse me, is there a business corner in the hotel?
- 5) Hi, have you got a swimming pool?

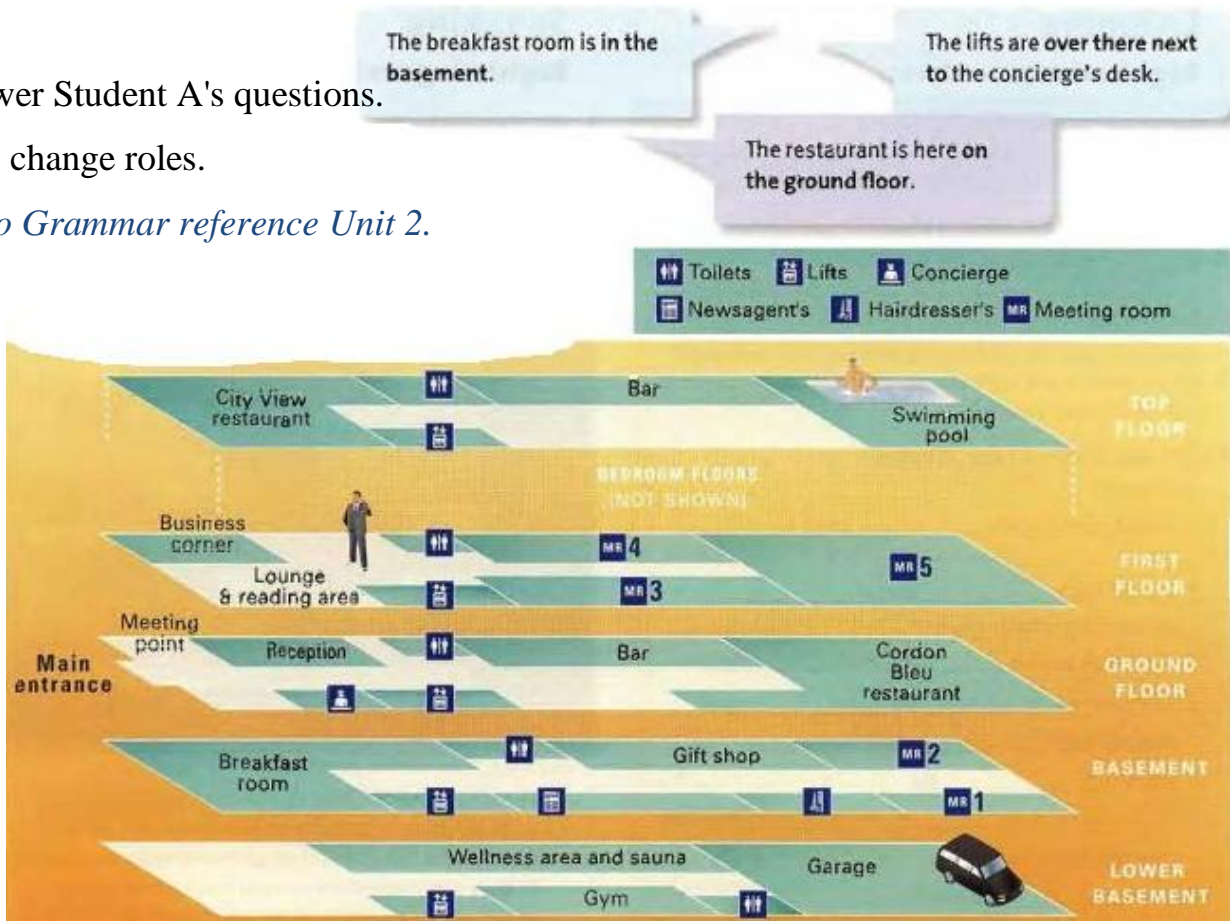
Exercise 20. Work in pairs. Student A, you are the guest. Choose six places in the hotel. Ask where the places are.

Student B, you are the receptionist.

Answer Student A's questions.

Now change roles.

Go to Grammar reference Unit 2.



Speaking Tell me where

Exercise 21. Think about the building you study in. Think of five places a visiting student might need to find. Be the student and ask your partner where they are.

Exercise 22. Now change roles and answer your partner's questions.

Exercise 23. Think about where you live. How many rooms are there, which rooms are they, and where are they? Tell your partner about where you live. Your partner has to draw a floor plan as he / she listens. When you have finished, check the plan.

Reading Hotel services

Exercise 24. Look quickly through the hotel leaflet below. When would you expect to be given this leaflet?

- on arrival
- on leaving the hotel
- on asking about a particular hotel service

Business services

Fax and photocopying services are available at Reception. Prices on request. There is a modem socket in each room for internet connections. Any calls that are made will be charged to your account.

Car parking

There are a limited number of spaces at the hotel available on a first come, first parked basis. All vehicles parked in the car park are parked at the owner's risk. The hotel accepts no responsibility for any loss or damage caused to cars parked in the car park.

Disabled facilities

The hotel has a limited number of bedrooms suitable for the partially disabled.

Express checkout

This facility is available via your TV. Switch your TV on, press INFO on your remote control, then choose option 6 to view your account, and option 7 to check out of your room.

Food

A wide variety of Takeaway Menus are available at Reception. Takeaways can be enjoyed in the Bar on the ground floor, the Breakfast Room on the first floor, or in the comfort of your bedroom.

Green policy

The hotel has adopted some policies in the interest of the environment:

Only towels left in the bath will be changed.

To conserve energy, the electricity supply to your room is controlled by the box on the wall near the door. To switch on the power, place your key card in the slot in the top of the box when you enter the room. Remove the key card when you leave, and the electricity will be switched off automatically.

Heating

The hotel has heating on from October to April.

Exercise 25. Read the leaflet again and write T (true) or F (false).

1. The hotel can make photocopies for business guests, but charges for the service.
2. The hotel has car parking for only a few cars, so it is best to reserve a parking space before you arrive.
3. The hotel accepts all disabled guests.
4. You can check out of the hotel by yourself using the TV in your room.
5. You are not allowed to take food to your room.
6. You can leave a mobile phone charging its batteries in your room while you go out for a meal.

Exercise 26. Find all the prepositions of place in the texts.

Exercise 27. Work in groups. What hotel services can you think of for the letters of the alphabet that did not appear in the leaflet?

Writing Hotel information

Exercise 28. Work in groups of four or five. Make a list of all the services a hotel can offer in the following areas.

The three-star Ostfriesland Hotel in Norden, Germany, has the world's most unusual tariff system for rooms. Guests pay according to how much they weigh at a rate of €0.50 per kilogram. Somebody weighing 53 kg will pay just €26.50 a night, including breakfast.



- eating and drinking
- recreation and relaxation
- business services
- room service and facilities
- local transport
- and other services

Exercise 29. Take responsibility for one of the five areas. Write the texts for the information for your services.

Exercise 30. Swap texts. Check one of your partner's texts for mistakes. Check especially the prepositions of place.

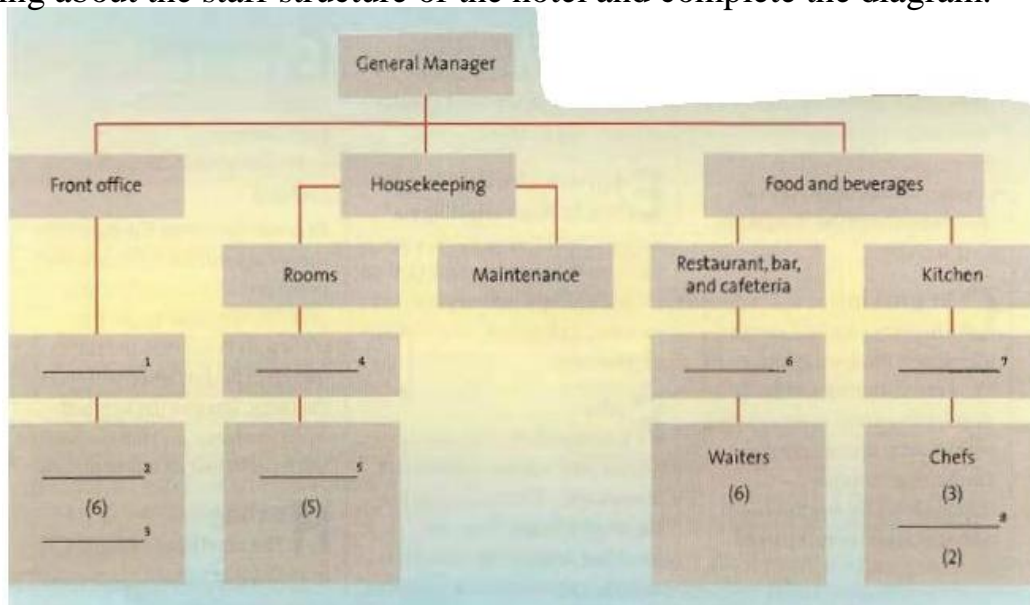
Exercise 31. Together prepare a Services Directory with all of your descriptions

Listening **The staff structure of hotels**

Exercise 32. Look at these hotel staff titles. Say if the people would work in

- | | | |
|---------------------|----------------------|------------------------|
| 1. The front office | 2. Housekeeping | 3. Food and beverages. |
| kitchen assistant | front office manager | housekeeper |
| chambermaid | head chef | porter |
| concierge | head waiter | receptionist |

Exercise 33. Roberta is the General Manager of the Hotel Concordia in Milan. Listen to her talking about the staff structure of the hotel and complete the diagram.



Exercise 34. Listen again and answer the questions.

- 1) What does the food and beverages department cover?
- 2) How many housekeepers does Carlotta have in the high season?
- 3) Why does Roberta prefer the term *housekeeper* over *chambermaid*?
- 4) What does Silvio do?

It's my Job

Exercise 35. Read the text.

Grzegorz Rosinski

Grzegorz works as a concierge in a hotel in Krakow, Poland. He says there is never a dull moment in his job, which brings him into direct contact with guests every day. What sorts of skills do you need to be a concierge? What sorts of things do guests ask? What have hot-air balloons got to do with Grzegorz's work? Read on and find out.

Can you tell me three things you need to be able to do your job well?

You need to be a bit of a psychologist to understand your guests. That's a key part of good customer services. You need English to be able to speak to international guests. And you need good communication skills.

How about three things you do most often?

1. Make dining reservations and obtain tickets for events.
2. Provide information about local facilities and services such as shopping, dining, nightlife, and so on.
3. Make travel arrangements.

What do guests ask you for most often?

What is there to do in the city? Can you recommend a nice restaurant for us? What is the local food? Where are we on the map? How do I get to the airport?

What's the thing you most like doing?

Planning special events, discos, parties, and celebrations. It includes booking performers and celebrities, and I get to meet them. They're often really nice.

What's the most unusual request you've ever had?

That's easy! We had a couple on their honeymoon and they wanted to see the city from a hot-air balloon. It was easy to find a balloonist, but we couldn't get permission to fly free over the city. In the end the balloon was launched in a park behind the hotel, but tied to the ground all the time.

Exercise 36. Answer the questions.

- 1) Have you ever had to find out information on tourist attractions and services (e.g. opening times, entrance costs), or travel facilities or times?
- 2) Where do you obtain this information?
- 3) What do you think is the best way to get this information?
- 4) Do you have any examples of good or bad information service?

Key words

Nouns

chambermaid

chance guest

concierge

food and beverages

front office

guest history

guest status

housekeeper

identification

key card

kitchen assistant

maintenance

registration card

room rack

survey

VIP

voucher

walk-in

Verbs

Allocate

Charge

Register

swipe

UNIT 3. TOURIST INFORMATION SERVICES.



Takeoff

1. How many different ways of providing information to tourists can you think of? Use the photos to help you.

EXAMPLE. *printed brochures and leaflets*

2. What types of encounters with the public do they involve?

EXAMPLE. *face-to-face (at a Tourist Information Centre)*

3. What types of questions do the public ask?

EXAMPLE. *Directions (How can I get to the castle?)*

Vocabulary Information types

Exercise 1. Which of the headings (a-i) from a tourist information website will give information on

1) accommodation?

2) events?

3) attractions?

4) children's activities?

5) transport?

6) guided tours?

7) emergencies?



- a) What's on
- b) Walks and tours
- c) Book-a-bed-ahead
- d) This month's featured events
- e) Places to visit
- f) Emergency health care
- g) Places to stay
- h) Family fun
- i) Getting about

Exercise 2. Which of these words do you associate with:

- 1) Tourist Information Centre? 2) a website? 3) other information sources?
- a) click
 - b) display rack
 - c) recorded information
 - d) leaflet
 - e) home page
 - f) reception
 - g) call centre
 - h) search
 - i) FAQs
 - j) helpline
 - k) listings
 - l) maps
 - m) touch screen
 - n) interactive
 - o) customer care

Reading Tourist Information Centers

Exercise 3. Read the article.

- 1) How many ways of presenting information are mentioned?
- 2) What services are mentioned?
- 3) What skills are important if you work in a TIC?
- 4) Can a website provide the same services as a TIC?
- 5) What are the relative advantages and disadvantages of TICs and websites as sources of information for tourists and visitors?

Inside tourism: Information

Tourist information comes in a variety of forms, but the two most important are probably Tourist Information Centers (TICs) and websites.

TICs are found in city centers, major resorts, and transport termini. Tourist information offices, which may be smaller than TICs, are also found in smaller towns and rural areas. Inside the TIC there will be displays of leaflets and brochures on local attractions, entertainment venues and events, transport information such as timetables and schedules, and listings of accommodation providers. Many TICs have

touch-screen facilities and interactive information displays, as well as trained staff.

Staff will be expected to provide information on a range of areas - such as which restaurant provides a high chair for a baby, the best place for a scenic walk or drive, how to get to local sights, and where the nearest toilets are. Some TICs will have an accommodation booking service, including booking accommodation at the next destination for tourists who are travelling around the region. They may also be able to reserve theatre tickets, arrange car rental, book an excursion or a guide, change currency, and even make an emergency dental appointment.

To work in a TIC, a pleasant and helpful personality is essential. You should have a good telephone manner, be able to work with computers, and have good written skills. Knowledge of a foreign language is also useful.

Customer care Assessing customer types

Exercise 4. Read about different types of customers and discuss the questions.

Customers come in all shapes and sizes. Working in a Tourist Information Centre, you will meet people with very different characteristics and ways of behaving.

Here are some customer types. Do you recognize any of the types from people you know or have dealt with?

- The questioner: asks lots and lots of questions even though they don't really need to know.
- Straight to the point: wants a dear simple answer to their query, and nothing extra.
- Empty head: not sure what they want to know, but feel they ought to ask something.
- The shy one: wants help but won't ask for it.
- Know-it-all: wants to tell you how much *they* know.
- The sponge: fascinated by everything you have to say and absorbs all the information.

How would you deal with these customer types?

Would you treat them all the same?

Find out

Exercise 5. Research information services in your city or region, for example

Tourist Information Centers

Guidebooks

Websites

Exercise 6. Collect as many examples of tourist information material as possible, including (if possible) English- language information material. Make sure you have at least one street map. This material will be useful in some of the later activities in this unit.

Listening Tourist information

Exercise 7. Listen to these extracts from different sources of tourist information.

Decide if the information is:

a) a recorded information line

b) given face-to-face

c) from a phone helpline

Exercise 8. Listen again. What information is the enquirer asking about? Choose from this list.

Exercise 9. Note down the expressions that the tourism employees use to offer help.

	1	2	3	4	5
a	sights to visit				
b	visas				
c	train availability				
d	theatre tickets				
e	art galleries				
f	booking accommodation				
g	currency exchange				
h	guided excursions				
i	child-friendly restaurants				
j	local maps				

Speaking Giving information

Exercise 10. Work in pairs. For each of the nine website headings a-i in Ex. 1 think of a piece of information for your city or region.

Exercise 11. Compare your information with another pair.

Exercise 12. Take turns to role-play dialogues in the TIC asking for and giving information on the different headings.

Listening How do I get to... ?

Exercise 13. Look at the map of Southwold, a seaside resort in England. Describe the location of the following places, using the preposition in brackets.

- 1) TIC (next to)
- 2) Sailors' Reading Room(at the end of)
- 3) disabled toilets (opposite)
- 4) disabled toilets (between)
- 5) school (near)
- 6) Town Hall (on)

Exercise 14. Listen to a tourist information officer giving directions from the TIC. Follow the routes and identify the places he is describing.

Exercise 15. Listen again and complete the directions.

1. When ____ (1) of the Information Centre, turn right and ____ (2) the High Street. Walk on through the Market Place ____ (3) a fork in the road. If you take the ____ (4) and go along Queen Street, ____ (5) some nice antique shops and a small art gallery and eventually ____ (6) a green hill. ____ (7) the hill _____ (8) the cannon and you're there.

2. The best way is to ____ (1) Church Street - it's just ____ (2) to the right; can you see it? If you turn right ____ (3) Church Street. ____ (4) a lovely little green and ____ (5) the lighthouse - you can't ____ (6) it. Just ____ (7) the lighthouse and then the seafront is just ____ (8) you. When you get to the seafront, ____ (9) and you can either ____ (10) the beach or the cliff. You'll see it in the distance sticking out to sea. It ____ (11) any longer than fifteen minutes.

Language spot Giving directions and prepositions of movement

Exercise 16. Which of the following are spoken by someone *giving* directions?

- 1) The best way to go is...
- 2) How do you get to... ?
- 3) Do you want the most direct route?



- 4) If you turn left here,...
- 5) I'm trying to get to the station.
- 6) What you need to do is...

Top three annual European Amusement / Theme Park Admissions	
1	Disneyland Paris = 12.0 million
2	Blackpool Pleasure Beach, UK = 6.0 million
3	Tivoli Gardens, Copenhagen = 3.9 million

Exercise 17. Match the phrases in A with the places in B. There will often be more than one possibility.

Exercise 18. Choose two of the pairings and try to link them using *if*, *when*, *until*, or *and*.

EXAMPLE. *Go along the street until you come to the market.*

A	B
1 go along	a the TIC
2 walk towards	b the hill
3 come out of	c the street
4 get to	d a bus
5 walk on through	e the city centre
6 turn right out of	f the bar
7 turn right at	g the park
8 reach	h the fork in the road
9 take	i the right-hand turn
10 go past	j the market

Exercise 19. In pairs, use the map of Southwold to give each other directions to different places.

Exercise 20. Use some of the maps you collected in *Find out* to practice asking for and giving directions in your own city or region.

Go to Grammar reference Unit 3.

Pronunciation

Exercise 21. Listen to the phrases from *Language spot*. Notice how the words link together.

- | | |
|----------------|----------------------|
| 1) come out of | 4) turn right out of |
| 2) walk on | 5) turn left at |
| 3) head up | |

Exercise 22. Consonant or vowel? Choose the right word and complete the rule about linking.

When a word ends in a *consonant* / *vowel* and the next word begins with a *consonant* / *vowel*, we link the words together.

Exercise 23. Practise saying these phrases, paying attention to the linking.

- 1) Walk along the street.
- 2) Turn left at the shops ...

- 3) Come out of the market...
- 4) Go past a fork in the road...
- 5) Walk on past a bus stop...
- 6) Head along this street and up a small hill.
- 7) Turn right at the museum, then go left at a fork in the road.
- 8) Turn left out of the TIC, head up a hill, and go past a park.

Reading Liverpool

Exercise 24. What do you know about Liverpool? Use the pictures to help you. Do you know anything about the 'maritime, cultural, and architectural history', or the 'musical and sporting excellence'?

Exercise 25. Which information category 1-5 do you associate with adjectives a-i?

- | | | |
|--------------|------------------|----------------|
| 1) nightlife | 3) shopping | 5) theme parks |
| 2) sport | 4) accommodation | |
| a) Active | d) Diverse | g) Luxurious |
| b) Dazzling | e) Exhilarating | h) Trendy |
| c) Designer | f) Famous | i) Wild |

Exercise 26. Read the extracts from Tourist Information leaflets and websites. Check your answers to Ex. 24, 25.

Liverpool, European Capital of Culture in 2008, is a vibrant modern city in the north-west of England with rich maritime, cultural, and architectural history, and a reputation for musical and sporting excellence.

No trip to Liverpool is complete without a visit to either (Infield, home of the famous Liverpool Football Club, or Goodison Park, home of their rivals Everton.

Liverpool is arguably best known for The Beatles and you can find reminders of their unique legacy all over the city. The Cavern Club, where The Beatles gave their early performances, is well worth visiting. Don't leave Liverpool without visiting The Beatles Museum or the childhood home of Paul McCartney.

In a city with such a wealth of musical achievement, you would expect a dazzling and diverse nightlife. And that's exactly what Liverpool offers. If you're looking for

a good night out, then why not visit the waterfront Albert Dock complex where you can find bars, restaurants, and club venues, as well as the famous Tate Gallery Liverpool?

During the day, why not try some ‘retail therapy’? Liverpool City Centre boasts some of the largest big name High Street stores in the country, and at Albert Dock you can find many trendy designer stores.

As you’d expect for a city of this size, there is a huge choice on offer. Whether you’re after a luxurious four-poster bed in a modern international hotel or a bunk bed in a city centre hostel that’s within walking distance of the bars and clubs after a wild night out, our Accommodation Booking Service can make a booking for you.

If you want to get out and about and be active, you could start at Pleasureland at Southport: it’s exhilarating entertainment for all the family, and home of the Traumatizer roller coaster – a must for all thrill seekers.

Language spot **Recommending and promoting**

Exercise 27. Look back at the extracts in *Reading*.

1. Find three examples of sentences using *You can find...*
2. Find examples of sentences starting with *if* and *whether*. Which of them is used when giving two options?
3. Find the word *must*. Is it used as a noun or a verb? What preposition follows it?
4. Find examples of these words and phrases and write out the recommendation expression in full.

1) without (x 2)

3) worth

2) why not

4) you could

Which ones use the gerund or noun (e.g. *visiting* or *a visit*), and which use the bare infinitive (e.g. ~~to~~-visit)?

Exercise 28. Complete this description of Copenhagen.

___ (1) you're a lover of history or a lover of culture, Copenhagen can offer you a fabulous experience. You can _____ (2) lots of examples of interesting

architecture, and Rosenborg Castle, home of the crown jewels, is well _____ (3) visiting. A trip to Legoland is a _____ (4) for all families with young children. _____ (5) you're looking for a relaxing walk, _____ (6) not visit the Tivoli Gardens? Finally, don't _____ (7) Copenhagen ____ (8) visiting the harbor to see the Little Mermaid statue.

Exercise 29. The expressions listed in Ex.27 and 28 are mainly *written* ways of making recommendations. Look at the list of expressions below. Which ones

- 1) are mainly spoken forms?
- 2) are mainly written forms?
- 3) could equally be written or spoken?
- a) If I were you, I'd...
- b) One of the best experiences you can have is...
- c) I've got an idea: why don't you...
- d) I'd recommend -ing...
- e) There's no better place for _____ than...
- f) You might like to think about...
- g) Have you thought about...
- h) Your best option is...
- i) For a really memorable experience, you should...

Exercise 30. Complete the *spoken* expressions for a visitor to your city or region. Use a different information topic each time (e.g. *accommodation, nightlife, shopping*). Make recommendations to your partner.

Go to Grammar reference Unit 3

Exercise 31. Read about the award-winning Copenhagen Tourist Information Centre.

- 1) What type of information does it give?
- 2) What is unusual about the way in which the information is presented?
- 3) Do you think a TIC like this would be good in your town or city?

branding (n) the use of a particular name, symbol, and design for a company's product so that people will recognize them	flea market (n) a market, often in a street, that sells old and used goods
citizen (n) a person who is legally accepted as a member of a particular country	innovative (adj) creating new things, ideas, or ways of doing something
	off the beaten track in a place where people do not often go

Copenhagen Right Now

Now, the tourist information centre has been awarded the annual prize for best **branding** by Visit Denmark, the official Danish board of tourism.

The prize is a recognition of the innovative and highly user-centred design concept. The idea was to build a hub for the information that visitors truly want when visiting Copenhagen - information about what is happening right now.

This information is not traditionally found in travel guides or agencies. For instance, *Copenhagen Right Now* guides the visitor to interesting spots, local venues, and other locations **off the beaten track**.

Tourists can discover such things as: where do the locals go for a good cup of coffee, or how does one see Copenhagen in three hours...

A collection of display cases takes relevant information such as posters, flyers, and the like from the city's fences, and is a reflection of what is happening in the city right now, from **flea markets** and hip hop concerts to ballets and operas.

A database of **citizens** of Copenhagen tells the visitors which shops, restaurants, bars, and parks the locals like and dislike, in order to let the visitor know what the ordinary Copenhagener finds cool and uncool.

Read more about Copenhagen Right Now at www.visitcopenhaaen.dk or visit the centre at: 4 A Vesterbrogade, Copenhagen V, Tel: +45 70 222 442

Writing Recommendations

Exercise 32. Write a tourist information advice and recommendation sheet for your own area. You should

Tourist information in ...

- A general description
- Information on natural features
- Places to visit (e.g. museums, historic buildings)
- Nightlife and entertainment
- Shopping
- Accommodation
- Other important information

include the following sections.

Try to use all of the expressions from *Language spot*.

Key words

Nouns

Call centre

Display rack

FAQs

Helpline

Home page

Leaflet

Lighthouse

Listings

Recorded

Seafront

Statue

Touch screen

Tourist information (TIC)

Adjective

Child-

Dazzling

Designer

Disabled

Exhilarating

Interactive

Maritime

Trendy

Verb

Click

UNIT 4. 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 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?

- | | | |
|---------------------|---------------|-----------------|
| 1) Campsite courier | 4) Club rep | 7) Transfer rep |
| 2) Chalet host | 5) Family rep | |
| 3) Children's rep | 6) Ski rep | |

Exercise 2. Listen to four reps introducing themselves. Write which type of rep each person is under their name.

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.

Type of rep	1 Jason	2 Luke	3 Katerina	4 Anne Marie
Duties and responsibilities				
a Accommodation, health and safety checks				
b Answering customers' queries / problems				
c Collecting and balancing foreign money				
d Conducting welcome meetings / selling excursions				
e Guiding excursions				
f Organizing entertainment, i.e. pool parties, bar crawls, party nights, etc.				
g Performing in cabarets which can be singing or games				
h Transferring holidaymakers to and from the airport				

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.

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.

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?

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.

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.

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.

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 | f) describe excursions |
| b) smile and welcome | g) check paperwork |
| c) meet the resort manager | h) check complimentary drinks |
| d) describe tourist attractions | i) answer any questions |
| e) describe hotel facilities | |

Exercise 11. Listen and check your answers.

Exercise 12. Listen again. Answer the questions.

- 1) Who is giving the talk?
- 2) Who is listening?
- 3) When do the reps have to look for the resort manager?
- 4) How long should a welcome meeting last? Why?
- 5) What is important to sell excursions?
- 6) Why is it important to socialize?

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/

/ɪz/

- 1) arrangements
- 2) arrivals
- 3) changes
- 4) customers
- 5) drinks
- 6) excursions
- 7) facilities
- 8) notes
- 9) places

Exercise 13. How is the final *s* pronounced in these words?

- | | | |
|------------|--------------|----------------|
| 1) basics | 5) documents | 9) meals |
| 2) beaches | 6) fares | 10) telephones |
| 3) bikes | 7) hours | 11) timetables |
| 4) buses | 8) lifts | 12) tours |

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.

burn-out (n) the state of being extremely tired or ill, either physically or mentally, because you have worked too hard

flirt (v) to behave towards sb as if you find them sexually attractive, without seriously wanting to have a relationship with them

gossip (n) informal talk or stories about other people's private lives, that may be unkind or not true

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*

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.

Any questions

Exercise 16. Watch your two colleagues give their welcome talk. Mark them from 1 (poor) to 5 (excellent) on

- | | |
|-----------------|---------------|
| a) clarity | d) enthusiasm |
| b) speed | c) fluency |
| e) coordination | |

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...

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.

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.

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.

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.

Go to Grammar reference Unit 4.

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	i) red
2 I've got...	b) a sore throat	j) sick
3 I feel...	c) allergic to...	k) sunburn
4 It's...	d) an upset	l) sunburnt
	e) bruised	m) swollen
	f) diabetic	n) toothache
	g) diarrhea	o) unwell
	h) dizzy	

Exercise 23. Which are the most common problems for tourists at a beach resort / travelling in a tropical climate / doing adventure tourism?

tip / tɪp / verb 1 **tip (sth) (up)** to move so that one side is higher than the other; to make sth move in that way: *When I stood up, the bench tipped up and the person on the other end fell off.*
 2 to make sth come out of a

container by holding or lifting it at an angle: *Tip the dirty water down the drain. The child tipped all the toys on to the floor.*
 3 to give a waiter, etc. a small amount of extra money (in addition to the normal charge)

to thank him / her: *She tipped the taxi driver generously.*
 4 **tip sb/sth (as sth/to do sth)** to think or say that sb/sth is likely to do sth: *This horse is tipped to win the race. He is widely tipped as the next Prime Minister.*

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.

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

	Taxis	Restaurants
Belgium		
Czech Republic		
Denmark		
Egypt		
India		
Japan		

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.

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.

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.

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?

Find out

Exercise 29. Research tipping in your area. Find out how much tourism professionals expect to be tipped in different situations, including:

- a) a porter carrying your bag to / from the train
- b) a taxi driver
- c) in restaurants
- d) a porter taking your bag to your hotel room
- e) a hotel concierge for getting you tickets and bookings
- f) the housekeeper who cleaned your room
- g) a tour guide at the end of the tour
- h) the bus driver at the end of the tour.

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 ...

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.

Write an introduction for your leaflet like the one above

Key words

Nouns

Campsite courier

Chalet host

Clipboard

Diarrhea

Entertainment

Health and safety checks

Rash

Sunburn

Throat

Toothache

Adjectives

Allergic

Bruised

Diabetic

Dizzy

Seasonable

Sore

Swollen

Unwell

Upset

Variable

Verbs

Socialize

Tip

UNIT 5. EATING OUT.



Takeoff

1. Match the different dishes with the flags.
2. What is your country's national dish?
3. How would you describe this dish to somebody who didn't know what it was?

4. What three things would you recommend to a tourist?

Listening

Our national dish

Exercise 1. Listen to three people talking about their national dish. Match them with the pictures and flags above.

Exercise 2. Answer the questions.

- 1) Which of the three is happiest about their national dish?
- 2) Which of them is the least happy about their national dish?
- 3) Are you happy about your national dish?
- 4) If you could choose another dish to represent your country, which would it be?

Reading. Food tourism

Exercise 3. Read the extracts about food tourism. Which title goes with which extract?

- 1) A new type of tourist? 2) Food tourism-a winner for everyone. 3) In celebration of basic food. 4) Sea, sand, sun-and food!

A. Date: 2nd week of February

Name: TINAPAY FESTIVAL

Venue: Cuenca, Batangas, the Philippines

The Tinapay festival is an opportunity for the local people to give thanks to their patron saint, Our Lady of Peace and Good Voyage. In particular, the festival is an act of recognition of the wonderful bread making skills of the bakers of Cuenca. The main event is a unique parade where the biggest and longest breads of different shapes are paraded through the main streets of the town. And the festival is interactive - after the parade everyone gets a taste of the pastries and bread products.

B. It is important for tourism managers to realize that food tourism is not just good news for the tourist; local people also benefit from it. As one tourism expert pointed out, 'Hungry visitors mean good business, not only for our restaurateurs, but also for the farmers and fishermen who are their suppliers.'

C. Anybody looking for a truly heavenly experience will think that they have walked into paradise at the Chocolate Show in New York. The festival is a chocolate experience of global proportions with over 60 makes of chocolates on show. Chocolate-makers from all over the world take part, as do the visitors – chocolate tasting is mandatory!

D. A study in Tasmania has suggested that a new brand of food-lover exists. 'Tasters' are visitors who are interested in the food of a region as a part of their overall tourism experience. They are looking for the real taste at the area, for something representative and authentic, and they hope to find part of this in local food and wines.

E. Central Dalmatia is one of Croatia's regions that takes greatest pride in the quality and diversity of the dishes served on its islands and along its coasts. Recently this richness has become much more than a source of pleasure for the locals. Now it is a significant ingredient in what the region offers tourists. In fact, food is so important for tourism in Dalmatia that local experts have produced the region's first ever gastronomic guide

Food tourism has become big business, worth nearly £4bn a year. In a recent survey of the UK food industry, two-thirds of Britons said that food and drink influenced their holiday choice.

Exercise 4. Think of a heading for the remaining extract.

Exercise 5. Which extract(s) is / are

- 1) Publicity for a food event or festival?
- 2) From an article for tourism professionals?
- 3) From a web page describing a tourist region?

Exercise 6. Read the extracts again. Write T (true) or F (false).

1. At the end of the bakers' festival in the Philippines, the participants eat the bread.
2. When you go to the chocolate festival in New York, you don't have to try the chocolate.
3. 'Tasters' are people who try local food when on holiday in Tasmania.
4. The Central Dalmatia gastronomic guide is a list of all the restaurants in the country.

Find out

Exercise 7. Find the information.

- Is food used as a tourism resource in your region?
- What the most representative dishes are for the food in your region.
- What the most common local ingredients are that are used in making these dishes.
- Which of these dishes is used in local tourist festivals or offered by local restaurants.

Hint: go to your local tourist information office, look at the menus of restaurants and hotel restaurants used by tourists, check on the Internet, or ask your family and friends.

Vocabulary. Food: ingredients and preparation

Exercise 8. Look at the food web.

Answer the questions.

1. How is it organized?
2. Where would the ingredients go on the web?



3. Add any other ingredients that are used in the food of your region. Use your dictionary if necessary.

aubergine	lamb	prawns
cheese	lobster	pulses
chicken	olive oil	rice
courgette	onion	sausage
crab	oranges	strawberries
cream	peppers	yogurt
garlic	pork	

Exercise 9. Which of these methods of preparing food can you use with the different ingredients?

- 1 baked 3 fried 5 stewed
 2 boiled 4 grilled 6 stuffed

Exercise 10. Which of the ingredients would you normally use in a starter / a main course / a dessert?

Pronunciation

Exercise 11. Listen to the words at the top of each column. Pay attention to the vowel sound.

Exercise 12. Listen to the food words and tick the right column for the vowel sound you hear.

Exercise 13. Listen and repeat the words. Pay attention to the length of the vowel sounds.

Exercise 14. Add any other food words you know to each column.

	<u>sea</u>	<u>sort</u>	<u>spot</u>
	/i:/	/ɔ:/	/ɒ/
1	<u>cheese</u>		
2	<u>courgette</u>		
3	<u>course</u>		
4	<u>cream</u>		
5	<u>lobster</u>		
6	<u>meat</u>		
7	<u>olive</u>		
8	<u>oranges</u>		
9	<u>pork</u>		
10	<u>prawns</u>		

Listening

Describing dishes

Exercise 15. Listen and tick the food that is being described.

Exercise 16. Listen again. For each dish, make notes about ingredients / preparation / accompaniments.



complement (n) a thing that goes together well with sth else
savoury (adj) having a taste that is not sweet

self-sufficient (adj) able to produce or provide everything that you need without help from or having to buy from others

skewer (n) a long, thin piece of pointed metal or wood that is pushed through pieces of meat, vegetables, etc. to hold them together while they are cooking

Exercise 17. Are the dishes being described starters, main courses, or desserts?
Which dish sounds nicest to you, and which dish would you least like to try?

Language spot. Describing food

Exercise 18. Look at what the waiters said (a-f). Identify phrases for

- giving a general idea of a dish
 - describing the ingredients and preparation
 - describing what accompanies the dish.
- a) A salade Marocaine is made of chopped tomatoes
b) Harira is a bit like tomato soup,
c) It's a type of stew.
d) It's cooked with potatoes and other vegetables,
e) Schnitzel is served with potato salad and a slice of lemon.
f) The meat is covered in breadcrumbs.

Which phrases use the passive voice?

Exercise 19. Look at the waiter's English notes on the Malaysian dish Nasi Lemak.

What would the waiter actually say to the guest?

- 1) *very special Malaysian dish*
- 2) *typically eaten: breakfast*
- 3) *served here: evening*
- 4) *ingredients = rice & coconut cream*
- 5) *like rice pudding but not dessert*
- 6) *rice soaked in coconut cream*
- 7) *rice & cream steamed + herbs*
- 8) *served + cucumber, anchovies, peanuts*

Go to Grammar reference Unit 5.

Speaking. Taking an order.

Exercise 20. Look at these phrases. In what order would a waiter use them during a meal?

- 1) Are you ready to order?
- 2) Enjoy your meal.
- 3) Good evening. A table for two?
- 4) Here's the menu. Today's special is...
- 5) This way, please.
- 6) Would you like to order some wine with your meal?
- 7) Can I get you an aperitif?

Exercise 21. Work in pairs. Student A, you are the customer. Student B, you are the waiter. Act out the restaurant situation. The waiter should use phrases from *Language spot*. Think of your local dishes. Choose a starter, a main course, and a dessert.

Reading. The traveller's guide to Turkish food.

Exercise 22. Climate can influence the food of a region. What other influences can you think of?

Exercise 23. What do you think are the main influences on Turkish food? Read the first two paragraphs to check.

TURKISH CUISINE

Turkish food is delicious, rich, and varied. Turkey is **self-sufficient** in food, and the range of vegetables and fruits available at all times of the year provides a constant source of fresh ingredients. Because of this, the taste and preparation of the wide range of dishes changes with the seasons. We never use tinned or frozen ingredients, unless it is to create a specific taste.

Turkish food has some of its origins in the lifestyle of the people that lived in this region during the time of the Sultans. Even today the evening meal is often the evening's entertainment. The equivalent of the western 'starter' is mezes, which consist of a huge selection of tasty dishes served in the centre of the table, including vegetables, meat, chicken, and seafood all prepared differently. Everyone tastes all of

the dishes, which often consist of the same vegetable prepared in a number of very different ways. There are, for example, over 100 ways to prepare aborigines alone.

Eating at home in Turkey or in a traditional Turkish restaurant is never hurried, and the evening meal can last for many hours. The transition from starters to the main course is not always obvious, but typical main course dishes are **skewers** of succulent lamb or chicken, accompanied by tasty rice dishes.

Desserts are extremely sweet and the perfect **complement** to the strongly savoury aspect of Turkish food. The wide range of sweet dishes available is a good complement to the equally extensive range of mezes. Visitors to Turkey are often surprised by an unusual Turkish custom. When you eat out, it is not unusual to change restaurants at the dessert stage!

Exercise 24. Read the article again. Write T (true) or F (false),

1. Because of the climate, you get different dishes at different times of the year.
2. Mezes are put in the centre of the table for everybody to try.
3. Turkish meals usually take a long time.
4. Lamb or chicken with tasty rice are typical mezes.
5. It is quite common for Turkish people to have their main course in one restaurant and their sweet course in another.
6. Turkish people don't like sweet food.

Language spot. Relative clauses - *who*, *which*, and *that*

Exercise 25. Look at these sentences. When do we use *who* and when do we use *which* ?

Hungry visitors mean good business, not only for our restauranters, but also for the farmers and fishermen who are their suppliers.

Tasters' are visitors who are interested in the food of a region as a part of their overall tourism experience.

I really love our food, especially sushi, which is our national dish.

The equivalent of the western 'starter' is mezes, which consist of a huge selection of tasty dishes...

Go to Grammar reference Unit 5.

Exercise 26. Now look at these sentences. When do we use *which* and when do we use *that*?

Turkish food has some of its origins in the lifestyle of the people that lived in this region during the time of the Sultans.

The equivalent of the western ‘starter’ is mezes, which consist of a huge selection of tasty dishes...

Everyone tastes all of the dishes, which often consist of the same vegetable prepared in a number of very different ways.

Tagines are the pots that the dish is cooked in.

It’s rice that has been soaked in coconut cream and then steamed with some herbs.

Go to Grammar reference Unit 5.

Exercise 27. Complete the sentences with *who*, *which*, or *that*.

1. The dish ____ most visitors associate with the UK is fish and chips.
2. The Mediterranean diet, _____ is based on olive oil, is now considered to be very healthy.
3. Foods _____ are frozen or tinned are never as tasty as fresh foods.
4. Foodies is a name used today in the UK for people ____ really enjoy eating.
5. Turkey, _____ is where Europe meets Asia, is an important bridge between cultures.
6. Gourmets and epicureans are people see food as a serious hobby.

Writing. The food of my region

Exercise 28. Work with a partner. You are going to write an introduction to the food of your country or region. Use the information you gathered for *Find out*. Add other information if necessary.

Exercise 29. Think about what you can say about each of the following aspects of your local food.

- 1) the influences;

- 2) the history;
- 3) the ingredients and flavours;
- 4) the importance for local culture and lifestyle;
- 5) the way of eating a meal;
- 6) the most representative dishes.

Exercise 30. Look at the article on *Turkish food*. How many paragraphs does it have? How many paragraphs will your article need?

Exercise 31. When you have written a first draft for your article, give it to your teacher to correct.

Exercise 31. While you are waiting to get your first draft back, think about how you can best present your article - as a web page, as a leaflet, etc.

Exercise 32. Read the text.

Where in the world?

360 The Restaurant at the CN Tower

Toronto's 360 Restaurant is one of Canada's top restaurants – in more than one way! How is it a 'top' restaurant? And what's different about its cellar?

360 The Restaurant at the CN Tower, one of Toronto's finest and most popular restaurants, features unforgettable food combined with a magnificent revolving view of Toronto more than 350 meters below. 360 offers market-fresh cuisine, featuring regional ingredients to ensure an incomparable culinary experience.

All seats offer a breathtaking view. Some are located against the window and others are on a raised platform. All seats in the restaurant are on the rotating floor and receive spectacular 360 degree views. The floor takes 72 minutes to complete a full rotation.

At 351 meters, our cellar has received a Guinness World Record for the world's highest wine cellar. Created to resemble a typical underground wine cellar, ours features precision climate and humidity controls, redwood racks, double cherry doors, a 9,000-bottle storage capacity, and a tasting table. Our 'cellar in the sky' has an award-winning wine selection of over 550 international and Canadian wines. 360 is

the recipient of several awards and a wonderful place to celebrate any special occasion.

Elevation from ground level to the restaurant is complimentary with the purchase of a main course. Reservations are recommended and can be made online or by calling 416-362-5411.

Customer care. What do you say?

Most languages have common expressions which are said on certain occasions, e.g. in French, 'bon appétit' to guests at a dinner table .or 'bon voyage' to travelers before a trip. English often does not have simple equivalents to these expressions and sometimes borrows from other languages. So, before a meal the English will probably either say 'bon appetit' or possibly 'enjoy your meal' – or sometimes nothing at all.

Exercise 33. In what situations are these other common expressions used?

'Safe journey', 'You're welcome', 'Do start', 'Cheers', 'Have a nice day'

Listening. How to deal with complaints

Exercise 34. Look at the four steps for dealing with customer complaints. What order do you think these steps normally come in?

Apologize Ask questions Listen Take action

Exercise 35. Listen to the head waiter giving a final training talk in a restaurant and check your answer. In the talk, three phrases for apologizing are given. What are they?

Exercise 36. Answer the questions.

- 1) Why should tourism professionals be 'positive' about getting complaints?
- 2) How can you 'show the customer that you're listening'?
- 3) When is it essential to ask the customer questions?
- 4) What do you think customers complain about most in restaurants?

Speaking. I'm very sorry

Exercise 37. Work in threes.

Student A. You are a waiter. Familiarize yourself with these phrases before

acting out your situations.

Checking satisfaction	<i>How are we doing? Is everything OK?</i>
Apologizing	
Basic	<i>I'm sorry.</i>
Stronger	<i>I'm so sorry.</i>
	<i>I'm very sorry</i>
Promising action	
food not hot	<i>I'll ask the chef to warm it up.</i>
glass / cutlery dirty	<i>I'll change it immediately.</i>
meat underdone	<i>I'll ask the chef to cook it some more.</i>
you've brought the wrong dish	<i>It's my mistake. I'll take it back to the kitchen.</i>
you've forgotten the water	<i>I'll get you some immediately.</i>
client unhappy with a dish	<i>Would you like me to get you something different?</i>
wait a long time to order / for bill	<i>We're very busy tonight I'll get to you as soon as I can.</i>

Student B. You are the customer. When the waiter asks you if everything is OK, complain about something.

<i>I'm afraid that...</i>	<i>I don't really like this dish, my food isn't really that hot. the meat is a little underdone, this glass is dirty, this isn't what I ordered, we didn't get our water.</i>
<i>I'm sorry, but...</i>	<i>we've been waiting for ages to order, we've been waiting for ages for our bill.</i>

Student C. You are the training manager. Use the evaluation form below to assess the waiter.

1	Did the waiter fully understand the customer at all times?	Y/?/ N
2	Did the waiter show the customer that they were listening?	Y/?/ N
3	Did the waiter apologize using appropriate language?	Y/?/ N

- | | | |
|---|--|--------|
| 4 | Did the waiter's voice clearly express sincerity in the apology? | Y/?/ N |
| 5 | Did the waiter offer an appropriate solution to the problem? | Y/?/ N |

Key words

Ingredients

beef
garlic
lamb
olive oil
pepper
pork
prawn
pulses
sausage
spices
yogurt

Other

course
dessert
dish
flavour
main course
starter
taste

Preparation

baked
grilled
stewed
stuffed

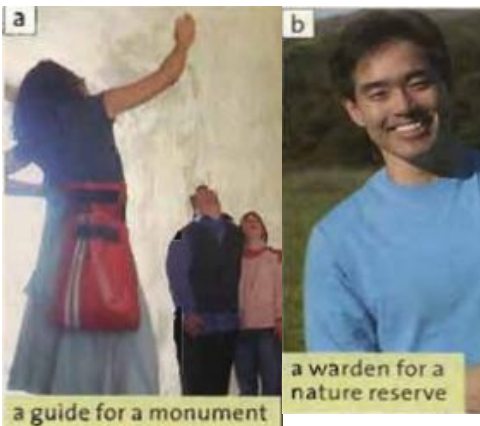
UNIT 6. RURAL TOURISM.

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.

Listening. Local people and rural tourism



a guide for a monument

a warden for a nature reserve

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
 - is carrying on the work their
 - thinks that their area has a
- activities to offer rural tourism

Exercise 3. Listen again and the way(s) each speaker or benefited from rural tourism.

Exercise 4. We didn't hear one person speak. What do you think they would say about rural tourism?



an outdoor activities instructor

a local crafts worker

qualification?
parents did?
lot of different
visitors?
make notes about
their region has

(Hint: think about how tourism will affect their job.)

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.

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.

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.

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.

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.

Which system is the best in your opinion?



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

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), 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

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

Dear Alison

In Asturias in the north of Spain, we use a symbol we call the ‘triskel’ for grading our ‘casas de aldea’ (village

carve (v) cut wood or stone in order to make an object or to put a pattern or writing on it
comply with (v) to obey an order or request
continental breakfast (n) a light breakfast, usually consisting of coffee and bread rolls with butter and jam
full cooked breakfast (n) a large breakfast, usually consisting of cereal, cooked bacon and eggs, toast, and tea or coffee

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 ‘trisquels’. 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.

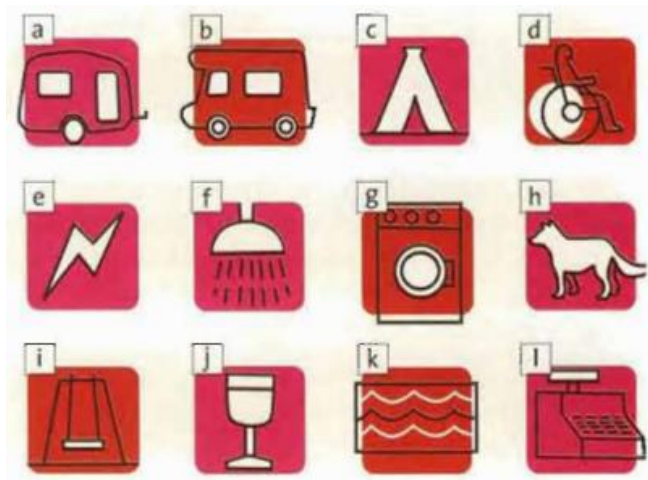
Onofre Alvarez Fernandez, Sociedad Regional de Turismo de Asturias

Listening Checking in at a campsite.

Exercise 9. Listen to two situations in which campers check in to a campsite.

Which camper:

- a) has made a previous reservation?
- b) has a vehicle?
- c) is staying for less than a week?
- d) has children?
- e) only needs one pitch?



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 _____?

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*.

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.

Speaking. Receiving campers

Exercise 15. Work in pairs. Student A, you are the receptionist. Go to p.110. Student B, you are the camper. Go to p.115. 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.

New Haven Camping

Date: 21 June 20--

Receptionist: [redacted]
Client's name: [redacted]
Identification: ID card (10789876)

Booking Walk-in
Booking system: Internet
 Email
 Telephone
 Fax
 Letter

No. adults: 4
No. children: 4

Tents: 1 small tent
Motorhome: Y Caravan: Y/N
Hook-up: N Car: Y/N

Pitches: 1 (C23)

Arrival: 21 June 20-- Departure: 30 June 20--

Student B

You are the camper. Use the information and book into the campsite. Make sure you get what you booked.

Rural tourism is a segment of the total tourist industry which is particularly important in Hungary, a country with no spectacular natural attractions, without seaside, high mountains, rainforest, or herds of exotic animals.

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

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 |

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?

d) 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?

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?



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. Fishing 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.

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 private homes that offer home stays. At the moment they provide accommodation and entertainment for up to 150 tourists per night.

delight (v) to give sb great pleasure

nourish (v) to give sb / sth the right kind of food so that he / she / it can grow and be healthy

silkworm (n) a caterpillar (a small creature like a worm with legs) that produces silk thread

toil (v) to work very hard and / or for a long time

trade (n) the activity of buying and selling or of exchanging goods or services between people or countries

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?

Quang Nam Province. For visitors who want to be really active in their holidays, we recommend a visit to one of the vegetable farming villages near the town 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 go to eat colocynth (similar to a bitter apple) and tom kha, which is a traditional dish made of vegetables.

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?

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 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.

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.'

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?

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 thundery showers

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. *Thundery* is an adjective. The noun is *thunder*. What are the adjectives for 1) fog; 2) rain; 3) mist; 4) showers; 5) storms; 6) wind?

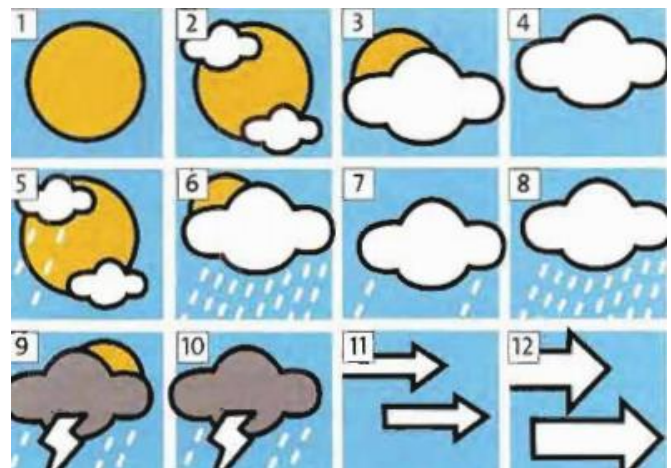
Exercise 30. Make a web for all your weather terms similar to the web you made for food vocabulary in Unit 5. Put the words *Weather forecast* in the centre of your web.

Exercise 31. What is the weather like in your region in the spring, summer, and autumn?

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?

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 thundery storms.
- 5) Will it _____ all week?
- 6) They said _____ rain on Thursday.

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.*
- 2) *I think it'll rain on Thursday or It's going to rain on Thursday.*

Go to Grammar reference Unit 6.

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...*

Student A

Day	Weather	Wind	Other info
Tuesday		a little bit windy	possibly some showers
Wednesday		—	very hot in the afternoon
Thursday		quite windy	cold at night
Friday		—	probably rain by midday

Key words

Accommodation

electric hook-up

grading system

home stay

motorhome

pitch

symbol

Rural attractions

canyon

cloth

crafts worker

forest

meadow

pottery

warden

weaving

Weather

fog

forecast

overcast

shower

storm

sunny intervals

thunder

GRAMMAR REFERENCE

Unit 1. Greeting and introducing.

We can use several ways to greet people or to introduce ourselves.

Greeting

Informal

Hello/ Hi, Julia - it's nice to see you again.

Formal

Good morning /afternoon /evening, Mrs Yashimoto. Here's your room key:

Welcoming

Welcome. / Welcome to Toronto. *NOT Welcome at Toronto.*

Or. if returning to a place:

Welcome back to Toronto.

Introducing yourself

Informal

Hi. My name's Johann.

Oh, hi. I'm Alex.

Formal

Good evening. My name is Mr Elliott.

May I introduce myself? I'm a colleague of Ms Pierron.

Introducing someone else

This is...

Haveyou met... ?

Note that we only use *that's* or *that is* to identify someone who is not standing nearby.

You see the tall man with the glasses standing over there? That's DrMashiko.

When we introduce more than one person, we usually do so individually.

This is Ms Pleischman and this is Professor Schwartz. *NOT These are Mo Pleischman and Professor Schwarts.*

Checking someone's identity *You must be...*

As well as using *must* for obligation (*You must pay for the ticket*), we also use it when

we are quite certain about something. Remember that *must* is always followed by infinitive without *to*.

We use *You must be to* refer to one or more people.

You must be the tour guide.

You must be Mr. and Mrs. Jacobsen.

It's..., isn't it?

This is only used when addressing one person, and does not change, it is usually used with someone whose name we think we already know.

Hi. It's *David*, isn't it? *NOT You're ...-^aren't you?*

Making an offer

As well as using *can* for ability, requests, and permission, we can also use it to make an offer

Can! /we + get / give / offer, etc.

Can I get you some more wine?

Can we do anything to help?

Note that the correct response is *Yes / No, thank you*. It is not polite to say *Yes, you can*.

Unit 2. Where things are

We can use several prepositions and phrases to describe where a person or thing is located.

in enclosed spaces, e.g. rooms, buildings, furniture

in the basement, in the hotel, in the corner

limited areas, e.g. towns, parks, countries, continents

in the hotel forecourt, in America

at general location, i.e. it is not important whether something *or* someone is inside or outside a building

Mr Hamer called to say that he is already at the airport.

a specific point or feature in the room *I'll wait for you at the meeting point*

in expressions such as *at the end (of)*

Go down this corridor, and you'll find the gym at the end.

You'll find the gym at the end of the corridor.

on surfaces, e.g. walls, floors, shelves on the first floor on the roof on the left /
right

Turn left and the hairdressers is on the right. *NOT in the loft*

We use both **next to** and **near to** talk about how close things or people are, but **next to** means that one thing or person is at the side of another, while **near** tells us only that one thing or person is not far away from another.

Is the garage next to the hotel?-No, but it's very near.

Between means having someone or something on each side.

The toilets are located between the restaurant and the bar.

Opposite means that one thing or person is facing another.

You'll see the lifts immediately- they're opposite the main entrance.

Over there is similar to **there**, but indicates a longer distance away from ourselves.

We can combine **over there** with other prepositions to describe more accurately where something is.

Don't use that lift. Use the one over there.

The business corner is over there next to the lounge.

Unit 3. Giving directions and prepositions of movement, Recommending and promoting

Giving directions

When giving directions, we usually use the imperative form of the verb. This is the same as the infinitive:

Go..., Take..., Turn....

However, we can also use an //sentence, as follows.

If you take the first road on the left, you'll see the market on the right.

= If + you + infinitive without to, you + will (you'll) + infinitive without to

Prepositions of movement

Although some of the verbs we use when giving directions are not followed by a

preposition, e.g. *reach*, it is common for many verbs to combine with one preposition or more.

These verbs include *come*, *get*, and *go*.

They combine with prepositions such as *along*, *at*, *down*, *out of*, *past*, *through*, and *up*.

The same verb may be followed by different prepositions to give different meanings.

Come out of = leave *come to* = reach

On the other hand, different verb + preposition combinations can sometimes have the same meaning. One of the commonest verbs to use when giving directions is *Go*, but there are alternatives such as *Head* and *Walk*.

Go/Head/Walk past the station, then turn left.

Go / Head / Walk along here for about five minutes.

Note that the prepositions *down* and *up* do not necessarily mean that the route is up or down a hill. When combined with *go*, etc., these two prepositions have a similar meaning to *along*.

Go down this road.

Head up the High Street until you reach the bank.

Out off - leaving a location) and *at* (= reaching a fixed point) can combine with a number of verbs.

When you come out of the market, turn left.

Turn right at the Tourist Information Centre.

cut combines with *through* to indicate a shorter route.

The best way to get to the main road is to cut through the park.

Do not confuse *towards* and *to*. *Towards* means 'in the direction of', whereas *to* means 'as far as'.

Walk towards the church but turn left before you reach it.

Walk to the church and cut through the churchyard.

Recommending and promoting

In tourism texts you'll find several ways to make a recommendation or promotion.

negative + without

No visit / trip/journey is complete without + -ing *form or noun*

No trip is complete without visiting /a visit to the museum.

or

Don't + infinitive without to (+ place name) + without + -ing form

Don't leave (Liverpool) without visiting the museum.

well worth

(well) worth + -ing *form / noun*

The Cavern Club is worth visiting/a visit.

Well worth + -ing form offers a stronger recommendation than worth + -ing form.

Why not

Why not + *infinitive without to* Why not watch a football match?

If sentences

If + *clause* + you could + *infinitive without to*

If you want to get out and about, you could start at Pleasureland.

We can also use *If* with *why not...?*

If you like shopping, why not go along to Albert Dock?

a must

We only use *must* as a noun when we are recommending or promoting a place.

The Beatles Museum is a must for any fans of the Fab Four.

The following expressions are used more in promotional texts.

You can find

In Liverpool you can find everything you need for a fantastic holiday.

Whether

Whether is used to give more than one option.

Whether you're interested in music or art, football or shopping, Liverpool meets all your expectations.

... boast...

We use *boast* to talk about an attraction that we would like to promote.

The city centre boasts the biggest range of shops in the region.

Unit 4. Advice and obligation

Advice

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 »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 5. Describing food. Relative clauses.

Describing food

We use the Passive when we do not know who did something, or when it is not important to say who did it.

As with Active sentences, we can use different tenses in the Passive, e.g. Present Passive, Past Simple Passive, etc.

Present Passive

The Present Passive is often used to talk about a custom that exists in the present.

A pasta dish is served before the main course.

A special meal is eaten on Friday evening.

= subject + Present Simple of *be* + past participle

We also use the Present Passive to describe a process such as the method of making and preparing a dish, or talking about ingredients and accompaniments. In this case, we often use the prepositions *of* or *with* after the Passive verb.

A salad Marocaine is made of chopped tomatoes. Schnitzel is served with potato salad.

This dish is cooked with potatoes and carrots.

Be careful to use the correct preposition after the verb.

It is possible to use other prepositions after the Passive, but these depend on the main verb'.

The meat is covered in breadcrumbs.

Relative clauses - *who, which, and that*

We use relative clauses to connect two ideas. There are two types of relative clause.

Non-defining

Look at the following sentences.

I really love sushi. Sushi is our national dish.

By using the pronoun *who* or *which*, we can combine the two sentences and avoid repeating the subject.

I really love sushi, which is our national dish.

MAIN CLAUSE RELATIVE CLAUSE

We use *which* to refer to a thing or things, and *who* to refer to a person or people.

In this way,

Turkish food is popular among tasters. Tasters visit regions as part of their holiday.

becomes

Turkish food is popular among tasters, *who visit* regions as part of their holiday.

Note that in the sentences containing *which* and *who*, the two parts of the sentence are separated by a comma. The second part of the sentence is called a non defining relative clause. This is because what comes after the comma is simply additional information, which we do not need in order to understand the whole sentence.

Defining

The second type of relative clause also connects two ideas, but in a different way.

Look at the following sentences.

A tagine is a pot. A tagine *is* used to cook food in.

A tagine *is* a pot which *is* used to cook food in.

MAIN CLAUSE RELATIVE CLAUSE

Also

Tasters are tourists. Tasters are interested in the food of the region.

Tasters are tourists who are interested in the food of the region.

In this case, the relative clause is not just giving additional information, and does not come after a comma. Instead, it is an essential part of the sentence that helps us to identify which things or people we are talking about.

Note that in a defining relative clause, we can use *that* instead of *which* or *who*.

A tagine is a pot that is used to cook food in.

Tasters are tourists that are interested in the food of the region.

We cannot use *that* in non-defining relative clauses. NOT / *really love sushi, that is our national dish.*

Unit 6. 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 *Wo think theoe 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.

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