

OXFORD ENGLISH FOR CAREERS

TOURISM ³

Robin Walker and Keith Harding

Teacher's Resource Book

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2013 2012 2011 2010

10 9 8 7 6 5 4 3 2

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 455107 6

Printed in China

ACKNOWLEDGEMENTS

Cover image courtesy: Corbis/Randy Faris/Flame Collection.

*The authors and publisher are grateful to the following for their permission to reproduce
photographs and illustrative material: Corbis pp69 (Beijing/Redlink), 74 (airport
runway/Jason Hawkes), 75 (Elvis Presley/John Springer Collection), 76 (seminar/
Helen King), 77 (car in open road/PBNJ Productions), 83 (Metoeira Monastery/
Peter Saloutos/zefa); Getty Images pp68 (boat in Vietnam/Christopher Groenhout/
Lonely Planet Images), 75 (bell boy/Reza Estakhrian/Stone), 82 (theme park/
Werner Dieterreich/Photographer's Choice), 88 (aircraft engineer/Lester
Lefkowitz/Stone), 90 (tents in mountains/Colin Montheath/Minden Pictures);
OUP pp69 (Taj Mahal), 86 (light switch), 87 (wind turbines); Punchstock pp70
(people in meeting/Digital Vision), 80 (business lunch/Juice Images), 87
(campsite/Stockbyte).*

Contents

Introduction p.4

Background, teaching notes, tips, and additional activities

- | | |
|---------------------------------|-------------------------------|
| 1 Tourism today p.6 | 7 The impacts of tourism p.36 |
| 2 NTOs p.11 | 8 Built attractions p.41 |
| 3 Managing tour operations p.16 | 9 Events management p.46 |
| 4 Hotel management p.21 | 10 Sustainable tourism p.51 |
| 5 e-Travel p.26 | 11 Social tourism p.56 |
| 6 Quality in tourism p.31 | 12 Tomorrow's tourism p.61 |

Language tests and communication activities

Instructions for communication activities p.66

- | | |
|---------------------------------|-------------------------------|
| 1 Tourism today p.68 | 7 The impacts of tourism p.80 |
| 2 NTOs p.70 | 8 Built attractions p.82 |
| 3 Managing tour operations p.72 | 9 Events management p.84 |
| 4 Hotel management p.74 | 10 Sustainable tourism p.86 |
| 5 e-Travel p.76 | 11 Social tourism p.88 |
| 6 Quality in tourism p.78 | 12 Tomorrow's tourism p.90 |

Language tests key p.92

Introduction

Tourism is divided into three levels. Level 1 (Provision) deals with the areas of tourism related to the creation, promotion, and selling of typical tourism products such as flights and package holidays. Level 2 (Encounters) presents students with the English needed to handle face-to-face contact with tourists who are on holiday. Level 3 (Management) covers the language needed to discuss and work with tourism issues at a basic managerial level.

Take off

This is designed as a warm-up activity to the unit. It often introduces key vocabulary or concepts and should be used to get students to focus on the topic.

In advance of the unit, you can get students to look for pictures and other materials that relate to the topic. These might come from coursebooks they are using in other subjects, from professional journals that the school subscribes to, or from internet searches.

It's my job / Where in the world?

These occur in alternate units and provide visual input and text. They are all based on authentic interviews and sources and are designed to be of interest to the students as they stand with only minimal tasks. In 'It's my job', students will read about a variety of young people in different tourism environments and gain insight into the skills required.

General focus questions for 'It's my job' and 'Where in the world?' are: *What do you think his / her job involves? Would you like to do it? Where do you think this is? What do you know about it?*

It will also be very useful to have a world map available in the classroom in order to locate the various places referred to in 'Where in the world?' and other features.

Tourism manager

Management may be new to many of the students. This section aims to look at specific aspects of the manager's role and uses an illustration to introduce the point in an interesting or amusing way.

From these sections, students can build up their own portfolio of management tips for later use in their professional lives.

Find out

This encourages students to take an active role in the learning process, both in terms of their English language work and the subject of tourism itself.

Activities can be set as projects or homework assignments, but it is worth spending time in class preparing students for the task. Help can also be given by brainstorming some standard places and sites where they can gather information, e.g. the national tourist office, the regional tourist office, a particular hotel chain in your country, etc. Encourage students to share their sources.

Also, make sure students know how to do internet searches using search engines such as www.google.com or www.altavista.com. If students get stuck, www.tourist-offices.org.uk and www.world-tourism.org are also extremely useful tourism-specific sites.

Top margin

This part of the page contains facts, statistics, and quotes. These are optional extras and can be used to add variety and interest to your lessons or provide additional material for strong students who are 'fast finishers'.

Sometimes they have an associated question, and ways of exploitation include asking whether your students are surprised by the facts and statistics, or whether they agree, disagree, or can identify with the quotes.

There are also definitions for difficult words or phrases which are important to understand a text which appears on the same page. (The words or phrases in the text are highlighted in bold.)

Vocabulary

Students meet a large amount of vocabulary during the course. It is important to encourage good learning skills from the start, for example,

- organizing vocabulary into categories rather than simple alphabetical lists
- understanding the context of vocabulary and whether it is a key word needed for production or for comprehension
- checking and learning the pronunciation of a word or phrase.

Encourage students to take personal responsibility for recording new vocabulary items. This can be done

through a Personal Learning Dictionary (PLD) in which students write down new items along with dictionary-style features such as translation, phonetic transcription, part of speech, related grammar, context and example sentence and related words.

Language spot

This focuses on the main language points that are generated by the topic of the unit and concentrates on their practical application.

If your students need revision after completing the Language spot, direct them to the Language reference, which provides a handy check.

There is also one photocopiable Language test for each unit in this Teacher's Resource Book.

Listening, Reading, Speaking, Writing

These activities give realistic and communicative practice of language skills needed in tourism.

- In the listening activities, students are exposed to industry situations, including dialogues, presentations, and interviews. They also hear a variety of English accents, both native speaker and non-native speaker.
- In the reading sections, students meet a variety of industry-based texts. These cover tourism concepts that they may be familiar with already from other tourism subjects they are studying.
- In the speaking sections, try to ensure use of English, particularly during activities involving some discussion. Encourage this by teaching or revising any functional language students may need. There is also one photocopiable Communication activity for each unit in this Teacher's Resource Book.
- Writing practice focuses on the type of texts that students will need to produce in the industry (see Writing bank). It also allows for consolidation of the topic.

Pronunciation

This practises aspects of pronunciation which are of maximum importance for intelligibility.

You can repeat the recordings in the Pronunciation as often as you like until you and your students feel confident they have mastered a particular sound or feature.

Encourage students to look for similarities and differences between their mother tongue pronunciation and that of English.

Checklist

This allows students to check their own progress. You may want to get students to grade or assess how well they can perform each of the 'Can do' statements, e.g. 'easily', 'with difficulty', or 'not at all'.

Key words

These are the main items of tourism vocabulary introduced in the unit. A definition of each of these words appears in the Glossary. Students may want to transfer some of the words to their PLD (see Vocabulary). You should certainly check students' pronunciation, including the stress, of words likely to be used orally.

Connections

This section is intended to encourage students to broaden their thinking and their studies by looking at other materials (websites, books, magazines), carrying out web-searches, and generally thinking in a deeper and more cross-curricular way.

Writing bank

This is in the middle of the book and gives more in-depth skills practice in basic writing for tourism. It can be used throughout the course, either in class, as self-study, or for homework. There are recommendations for when to use the different exercises in the teaching notes in this Teacher's Resource Book. There is also an Answer key in the Student's Book to encourage students to check their work, but it is important for the teacher to check extended written answers with reference to the models provided.

Pairwork

This section contains one or more parts of the information gap activities from the main units (see Speaking).

Language reference

This can be used together with the Language spot, as a handy check or revision. It lists and analyses exponents of the key functional areas used in tourism management, such as meetings, negotiations, and presentations. Grammatical areas are also looked at within this functional context.

Listening scripts

This is a complete transcript of all the recordings. Direct students to it for checking answers after they have completed a Listening task, or allow weaker students to read it as they listen to a particular recording, perhaps for a final time.

Glossary

This is an alphabetical list of all the Key words. Each word is followed by the pronunciation in phonetic script, the part of speech, and a definition in English.

The section begins with a phonetic chart, with an example word from tourism to illustrate each of the sounds.

1 Tourism today

Background

Since the 1980s, tourism has grown and developed in ways that not even the best forecasters could have predicted. The impact of the Internet on tourism has been so great that it is the central theme of Unit 5 in this book.

It is almost impossible to say what tomorrow holds for tourism (see Unit 12), but it is now essential to keep good statistics of tourism activity. Typical key statistical data include

- the number of international tourist arrivals
- the number of domestic tourist visits
- outbound (people travelling away from their country of residence) visitor expenditure
- inbound (people entering your country) visitor expenditure.

Collecting such statistical data is harder than it would first appear, however, because even today, there is no single

official definition for the term *tourist*, and this makes the interpretation of statistical information from different sources difficult. Most definitions of tourism, however, involve the concepts of

- temporary visits
- travel to an area other than the area where the tourist normally resides
- travel for leisure
- travel for business (but excluding trips where the traveller is remunerated from within the country visited).

Good management is central to the success of tourism, and most of the students using this book will aspire eventually to occupy managerial roles in tourism. Tourism is now a global activity that revolves around teamwork and customer satisfaction more than almost any other industry. Because of this, communication and intercultural skills are essential, as is a good command of foreign languages, especially English.

* Tip

Family and friends as a resource

Throughout the course, get students to use their family and friends as a resource (and yours as well). This will help to broaden perspectives while still keeping a personalized focus.

* Tip

Notes and paraphrasing

One of the skills required at this level is the ability to read a text and make simple notes that convey the meaning without merely copying the original text in full. *Reading 4* is intended to establish this basic idea from the start, but you will need to remind students and monitor the development of this skill throughout the course.

Additional activity

(weaker students)

For students who need more grammatical support, focus on the use of *will* future in the active ('Tourists will take more frequent holidays') and passive ('Underwater leisure cities will be built'). Get them to write out their own predictions.

Take off

- Use the photos to identify key historical phases in the history of tourism, namely: pilgrimage, eighteenth-century Grand Tour, early twentieth-century cruises, mass tourism and package tours, role of the Internet, new markets.
- Keep the discussion as open as possible: the main aim is to establish that tourism has many different forms and many historical roots.
- Finish the discussion by focusing on the 1980s, perhaps by getting the students to think about what tourism activities their parents and grandparents did.

Reading

Changes in tourism in the last 30 years

- Having established what tourism was like in the 1980s, get students to imagine how the future would have looked. To prompt discussion, write up some of the key words, for example *computers, space, mass tourism, underwater*.
- Students can work in pairs on **1** and **2**, and then report back to the class.
- Get students to work in different pairs for **3** and **4**. Make sure they write notes for **4**, rather than copying out the text. Discuss answers to **4** in the class. There are no definite answers to **4**, so encourage debate. This will help you diagnose how well students can use the language of opinions, agreement, and disagreement, which you will be working on later in the unit.

Key 3 Possible answers

- 1 mass tourism slows
- 2 faster by using 300 km orbit
- 3 larger, metal sails
- 4 holograms produce artificial environments and experiences
- 5 underwater cities
- 6 decline (computers mean less need for personal meetings)
- 7 more activity and special interest holidays
- 8 long-haul increases more than short-haul
- 9 greater frequency, more short breaks
- 10 increase (due to computers), travel agents and tour operators unnecessary

Additional activity*(stronger students)*

Get students to discuss how tourism would be different if there were no computers.

*** Tip****Know the world**

Familiarity with world geography and the names and locations of countries will be an ongoing theme. Ensure you have a good world map, or a globe, always available for reference.


*** Tip****Function v grammar**

Generally this course book focuses on functional language rather than structural. This particular language item (Describing change and consequence) has both a functional and a grammatical element and therefore allows you to demonstrate how grammar operates within a functional purpose – i.e. grammar is the slave not the master of language use.

Additional activity*(all levels)*

Work on adjectives and adverbs of degree, e.g. *gradual / gradually, sharp / sharply, dramatic / dramatically.*

Listening**The current state of tourism**

- Use **1** to bring out any vocabulary from the listening that you think will need pre-teaching.
-  Focus on the gist task in **2**. While they are listening, get students to cover the table in **3**. Get pairs to check answers and then report back to the class. Follow the same procedure for **3**.
- **4** is an open discussion – and an opportunity for you to assess competency in the language of discussion.


Key 2 1, 2, 3, 5, 6, 7, 10

- 3** 1 F (439 million) 2 T 3 F (not Croatia) 4 T 5 T 6 T
7 T 8 F (it is a concern)

Top margin

- Use the map to identify the five regions, and name a country in each region.

Language spot**Describing change and consequence**

-  Students work through **1–3** in pairs, checking answers with the class after each exercise. Carry out any remedial grammar tense work you feel necessary, but remember the focus should be on the *functional* role of the language.

Key 1 1 is growing steadily, a rate of

- 2 has risen
- 3 had risen
- 4 rose
- 5 are being challenged
- 6 is growing dramatically
- 7 has gone up by
- 8 wasn't really predicted, were expecting
- 9 led to
- 10 resulted in
- 11 this means is
- 12 a result, is declining

- 2** 1 sentences 1, 5, 6
 2 sentences 9, 10, 11, 12
 3 2 refers to 'past to present', 3 refers to 'past in the past',
 4 refers to past time
 4 *predicted* = single event (therefore Past Simple),
were expecting = over period of time (therefore Past Continuous)
- 3** 1 Business travel has expanded in recent years.
 2 Low-cost airlines emerged in the late twentieth century.
 3 Currently more and more people are taking short-haul flights.
 4 The number of flights by jet aircraft has increased sharply in the 21st century.
 5 The increase in air travel has led to worries about its environmental impact.
 6 The Internet means (that) more people book online nowadays.
 7 As a result, the number of specialist tour operators has increased in the last twenty years.
 8 Underwater leisure cities have not appeared yet.

* Tip

Statistics bank

At management level, statistics and the various ways of presenting them (tables, graphs, etc.) are used a lot. From the start of the course, build up a bank of tourism-related statistics and graphs (e.g. temperature / rainfall charts from holiday brochures, data files on countries). This can be used for ongoing reference or for 'filler' activities (e.g. make two copies of a graph, blank out different pieces of information, and you have a pairwork information gap activity).

An understanding of cross-curricular disciplines such as statistics and mathematics, as well as geography and business studies, will be needed in tourism management (see *Listening: Challenges for tourism managers*).

* Tip

Calculation

To work on the percentage change, the students will need to do the following sum:
 $206 - 110 \div 110 \times 100 = 87.27$ (rounded up to 87.3)

Vocabulary

Graphs and charts

- Show or draw an example of a line graph (or column graph). Ask what it is and what type of information it can be used for.
- Students work through **1** and **2** in pairs and then report back.

Key 1 a pictogram b column graph c data table
 d pie chart e line graph

Reading

Tourism data tables

- Check understanding of the vocabulary, especially the terms glossed in the top margin.
- Students will need a calculator for **1**. At first sight this may seem like a mathematical exercise, but it is also a comprehension exercise, designed to familiarize students with the detailed information contained in statistical charts, and how it is put together.
- Students work on **2** alone before joining with another student for the information gap activity at **3**. **4** could be done as homework.

Key 1 1 20.5% 2 87.3% 3 6.6% 4 716 5 78.6% 6 21.4%

2 Possible answers

a line graph b pie chart c bar graph or column graph
 d line graph (two lines on same grid)

Find out

- This could be done as an individual project or coursework assignment, or as a team activity, with team members researching different statistical areas. The websites and web search ideas given in *Connections* on p.11 of the Student's Book will help.
- Weaker students could be asked to focus on just one of the data file sections.


Writing

Report on the current state of tourism

- Although this is primarily a writing activity, this section aims to sensitize students to the different types of written and spoken texts they will need to use. Of paramount importance is the question of audience: who is the text aimed at? Spend time on the discussion parts of this section, as it will reap benefits for later work in the course.
- Use the Report writing model in the *Writing bank* (p.52 of the Student's Book). Make sure the final reports include appropriate charts and graphs.

Listening

Challenges for tourism managers

- Focus on the quotes. Get students to identify with them.
-  Before playing the recording, make sure students understand all the challenges listed in **2**, question 1.
- Students listen and compare answers to **2** in pairs.

0-π 2 1 a, c, d, f, g, h, i
2 d


* Tip

Opinion prompts

Giving opinions, agreeing, and disagreeing are going to be crucial functions throughout the course, and you will need to have these expressions readily available whenever you are doing a discussion activity. You can do this by displaying them on the walls, having photocopied laminated sheets, or sheets in the front of student files.


Language spot

Giving opinions, agreeing, and disagreeing

- Get students to read through the list of expressions first. The expressions do not occur in the same order on the recording, so you may want to allocate different sections to different students.
-  Play the recording through without stopping and then get students to compare answers.
- **3** does not have clear answers, but the main purpose is to get students using and discussing the different expressions.

0-π 1 a, b, c, d, f, g, i, j, k, l, n, o, p, q, s, u
3 n and o are the strongest agreeing, s is the strongest disagreeing; the others are very similar strength

Pronunciation

- For **1**, ask students to decide which word will be stressed most.
-  Play the recording for **2**. Then check answers. Explain that the last word in a phrase is often stressed most, but that other words can be stressed in order to be emphatic.
- In **3**, get students to build up to the full phrase, starting from the stressed word. Explain that confidence in being able to pronounce expressions like these will make them more fluent in real discussions.

Key 2 1 feel 2 your 3 my 4 me 5 Irina 6 completely
7 agree 8 I 9 point 10 could

Tourism manager

Being managed v being a manager

- Discuss the cartoon. Shifting into the role of being a leader is a challenge, so it is worth spending some time discussing what this means and how the students feel about it.
- Get students to think of situations from their past where they have been 'leaders'. It could be anything: playing with other children, childhood gangs, sports, part-time jobs.
- Discuss **1** and **2** in small groups and then report back to the class.

Speaking

What skills does a tourism manager need?

- This is a pyramid discussion. The aim is to maximize speaking practice and the use of the opinions language. Make sure the students have the expressions from *Language spot* to hand.
- You could add a competitive element by giving a point each time one of the expressions is used correctly.
- Keep the final list that the class agrees on as a reference document (or poster) to be referred to throughout the course, and, if necessary, modified.

It's my job

- Check students know what a CV is. Do they have one? Is it in English?
- Students work through **1-3** in pairs or small groups. **4** can be done for homework.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

Additional activity

(weaker students)

Prepare a copy of a CV with the headings and the information separated. Get students to match up the sections and decide on an order, and then check with Sofia's in the book.

Additional activity

(stronger students)

Instead of writing the personal goals as simple bullet points, get students to produce a personal manifesto on what they aim to achieve both in the course and in their future career.

* Tip

Ongoing CV

Get students to prepare a simple CV as a computer file (in English) right from the start of the course. Throughout the course, they can add to it and modify it as they encounter new ideas and develop new skills and competencies. They can also refer to the *Writing bank*, p.58.

2 NTOs

Background

In its origins, tourism was a strictly private business. Thomas Cook's pioneering package holidays in the mid-nineteenth century were a private enterprise, for example. Today, however, any nation that depends to any significant extent on income from tourism will have its own public sector body to control the way in which tourism develops. These governing bodies are widely referred to as **National Tourism Organizations**, or NTOs.

Whatever their country-specific name, NTOs the world over share a number of common roles, including

- **Legislation and policy development.** National governments need to create laws and develop long-term strategies in order to guarantee the maximum benefits of tourism for the whole country.
- **Marketing and promotion.** This involves market research and planning, together with promotional activities at international tourism fairs and exhibitions. An increasingly important part of promotion is creating a brand image for a country.
- **Infrastructure and facilities.** Airports, rail networks, and roads are public structures used by tourists. The upkeep of basic tourist facilities such as national monuments, museums, parks, and protected natural spaces also requires public sector funding.

- **Tourist information services.** Though most tourist information offices (TIOs) are organized and managed at local or regional level, the basic policy and structure behind these services is usually established by a central tourism authority.
- **Advice and training.** Sometimes national legislation will impact deeply on tourism practices in private tourism companies. Legislation about smoking or provision for the disabled are examples of this. Advice about and training in how to comply with such legislation are often provided by NTOs.

Whatever the exact roles of an NTO in a country, the broad function that the organization has is often brought together in a **mission statement**. As in the private sector, this document constitutes a public statement of the organization's fundamental purpose.

The work of NTOs is frequently carried out at local level by regional tourism boards. These in turn may bring together and coordinate the work of local tourism departments and may also work in close contact with private sector associations such as hoteliers or air transport groups. The public sector in tourism is also represented at a supra-national level, principally through the United Nations World Tourism Organization (UNWTO), which is based in Madrid, Spain.

* Tip

NTO list

Build up a list of the websites of the NTOs of various countries, ensuring a geographic spread. You could get each student in the class to be responsible for one country, for which they build up a data file and a folder of resources to be referred to during the course.


Additional activity

(all levels)

Get students to research the NTO for their country and find out what it produces and what it does. They could prepare a poster presentation for the class wall-board, and include relevant print-outs.

Take off

- Before starting the unit, ask students what NTO stands for (National Tourism Organization) and if they know what an NTO does.
- Look at the documents and get the students in pairs to work through 1-4.

-  1 1 c 2 b 3 d 4 a
- 2 brochure
- 3 general public = web page; professionals = business advisory, market profile
- 4 establish policy; provide legislation; finance projects; provide TIO services; provide advisory services; maintain attractions and monuments

Additional activity

(weaker students)

There are a number of verbs in the text which students may struggle with. While it is a good idea generally to get students to deduce the meaning from context, at this stage you may want to give weaker students graded definitions, e.g.

to strive – to try very hard to do something

to aspire – to hope to do something

to enhance – to make something bigger and better

to reinforce – to make something stronger

to showcase – to present in the best way.

Reading

Tourism Malaysia

- Ask students what they know about Malaysia: where it is, what type of tourism it offers, and so on.
- Pairs can work through **1–3**, checking through answers with the class after each exercise.
- Finish the activity by talking about trade fairs, ideally building on any experience that the students have. This will set the context for the next section.

Answers 1 1 e 2 d 3 b 4 c 5 a

2 1 since 1992

2 The Malaysian Tourism Promotion Board

3 to promote Malaysia as a tourist destination; to develop domestic tourism

4 consumer fairs


5 sales missions

Top margin

- Ask students if they know what UNWTO stands for and can think of any public–private partnerships. Get them to look at their country's NTO to find out.

Listening

In search of a new stand

- Ask students what they know about Queensland. Use the map as a prompt.
- Share ideas on **1**.
-  Get students to read through the questions and then play the recording right through.
- Compare answers in pairs for **2**, and then repeat for **3**.

Answers 2 1 Tim Murphy

2 overview of Queensland stands in past few years

3 sand, surf, and sharks

4 a mixed package – part coast, part inland

3 1 adventure tourism, backpacking, farm-stay, ecotourism, fishing, food and wine tours, spa and wellness tourism

2 run the risk of losing traditional visitors


* Tip

Functional reminder

Remind students of the importance of functional language, and the fact that grammar will be subservient to it during this course. But also remind them that they still need to organize their notes and learn such language. The Language reference section is one way of presenting this, but they may want to develop their own system.

Language spot

Organizing and running a meeting

-  Get students to work through the exercises in pairs, checking their answers with the rest of the class after each exercise.
- Point out in **4** that there is sometimes more than one possible match. By looking at all the possible matches (see Answers), they should be able to deduce the grammar 'rules'.

Additional activity

(stronger students)

There is an opportunity for doing some work on phrasal verbs relevant to meetings, namely

start (us) off – begin

look at – consider

move on to – start another topic

break in – interrupt

bring up – introduce a topic

turn up – come to e.g. a meeting.

0-π 2 k, f, l, e, c, j, d, a, i, h, g, b

3 1 c, d, e, f, l

2 h

3 g

4 b


5 a, i, j, k

4 1 c, d, e 2 a 3 d, f 4 b 5 c, f 6 f

Top margin

- Discuss the best time of year for a trade fair.

Pronunciation

-  For **1**, let the students hear the two versions. Discuss which is better. Tell them that pausing in the wrong places, pausing too much, or pausing too little all make it hard for the listener to understand your message.
- In **2**, students work in pairs or small groups. Invite them to decide where they could usefully pause in the phrases 1–5.
- Play the recording for **3** and check the answers. Ask students to practise the phrases until they feel fairly fluent.

0-π 1 Version 2 is better. The pauses make natural 'thought groups' and show the structure of the information.

3 1 Are you saying / we should go back / to the old plan?

2 First, / Mei Ling / is going to give us an overview / of the current situation.

3 I'll come right back to you, / but I want to hear what Barry has to say.

4 So let's move on / to the business of marketing this idea.

5 Now / our objective today / is to decide / what we're going to do / next season.

* Tip

House rules

Use the *Tourism manager* ideas to establish rules for class 'meetings'. This includes all discussions and group activities that will take place during class time as well as role-plays and simulations. Rules might consider the use of first language, letting everyone speak, and so on.

Tourism manager

Running meetings

- Get students to think about any meetings that they've attended. What made them successful or not?
- Go through the dos and don'ts, discussing questions in more detail – e.g. *What is the ideal length for a meeting? What is the ideal number of people in a meeting? What should an agenda look like? How can you stop one person dominating?*

Additional activity*(all levels)*

Write a report of the meeting to be given to colleagues who were not present at the meeting and who will be involved in working at the trade fair.

Additional activity*(all levels)*

Get students to think about the brand images of other countries, particularly the ones selected for data files, by scoring some of the attributes.

*** Tip****Lexical stress**

Ensure students can pronounce all new vocabulary with the correct lexical stress. Whenever you write a word on the board, indicate the syllable where the main stress falls (e.g. with a small box over the top).


Speaking**Deciding the theme for a trade fair stand**

- Allow plenty of time for preparation so that students understand their roles and have strategies for the meeting. One way of doing this is to get all the people with the same role together first to help each other prepare.
- Make sure the chairperson is aware of what he /she needs to do to keep the meeting going and ensure everyone contributes. You may also want to give them a time limit.
- Monitor the groups while they are doing the role-play, noting relevant errors and examples of good ideas and good language use.

Where in the world?

- Before looking at the activity, ask students if they know what a SWOT analysis is and how it can be used in tourism planning and marketing.
- Ask students if they know where Yekaterinburg is.
- Students look at and discuss the photos and map in **1** and then check their answers in **2** by reading the text.
- Answers to **3** can be debated although it is most likely produced by a foreign investment consultant.

Listening**Market research and national brand image**

- Spend time going through the vocabulary in **1** as these attributes are going to be the main feature of much of the rest of the unit.
- The topic of this listening may be a bit complex for some students, and weaker students may prefer to read through the script before listening.
-  Play Part 1 and get students to discuss **2** in pairs before reporting back to the class. Repeat the same process with **3** and Part 2 of the recording.
- **4** could be a group or whole-class discussion.

2 A brand image is based on a small number of broad concepts which are in turn derived from a wider range of attributes.

3 1 3

2 Depth, Heart, Vitality

3 and 4 Vitality: vibrant cities, energetic, fun, sociable

Heart: friendly, welcoming, humour, scenic

Depth: traditional, history, stories, cultural attraction

5 It optimizes the promotional campaign overseas, targeting particular countries.

Vocabulary**Building a brand**

- Do the first line of **1** in the class as an example. Students can work through **1** and **2** in pairs.

- Check answers as a class. Make sure students can pronounce the words correctly.
- Remind students to record new words in their Personal Learning Dictionaries (i.e. noting meaning, context, pronunciation, and any other features).

Key	1 1 brand	7 interactive	13 track
	2 branded	8 perceive	14 tracked
	3 fascinate	9 perceptive	15 shade
	4 fascination	10 quantify	16 shaded
	5 inspiring / inspired	11 quantification	17 welcome
	6 interaction	12 rate	18 welcome
	2 1 c 2 d 3 b 4 h 5 a 6 f 7 e 8 g		

Additional activity

(all levels)

For extra lexical practice and to reinforce the idea of national (or city) brand image, get students to work in two teams. The teams each think of a country (or city) and note down possible high-scoring attributes and any other adjectives that they think represent that place. They then shout out the attribute and the other team has to try to guess the place, trying not to make it too obvious at first (e.g. *cosmopolitan, historic, and traditional* might be brand images for London).

Reading

Market research

- Students discuss **1** and **2** in small groups. Make sure they do not look at the text. Get them to note down their predictions so that they can check against the text.
- Answers for **3–6** can be checked in class.
- **7** may lead to a wider class discussion on perceptions and stereotypes.

Key	3 plenty of stories behind the history
	4 a place that inspires me
	5 experience of the country may give a more honest score
	6 They ranked attributes higher, especially Depth values and a good sense of humour.

Find out

- To carry out the survey, students may have to translate some of the attributes into their language, so check that translations are accurate.
- Encourage students to interview a range of people. They may be able to ascertain different trends among different age groups, occupations, or gender groups.
- Let students develop their own way of recording the data, but advise them that they will need to be able to use it to write a report.

Writing

Britain's brand image in ...

- Work in groups for **1** in order to have as large a database as possible.
- Students should follow the guidelines in **2**, but they can also refer to the *Writing bank* p.52.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

3 Managing tour operations

Background

A **package holiday**, package tour, or inclusive tour is a tourism product that includes all or some of the following elements at a fixed price:

- travel to the destination
- local transport (airport transfers, car hire, etc.)
- accommodation and meals
- activities (day trips, sports, visits, etc.).

Originally, package holidays catered to the mass market via scheduled tours sold through travel agencies. The arrival of the Internet and modern computer technologies have allowed tour operators greater flexibility in putting together packages to suit individual clients (**custom or tailor-made tours**).

Another outcome of the IT revolution is **co-creation**. Here a customer approaches a tour operator with an idea for a specific package. If the idea is viable, the tour operator supports the customer in the planning, marketing, and sales processes.

Very few people have any idea of the complexity of **tour operations**, the process of putting together, marketing,

and running a typical package holiday. Work usually begins two years before the holiday itself, with prices fixed a year or so in advance, making tour operation a high-risk business.

Good management is obviously critical to the success of tour operation. This takes different forms.

- **Marketing managers** are responsible for the promotion of a package holiday using different media such as brochures, television, or the Internet.
- **Tour managers** accompany groups of holidaymakers on package tours. They solve unforeseen problems and provide clients with practical support during a tour or stay.
- **Resort managers** work in the tourist destination. They oversee the work of a team of holiday reps, the junior staff who work in daily contact with the tourists, organizing local activities and airport transfers. Resort managers are also responsible for negotiating with local hoteliers and other service providers and for seeing that contracts are met.

Additional activity

(all levels)

Get students to think about their country and local area. What tour operators are there? Do they know any examples of horizontal or vertical integration? Are there equivalents of the companies in *Take off*?

* Tip

Contracts

Contracts are important in this unit, so it is important for students to understand what they are. The best way to do this is to relate it to their experience. If they have worked, did they have a contract? What did it include? You could even show an example of your work contract. Discuss the idea of a 'learner contract', a commitment by students (and teachers) to behave in a certain way and do certain things.

Take off

- Ask students what tour operators do and who they work with. Then focus on the pictures. Discuss **1** and **2** in class.
- Groups in **3** should just brainstorm general ideas, using the pictures and the diagram to help.

0-π 4 1 vertical 2 horizontal

Vocabulary

Operations and contracts

- Students work in pairs and report back at the end of each exercise. Pay attention to pronunciation, especially lexical stress in the longer words.

0-π 1 1d 2h 3a 4g 5c 6e 7f 8b
2 1 allocate 2 consolidate 3 negotiate
3 both (but note stress shift)
4 allocation, consolidation, negotiation
 allocate, consolidate, negotiate
5 1 do 2 increase 3 make 4 in

Reading

Contracting with the principals

- This is quite a technical text, so the set up is important. Spend time on **1**, making sure students are clear on the different types of contract.
- You may want to get students to think about questions 1–3 in **2** before they read the text for the first time.
- Question 6 in **2** is a mathematical comprehension question, i.e. in order to do the maths you have to understand the language.

- Key**
- 1** 1 a = less risk for tour operators, popular with hoteliers because they can work with different tour operators; b = greater risk for tour operators, hoteliers have guaranteed income
2 a = allocation / sale and return, b = fixed / guaranteed
- 2** 1 up to two years before
2 40 to 50%
3 keeps prices down
4 it may be unpopular with customers
5 a the time of year when there is most demand
b the date when the hotelier will take back rooms for general sale
6 a \$19,200 b \$14,400

Additional activity

(stronger students)

Get students to write and conduct a survey of classmates, friends, and family, in order to find out similar statistics on sources of information when booking a holiday.

* Tip

The classroom as workplace

In order to further authenticate the language work, use opportunities to simulate work practices in the way you conduct classes. For example, for some lessons you may want to produce a business-style agenda, including review of last meeting (i.e. last lesson), apologies (absentees), items for discussion, action points, AOB.

Top margin

- The statistics here can be used to discuss not only the relative significance of the Internet and personal recommendation as the customer's source for information, but also gender differences.

Listening

A product development meeting

- Set up the situation using the picture, the agenda extract, and the handwritten notes.
- Focus on the task in **2**. Get students to compare answers to **2** and discuss **3** in pairs. Play the recording again if necessary.
- Get students to read through the table in **4**. Play the recording again. Check answers in pairs and with the whole class. **5** is an open question which may introduce ideas for the *Listening* that comes later in the unit.

- Key**
- 1** 3 c, e, f 4 a, b, d
2 c, e, f, a, d, b
3 a not too good
b won't be open in time for year in question
c surcharge on brochure price (OK because covered in small print)
d no, need renovation (especially guest rooms / bathrooms)
e consolidation on transfers
f yes, probably
- 4** 1 certain 5 unlikely 9 unlikely
2 likely 6 likely 10 certain
3 possible 7 likely 11 impossible
4 certain 8 likely 12 unlikely

Additional activity*(weaker students)*

Get students to choose just two of the predictions in **3**. After they have written their sentences, they go round the rest of the class and conduct a simple opinion survey on their two predictions, using a grid like the one used in *Listening 4*.

Additional activity*(all levels)*

Get students to role-play the interview with Pim, including the extra questions they thought about. Note: This can be done with all the *It's my job* activities.

*** Tip****Cultural differences**

Try to keep students aware of cultural differences in the way managers operate (e.g. the role of silence, the use of gesture and body language). This will be easier in a multicultural class, but should not be avoided in monolingual classes. One idea is to get each student to research cultural differences for a particular nationality (a web search will give lots of sites).

*** Tip****Recording students**

Record the conversation in *Language spot 5* (ideally with camera as well as sound).

Recording students may be a bit scary the first time, but it is a good habit to get into and will help the students to work on improving their functional language and make it sound more authentic. They will also see their progress more clearly.

Language spot**Degrees of future probability**

- Refer students to the listening script and get them to do **1** and **2**. When they have found all the expressions, get the students to look at the Language reference for confirmation and grammar explanation.
- Make certain students write correct sentences for **3**.
- Encourage discussion and debate for **4**.

0-π See Language reference (and listening script).

It's my job

- Discuss what the students know about Phuket.
- Students answer the questions in pairs. Ask students what other questions they would ask Pim.

Top margin

- Ask students what is meant by the quotations. The first is pointing out the need to compromise ideals in order to achieve something that is workable (and this will be relevant in *Speaking* to come). The second raises interesting questions about the role of silence in meetings, and you may want to discuss cultural differences, e.g. in many Asian cultures it is perfectly acceptable to have periods of silence in meetings, whereas in Western culture, silence can be uncomfortable.

Listening**Negotiating with the coach company**

- Remind students of the problem *Top Drawer Tours* was facing in the previous listening.
- **🔊** Play the recording straight through for **1**. Pairs check answers and then confirm in class. Repeat the process for **2**.

- 0-π**
- 1** 1 fuel costs have risen
2 a surcharge of 20%
3 consolidate some of the transfers with another company's passengers and make a surcharge of 7%
- 2** 1 F (they make small talk about the weather) 2 T 3 T 4 T
5 F (it means reducing the number of coaches) 6 T 7 F (there are two conditions: their passengers would have to have priority and they wouldn't want the other company's reps on the coach)
8 F (they agree on a surcharge of 7%)

Language spot**Negotiating**

- Students work through the exercises in pairs, checking answers with the whole class after each exercise.


- For **5**, allow weaker students to have greater access to the listening script. Stronger students should be encouraged to work from the prompts only.

Key

1	1 this situation	6 boss wants me
	2 what you're saying	7 alternative
	3 bit disappointed	8 set, conditions
	4 make a proposal	9 wouldn't be
	5 sorry, but I don't think	10 could, might

2 a 1 b 4,7 c 6 d 8,10 e 2,9 f 3,5
3 1 e 2 b 3 f 4 f 5 b

Pronunciation

- Students work in pairs to do **1**. Ask them to pronounce each word and to identify the sounds in the word represented by the IPA symbols (/tʃ/ = church; /dʒ/ = job; /ʃ/ = ship).
-  Play the recording for **2**. Repeat as necessary. Then check the answers.
- For **3**, play the recording again. Invite comments about which sounds also exist in the students' mother tongue.
- Students do **4** in pairs and check answers in open class. Invite comments on common and unusual spellings of each sound.

Key	/tʃ/	/dʒ/	/ʃ/
	challenge	manager	commission
	charges	objective	international
	cheaper	passengers	negotiation
	coach	suggestion	position
	ventures		relationship

Additional activity

(all levels)

Using the points that were made in the discussion on the statements, produce a list of dos and don'ts for negotiating that the whole group can agree on.

Tourism manager

Gaining the upper ground

- Use the cartoon to focus on the topic of negotiation strategy. Ask the students if they think they would be tough negotiators or more passive – and which approach is more effective.
- Students work in small groups and discuss the statements in **1**. There are no definite right answers: it's all a question of strategy, style, and personal preference – and culture, of course.
- One of the aims of this activity is to help students prepare for the *Speaking* negotiation that follows.

Speaking

Getting the best deal

- Spend plenty of time on Stage 1 so that the class establishes a clear context in which they are going to negotiate. Write the information on the board so that students can refer to it and remind themselves in Stages 2 and 3.
- Make sure students prepare their roles thoroughly in Stage 2, helping each other in their groups as instructed.

Additional activity

(stronger students)

Get students to write similar emails from imaginary clients who have a 'co-creation' idea.

- Set up the classroom furniture to facilitate the negotiation in Stage 3. Monitor the activity to ensure people are moving around correctly and that the appropriate language is being used. Note down any points for discussion afterwards.
- At the end of the activity, find out who got the best deal. Also ask the students to reflect on the whole activity. How did they feel when they were negotiating? Did anything surprise them? Would they act differently next time?

Reading

Co-creation

- Discuss the preliminary questions in **1** in open class.
- Before students read the text, get them to think what the title of the text might mean.
- Focus on the four questions in **2** and get students to read the article and check their answers in pairs.
- For **3**, students should work in small groups and think about how the ideas would or would not work in their local area.

- OP 2**
- 1 amateurs, people who have an interest in a particular area
 - 2 gay people, seniors, singles, art lovers
 - 3 marketing, sales, ticketing, legal and insurance issues
 - 4 they make some money out of their interest and their passion for travel

Find out

- Give students time in class to plan their strategy in small groups, dividing up tasks as necessary.
- Remind students that they are in the role of the tour operator, so they have to work with the ideas that were put forward in the emails.
- Students should think carefully about which companies they need to work with – hotels, transport carriers, providers of specialist services – and should try to use real companies as far as possible.

Writing

Email replies

- Remind students of email format and etiquette, including appropriate forms of address to their line manager, use of bullet points, attachments, and so on.
- Collect and correct the emails. Alternatively you can get students to peer correct, by sending the emails to each other.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

4 Hotel management

Background

The hotel industry is both complex and highly competitive. Hotels belong to **chains** or **corporations**, such as Sheraton or Radisson SAS, or they are **independent**. The major chains use different brands as a strategy to gain access to different segments of the accommodation market. The Danish hotel chain Radisson SAS, for example, is the upmarket brand of the Rezidor Hotel Group. The group owns five brands, from the mid-market Park Inns to the luxury level Regent Hotels. Other hotel groups concentrate more on the budget and economy segments of the market.

A superficial look at the hotel industry could suggest that it is controlled by the big chains. In practice, however, the vast majority of hotels are still independently owned. Independent hotels compete with the big hotel groups in different ways. They can exploit specific niches in the market and sell the uniqueness that each hotel offers its guests. They can also work in collaboration with other independent hotels and form a **consortium**. Membership

of a consortium means access to wider markets at reasonable costs. Pride of Britain Hotels, for example, is a consortium of 35 privately-owned luxury hotels in the UK.

The typical structure inside any medium to large hotel is reasonably international, and generally consists of

- rooms (front office, reservations, housekeeping, maintenance)
- food and beverages (food production, room service, restaurants, bars)
- commercial department (sales and marketing, accounting)
- human resources (employee recruitment, training).

Human resource management is central to success in the hospitality industry. Staff performance is the one area where a hotel group can gain an edge on its competitors. The experience a guest has in a hotel frequently focuses on his / her dealings with the staff. Good HR management is about keeping staff motivated and ensuring that they see themselves as part of a team.

Take off

- Get students to look at the photos and discuss the questions in groups.
- Pull out any of the key vocabulary needed for *Reading*, e.g. *chain*, *independent*, *family-run*.
- For 3, get them to give reasons for their choice.

Additional activity

(all levels)

Students build up a list of all hotel accommodation in the local area and categorize it according to whether it's chain, independent, or consortium. They should also note down any website or contact details. This will be useful when they come to *Find out*.

Reading

Success in the hotel trade: a question of size?

- Give students plenty of time to note down their ideas for **1**, as this is going to inform the reading task. If necessary, give examples of local hotels in each category that they might know about. Make sure they don't look at the text.
- Students read the article to answer **2** and **3**, and then report back to their groups. Go through answers to **3** with the class.
- For **4**, if students have not done a work placement, they can discuss which type of hotel they'd like to do a placement in and which type of job they'd prefer.

0-π 3

	Chain	Independent	Consortium
Ownership	Company, investors or franchises	Private, small, or family-owned	Independent hotels team up together
Character	Branded image across the chain	Client is 'part of the family'	Independent, but with a shared brand
Advantages	Shared costs, bulk purchasing, centralized marketing and promotion. Clients know what they're going to get (cost, look, and feel)	Feels unique, personal experience to client, low staff turnover	Keep independence but get internationally-recognized name, and benefits of scale (bulk-purchasing and marketing)
Disadvantages	'identikit' feel	No bulk-purchasing or shared marketing benefits of scale	Pay fees and share of profits

* Tip

Deduction or dictionary?

Different learning strategies work for different learners, so encourage variety. Have some lessons where dictionaries are 'banned' so that deducing from context can be developed. But remember that the use of learner dictionaries is also a good skill to have, so don't ban such dictionaries entirely.

Vocabulary

Dealing with words in context

- Students find the words and phrases in the text and underline them.
- Stronger students may be able to offer a paraphrase without looking at B, so encourage this at first. Report back on answers.

0-π 1 b 2 g 3 e 4 h 5 f 6 j 7 c 8 i 9 d 10 a

Find out

- Students can work on this in groups. Reporting back to the class can be done in different ways: a simple verbal report, a poster / slide / PowerPoint presentation, or a one-to-one briefing.

Top margin

- Get students to read and summarize the main point of the quote. Discuss how employees can 'go truly above and beyond' (i.e. how they can offer extra levels of service).
- Keep the discussion general as the *Listening* will go into this in more detail.

Language spot

Comparing hotel groups

- Discuss 1 in class. Students work through the other exercises in pairs, checking answers in class after each exercise.

Additional activity

(weaker students)

Before doing the activity on comparing hotel groups, do some revision of more basic comparison statements. Choose two hotels that the students will know and make simple sentences with adjectives like *big, cheap, friendly, comfortable*. Add a third hotel to practise superlatives.

- 0-π** 1 Intercontinental, Sol Meliá
 2 a 2,4 b 1,3 c 1,2 d 3,4
 3 over = more than, almost = not quite
 4 1 Marriot is slightly / a little smaller than Wyndham.
 2 Hilton is far / a lot bigger than Best Western.
 3 Hilton is slightly / a bit bigger than Accor.
 4 TUI AG is far / a lot smaller than Best Western.
 5 Intercontinental is almost seven times bigger than Sol Meliá.
 6 Hilton is over six times bigger than TUI AG.

Additional activity


(stronger students)

Following on from *Listening 5*, get

students to build up two lists: one headed 'A good boss ...', the other headed 'A bad boss ...'. Students make ten sentences for each list, using ideas from *Listening* and any of their own thoughts.

Listening

Managing a hotel

- Ask the students about what factors help to produce good staff performance in general. Then refer them to the terms used in **1**. Report back on what is meant by the terms, giving examples where possible (e.g. *empowerment, teamwork*).
-  Students do **2** in pairs and report back on **3** after the listening. Play the recording again for **4**. You may want to pause the recording once or twice to give students time to make notes.

- 0-π** 2 1 rewards 4 quality
 2 empowerment 5 customer satisfaction
 3 teamwork
 4 1 so that employees can support each other
 2 regular meetings, staff social evenings
 3 congratulating email, financial (e.g. bonus or percentage of profit), free night's accommodation with partner
 4 staff should feel free to make suggestions, staff should be creative in their work and problem-solving

Additional activity

(all levels)

Divide the class into two: bosses and employees. Encourage a polarized view: select six rewards that most suit their interests. Set up a negotiation meeting between the bosses and the employees. The aim here is to revise the language of negotiation from the previous unit.

* Tip

Class rewards

Think about introducing rewards for the class. These could range from simple congratulations (e.g. 'Student of the Month') to a celebratory meal and prizes. Involve the students in deciding what would be effective class rewards.

Speaking

Rewarding good performance

- Get students to talk about any experience they have of rewards (primarily work-related, but others might also be useful). Students will need to keep their 'management heads' on – i.e. not just see things from the employee's point of view.
- Get groups to show each other their final lists.

Where in the world?

- Get students to read through the questions. They can predict answers before reading the text.
- Ask students if they know of any of the hotels mentioned. Discuss the points made in the final paragraph, namely the description of employees as 'associates' and the four reasons for success.

Top margin

- Get students to read the quote. Discuss how important languages are in tourism and which languages are most useful. Do they agree with the final point about staying in the country of the language?

*** Tip****Job description templates**

Throughout the course, there are a number of different jobs discussed and described. Use the Front office manager job description as a template for these other jobs when they come up, i.e. the same headings and style, but with different content.

Additional activity

(all levels)

Get students to identify which of the attributes are adjectives and which are nouns. Which ones can be converted into nouns or adjectives?

Reading**Front office manager**


- When doing **1**, make sure students do not look at the text.
- Students compare answers to **2** and **3**. When students have assessed themselves in **4**, they can ask a partner if they agree with their self-assessments.

Vocabulary**Skills and personality**

- Focus on the three expressions in **1** in the class in order to demonstrate the difference between personality and skills attributes. There may be disagreement about some of them, but students should be clear that you can be taught a skill, while personality is what you are born with.
- Students do **2** and **3** in pairs and then report back to compare with others.

1	Personality: adaptable, conscientious
	Skills: oral communication skills, computer literate
2	Personality: 2 3 6 10 11 13 14 16 17 18
	Skills: 1 4 5 7 8 9 12 15

Pronunciation

- Begin **1** by modelling the word at the top of each column. Ask the students to identify the stressed syllable. Finally, ask them to do the exercise in pairs or groups.
-  Play the recording for **2**. Repeat as necessary. Then check the answers.
- For **3**, focus students' attention on Column 1. Ask them to identify the word where the stressed sound is different. Repeat for Columns 2–4.
- Play the recording for **4**. Repeat as necessary. Then check the answers. Invite students to point out any regularities and irregularities in the spelling of the vowel sounds.

2	Column 1	Column 2	Column 3	Column 4
	beverage	ability	knowledge	diplomacy
	degree	business	monitor	know-how
	features	decisive	occupancy	motivate
	teaching	figures	outgoing	methodical
	teamwork	literate	spotlight	progress
4	1 beverage	2 decisive	3 outgoing	4 methodical

*** Tip****Correcting written work**

When marking written work in this course, make sure you give marks not just for language accuracy (grammar, vocabulary, etc.), but also for appropriacy and style. You might want to have a policy of always giving three grades: one for language, one for appropriacy, and one for style.

Writing**Your personal statement / key data**

- Ask students to bring along any personal statements they have produced.
- Discuss **1** and **2** in pairs or groups. Compare with any statements of their own. Stress the importance of adapting the personal statement so that it targets the particular job they are applying for.

Additional activity

(all levels)

Based on the answers to *Listening 6* and the discussion in *Listening 7*, get students to draw up two lists – A: Interview best practice and B: Things to avoid at an interview.

- When students have written their statements for **3**, they can show them to their partners for comment, correction, and improvement.

Listening

Human resources – selecting new staff

- Work through the exercises as described, getting students to check answers with each other after each listening.

- 0-π**
- 1 ability to organize and manage a team, service-minded, outgoing, diplomatic, disciplined, tactful
 - 3 c, e, b, a, f, d
 - 4 They've probably moved on because they weren't very good in practice.
 - 5 a 2 b 3
 - 6 find out about the company
prepare for the interview
be confident but not arrogant
don't lie
dress smartly

Language spot

Selling yourself

- Focus on the picture and stress the point made in *Listening* about the difference between confidence and arrogance. Model and drill the five phrases in **2**.
- Use **3** and **4** for controlled practice of the target language. There will be an opportunity for freer practice in *Speaking*.

Tourism manager

You've always been a manager!

- If your students have had little previous experience of managing, then you will need to demystify the role of manager on occasions throughout the course. This is the purpose of this activity.
- When discussing their childhood, teenage, and young adult 'management' experiences, get them to consider whether they exhibited any of the attributes discussed in *Language spot*.

Speaking

Surviving the interview

- Allow plenty of time for preparation of roles.
- Arrange the classroom furniture so that it resembles an interview situation.
- Get students to repeat some of the interviews to improve on them (and possibly record them for analysis).

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

5 e-Travel

Background

As we have already seen in Units 1 and 3, the Internet and the associated ICTs (information and communication technologies) have revolutionized tourism. This unit focuses specifically on the outcomes of that revolution from the travel agent's point of view. Whereas twenty years ago, buying travel products invariably meant visiting a **high street travel agent**, today the consumer has numerous options, including

- **online travel agents** – these are purely internet-based and have no physical shop or building
- **home-based travel agents** – independent travel agents who work from home, communicating with their clients mainly by email
- **supplier websites** – internet sites run by principals or suppliers (i.e. the airlines or hotel groups) so that they can sell directly to the customer without using travel agents as intermediaries.

The growth of internet travel purchases has led to the creation of **meta sites** (also known as **data aggregators**), which are internet search engines that use information

given by the customer (destination, number of travellers, dates of travel, accommodation preferences, etc.) to browse the web for the travel product that best satisfies the criteria given.

The power of ICTs is so great in tourism that it is now possible for travellers to go to a single website and put together their own 'package holiday', choosing the transport, accommodation, and other services from a vast range of options. This process is known as **dynamic packaging**.

The drawbacks to dynamic packaging, and indeed to all travel purchased online, are the time spent locating the best products and the lack of reliable advice as to the quality of the product on offer. This is why high street travel agents continue to be popular. The travel agent, whether high street or home-based, does the searching, and at the same time offers real experience of possible destinations and accommodation. Usually, home-based agents collaborate with each other through membership of a professional association so as to be able to gather data about destinations that they cannot visit themselves.

* Tip

Computer illiteracy

You may have some students who are not as computer literate as others. If this is the case, start the unit with a general discussion on the role of computers and the Internet in our everyday lives. Use the discussion to establish some key concepts about what computers can and can't do and to teach vocabulary related to electronic communication (perhaps in pairs, so they have to explain the difference), e.g. *hardware / software, online / offline, download / upload, data / database, website / email*.

* Tip

Technical listening texts

With technical texts, it is important not to overload the students. For example, initial tasks are often kept quite simple so that students do not have to understand everything first time round. You may also want to pause the recording.

Take off

- Encourage students to talk about their personal experiences and habits.
- In **3**, if they have not purchased any travel products online, they can talk about non-travel products.

Vocabulary

Online travel

- Demonstrate the first match. Students then work in pairs and report back at the end on answers.
- For **3**, get students to find the website for each company as homework.


0-π 2 1 b 2 d 3 c 4 g 5 h 6 a 7 e 8 f

3 Expedia and Travelocity are online travel agencies. Hilton Hotels is a hotel chain; Kayak is a data aggregator or meta site; Qantas is an airline.

Listening

Who's doing the selling?

- Focus on the question ('Who's doing the selling?') when discussing **1** and **2**.

-  When students listen for the first time, make sure they are only doing the task given in **3**. Check answers to **3** before doing **4**. Pause the recording as necessary in **4**.
- **5** can be an open class discussion.

- 0-π 3** inventory
 online travel agency
 meta sites
 data aggregator
- 4 1** tour operator, high street travel agent, online travel agent, meta site or data aggregator, hotel, airline
 2 have to go to another website to make purchase
 3 quick access to information, so saves them time
 4 tracking customer activity and creating customer profiles

Find out

- Discuss how students can find this information. Some useful tips might be to look for data on an NTO website (VisitBritain, etc.), type key words into Google, talk to teachers from relevant areas in the students' own college, or contact regional tourism authorities.
- Students can produce a written report or give a verbal presentation with illustrations (graphs, charts, etc.).

Additional activity

(all levels)

Get students to choose two of the items on the time management list which they do not do very well on. They write them out in large letters on a piece of paper and keep them in front of them whenever they are working throughout the next week.

Tourism manager

Time management

- Before looking at the dos and don'ts, get students to identify what makes a good and a bad time manager. Read the list to see if any other points came up and if they agree with the dos and don'ts.
- Discuss what a time audit is (see footnote) and encourage students to do it for themselves.

Top margin

- Students read the statistic and the quote. Ask them if, as customers, they are like the users identified. Do they agree with Jenny Brown's comment, that 'competition is healthy' and there is room for everyone?

Additional activity

(weaker students)

Before doing the reading, identify and pre-teach (or check meaning of) some of the key words, e.g. *time-consuming*, *consultant*, *daily commute*, *networks*, *forums*, *face-to-face*, *charge fees*. This will also help, in an incidental way, to get students thinking about the gist of the text.

Reading

Alternative travel agents

- Check students know what ICT and OTA stand for and ask what they think MTA might be.
- Pairs can discuss **1**, and then report back to each other for **2** and **3**.
- Discuss **4** in open class. You could set it up as a debate on the pros and cons of working from home.

- Or**
- 1 sentence 2
 - 3 1 don't have to commute to work, better work-life balance
2 can build a meaningful relationship, don't have to travel to face-to-face meetings
3 they charge a fee for their service
4 people who want to save time or don't want to do an online search themselves
5 other MTAs, often part of a network or association

Top margin

- Ask students what they know about Hawaii. What types of accommodation, activities, and transport are there?

* Tip

Email chains

One way of practising writing emails in class is to get each student to start an email on the same topic (e.g. an MTA asking for advice as in this unit), but each in a different register (e.g. to boss, to employee, to colleague, to friend). The emails are passed around with each student adding a sentence in the appropriate style and register.

Writing

Getting help

- Remind students about the importance of register and appropriacy when writing to different people (e.g. boss, colleague, friend). Get students to read the three emails and say how they are different.
- In **2** and **3**, they analyse the different registers in more detail. Report back to class on **3** and **4**.
- Check the emails they produce at **5** carefully for language, appropriacy, and style.

- Or**
- 1 number 3
 - 2 the use of *hi, hello, and dear*
 - 3 1 My name's
2 Like yourself, I am a
3 The company's central office kindly gave me your email address
4 I have a new client
5 The particular clients I am working for
6 I need some help
7 I need a bit of help with this
8 Do you think you could send me ...
9 I will be truly grateful for any advice you can give me
10 Many thanks in advance for your help
11 Thanks
12 Yours sincerely

It's my job

- Encourage students to conjecture as to Natalie's job, using the photos. Read the text and answer the questions.

- Or**
- Head of reservations (UK cruise specialist)
 - Her team
 - Head of Sales and Development


* Tip

Class expert

Some of your students may have interests and expertise relevant to the topics covered in the course. Find these out and use them. For example, you may have a keen diver. Get him / her to give a talk about diving as an introduction to the topic.

Listening

Proactive marketing

- Students look at the map in pairs. Write any interesting information or useful vocabulary on the board.
-  Get students to read through the questions before they listen. Compare answers in pairs after each listening, and report back to class.


- Key**
- 2** 1 it's the Latin name for one of the species of fish found in the Red Sea
2 it's worldwide, it fits in with sustainable tourism, it's safe, it's open to all
3 independent travel agents and travel counsellors
4 Possible answer: the last part – it's about how they're going to make money together as tour operator and travel agents / counsellors
- 3** 1 to build rapport with her audience
2 name and occupation
3 introduction
4 why she's approached them, background information on diving in the Red Sea, types of products offered, how to work together

Top margin

- e-Travel is turning tourism travel distribution upside down and traditional elements in the chain of distribution are reacting in impulsive, conflicting ways (see IHG turnaround re OTAs), whilst new players in e-travel are also getting jittery. easyJet said it would only sell online. They have since changed this policy. Ask students to find more examples of recent changes in travel distribution that e-travel has been responsible for.

Language spot

Starting your presentation – introductions with an impact

-  Students work through the first five exercises in pairs. You will need to pause the recording after each sentence in **2** to give the students time to write the answers.
- **6** and **7** can be prepared alone. Monitor the giving of the presentation introductions to ensure accurate and appropriate use of language.

- Key**
- 2** 1 and thank you for coming
2 of you will already know, my name's
3 in case you're wondering
4 The main purpose of this presentation
5 I think this presentation will be of real interest
6 I'll be speaking for
7 talk into four parts
8 at any time
- 3** 1 f 2 b 3 b 4 c 5 c 6 d 7 e 8 a
- 4** 1 i, l, o 2 e, k, m 3 a, b, h 4 d, p 5 c, f, n, q 6 g, j


Additional activity*(stronger students)*

Get students to think of ways each of the fears about giving presentations can be overcome. This will lead into the reading that follows at the end of the unit.

Top margin

- Discuss the question. Discuss why giving presentations might be something to fear. How do the students feel about giving presentations (including in their own language)?

Pronunciation

-  Remind the students of 'most stressed words' (Unit 1) and pausing (Unit 2). Play the recording for **1**. Repeat as necessary and check answers.
- Play the recording for **2**. Repeat as necessary before checking the answers.
- In **3**, allow students time to think about answers. Then discuss. Finish by reminding students that well-placed pauses help the listener to understand the structure of the message. Pauses also give the speaker time to pronounce more clearly.

- Answers**
- 1 First of all / many thanks to all of you / for coming here today.
 - 2 First of all / many thanks to all of you / for coming here today.
 - 4 See Student's Book p. 132.

Additional activity*(weaker students)*

If you are able to use PowerPoint in the classroom, you can prepare simple slides for students who might be more nervous or unsure of language. If you (or another student) click the slides on, they can serve as a prompt. If there is no PowerPoint, you can use prompt cards instead.

Additional activity*(stronger students)*

Get students to prepare another presentation (using PowerPoint if available). The presentation should be entitled 'Top tips for presenters'. In other words, it converts the information in *Reading* into a presentation format.

Speaking**Presenting a personalized product**

- Try to ensure that all three professionals are selected (so that there is more variety). As suggested in **3**, you may want to do the *Reading* first.
- Allocate plenty of time to preparation, including content-planning, language selection, and rehearsal. When the presentations are being given, encourage the other students to be supportive but also evaluative.

Reading**Top tips for presenters**

- Discuss any general advice on giving presentation arising from *Speaking*.
- Students work through exercises in pairs, discussing answers. For **5**, students should be able to use points that occurred in the *Speaking* presentations.

- Answers**
- 1 Good advice: Tip 2, Tip 4, Tip 5, Tip 8
Bad advice: Tip 1, Tip 3, Tip 6, Tip 7
 - 2 A – Tip 1 B – Tip 4 C – Tip 7 D – Tip 2
 - 3 Tip 3 You have to believe in what you're saying. If you don't, the audience will know.
Tip 5 Don't make changes just before you talk. You can't be sure they will make your talk better and last-minute changes will often make you nervous once you start speaking.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

6 Quality in tourism

Background

The success of package holidays of the 1960s–90s was based on volume. Tour operators bought in bulk so as to tempt customers with low prices. During the 90s, however, it became clear that to be competitive, companies had to offer **quality**, as well as quantity.

Broadly speaking, a product offers quality when it meets the customer's expectations. This places the customer at the centre of any attempt to provide quality in tourism, in sharp contrast to mass tourism in the 60s–90s, where the product was the focus of attention. To satisfy the customer's expectations, companies need **quality standards**, which can be set externally by bodies such as the ISO (International Standards Organization) or internally by the company's own **quality assurance techniques**. Common techniques today include

- **performance standards** – lists of processes and tasks that employees have to perform and the levels of service expected of the employees when they perform them
- **benchmarking** – comparing the company's performance to that of companies in the same field that already have a high reputation
- **appraisal** – an interview in which a manager and an employee evaluate the employee's previous performance before setting performance objectives for the future
- **focus groups** – groups of customers that are brought together to discuss different aspects of the holiday or travel experience.

Complaints were once seen as a sign of failure. Today they are viewed as a key way of improving performance and quality. No product is perfect, and to improve it, a company needs **feedback**, the information obtained from customers by recording comments, suggestions, and complaints. Complaints can be spoken or written, and in general the former are easier to handle. With a written complaint

- there is no chance to remedy the problem
- it is not always easy to verify the details of the incident that led to the complaint
- the text can be used as evidence in legal proceedings
- the linguistic demands are usually higher.

It is no longer enough just to find an immediate solution to a problem (**reactive thinking**). Today, companies expect **proactive thinking**. That is to say that after solving a problem, the member of staff should go on to find out why it happened and what changes can be made to make sure the problem does not recur.

Take off

- See if students recognize any of the logos: what type of service are they involved with (e.g. hotels, restaurants, shops and services, businesses)?
- Get students to think of examples from their own experience of excellent and poor quality in different tourism sectors.
- Get them to give some of them a score out of ten. How did they arrive at that score? *Who* should measure quality: customers, experts, staff?


Additional activity

(all levels)

Get students to listen to the recording (or look through the listening script) to find examples of the presentation language looked at in the previous unit.

Listening

'We want you to complain!'

- Ask students if they have ever complained about a tourism service or any other service. Students can use these examples when discussing **1** in pairs.
-  Get students to read through the questions in **2** carefully before listening. Check answers in pairs first before confirming in class.

* Tip

Best practice

Best practice is a term used frequently in service industries, and means the best way of doing a particular task or activity. Companies often have a 'Best practice' document. You could get students to decide what is best practice for some of the activities they do in class, e.g. for a listening exercise, a discussion activity, homework.

Additional activity

(all levels)

For each of the stages get the students to decide

- what is the customer's minimum expectation
- ways in which the hotel can exceed expectations.

Use this information to produce a promotional leaflet or campaign, entitled 'Why we're simply the best'.

Additional activity

(all levels)

For **1**, you could write out each stage on a piece of paper and get students to mingle to put themselves in order.

* Tip

Quality assurance in the class

Can you use any of the techniques to monitor the quality of the course?

A suggestion box is easy enough to implement, but what about some of the others, such as focus groups or performance standards?

Additional activity

(stronger students)

Get students to plan a 'mystery shopper' campaign on local tourism service providers. Who are they going to approach? How are they going to do it? How can they test quality in specific ways? If they carry out the campaign, get them to write a report.

- The discussion in **3** will probably be general, but try to get students to give actual examples of what they think the phrases mean. They will be finding out about these measures in the next sections.

- Key**
- 1 find out what needs to be improved (cheaper to ask the customers), better that customers tell us rather than their friends
 - 2 c
 - 3 reactive = wait for problem, deal with it, forget it
proactive = think about why problems occur and change things so they don't occur again
 - 4 solution-focused culture, clear lines of referral, regular training sessions, staff meetings

Speaking

Customer journey

- Get students to sequence the items in **1**. They could add more stages, e.g. going to breakfast on the first morning, dining in the hotel restaurant.
- Get different groups to look at different stages for deciding best practice.
- For **3**, choose stages where there is direct provider / customer contact (if you have used *Tourism 2* in this series, this will revise some of the 'encounters' work that was done there).
- The third person is the quality manager, whose role is very important, so make sure he / she is briefed to take thorough notes. You may want to provide a template 'observation sheet'.
- In **4**, students can look at areas such as airport check-in, transfer from airport to hotel, booking a holiday, attending a conference.

Key 1 a 8 b 4 c 10 d 3 e 1 f 7 g 5 h 2 i 9 j 6

Vocabulary

Quality assurance techniques

- Students do **1** in pairs. Get them to think of where in the tourism industry each of these techniques would be appropriate. **2** can be discussed in class.

Key 1 1 e 2 c 3 a 4 b 5 g 6 d 7 h 8 i 9 f

Top margin

- Ask if students agree with the quotation. Discuss the manager's role in the four features (high intention, sincere effort, intelligent direction, skilful execution).

Pronunciation

- Ask students to do **1**. If they can, students should add the IPA symbol for each sound to the top of each column.
- For **2**, get students to articulate the sound clearly to each other. Check the answers, and pronounce the words from each column in **1** before doing **3**.

- 🎧 For 4, play the recording of the sounds the students find hard.
- After they have worked in pairs for 5, invite three or four students to perform for the whole class.

🔑 1 A /p/ B /f/ C /v/ D /w/
2 1 /p/ 2 /f/ 3 /v/ 4 /w/

📄 Additional activity

(all levels)

Using the example of the Performance standards for the waiter / waitress, get students to think of other employees in the tourism industry and write a similar list of standards.

Reading

Analysing the quality of customer service

- Focus on the task in 1. Most of the techniques have been covered in *Vocabulary*. Report back on 1 and then repeat with 2.
- 3 is a more open exercise and you should allow the discussion to be fairly free. If the students run out of ideas, get them to look at the performance standards for the waiter / waitress and think about how these can be used in the four sectors mentioned in 3.

🔑 1 benchmarking
a service charter
performance standards / quality standards
feedback
customer satisfaction surveys
suggestion boxes
focus groups
mystery shoppers
observation of staff
team meetings
appraisals
reward and incentive schemes
2 a 11.4 b 11.1 c 11.5 d 11.2 e 11.6 f 11.3

* Tip

Cultural differences

Do different cultures complain in different ways? Do some cultures never complain? Find out what opinions students have on these issues, and discuss ways in which they can find out more about the international etiquette of complaining.

Listening

Spoken and written complaints

- 🎧 Students discuss the questions in 1 and then listen to check their answers. Work through the other questions in 2 in the same way.
- In 3, get students to practise saying the expressions to see if they sound better spoken or written.

🔑 1 1 spoken: public, easier to check details; written: private, customer not present, harder to check details
2 different style of language; in written you have time to consider response; in spoken you can use voice, gesture, and body language
3 written
2 1 see 1 above
2 take customer to one side (e.g. separate room)
3 spoken
4 use of language
3 written: 2, 3, 4, 7, 9
spoken: 1, 5, 6, 8, 10

Top margin

- Have students ever flown on any of these airlines? Do they agree that they offer high-quality service? Get students to come up with some more 'top fives', e.g. hotels, restaurants, resorts, destinations in their city / country or internationally.

Additional activity

(weaker students)

Get students to write a letter and an email like the ones in the Student's Book, but switching the content, i.e. a letter from Marilyn Collis and an email from Martin Hunker.

Reading

Written complaints

- Find out if anyone has ever sent or received a complaining letter or email and what it was about.
- For **1**, students can quickly skim the letter and email (even with the gaps) to get the gist.
- Stronger students can try to fill the gaps without looking at the list of words in **2**.
- **3** and **4** can be done in pairs or small groups.

1 Letter: standards and organization of tour to Asia (food, service, hotel, etc.)

Email: service at airport (departure)

- | | | |
|---------------------|--------------|----------------|
| 2 1 returned | 8 handled | 15 request |
| 2 standards | 9 rude | 16 office |
| 3 service | 10 refund | 17 notice |
| 4 occasions | 11 departure | 18 delay |
| 5 overbooking | 12 queues | 19 shopping |
| 6 transferred | 13 staff | 20 explanation |
| 7 located | 14 aircraft | |

3 Letter

the food was poor
the service was slow
the hotel was overbooked
the new hotel not in city centre
some staff were rude

Email

queues were long
not enough staff
staff were slow
couldn't have seat near front of aircraft
office closed (and wrong notice)
no time for shopping or coffee

* Tip

Function file

Get students to keep their own list of functional expressions (in addition to the Language reference section in the back of the book). For each expression, they should indicate whether it's usually a written or spoken form and whether it's formal or informal.

Language spot

Dealing with written complaints – letters and emails

- Refer students to the letter and email from *Reading* in order to do **1**.
- Before looking at the letter responding to Mr Hunker, get students to predict some of the sentences that might appear (using the ideas from *Reading 4*).

- Check answers to **1** and **2** with the whole class.

- Key** **1** 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 T 9 F 10 T
2 2 a I was very sorry to hear that ...
 b I have now had the chance to fully investigate the matter.
 c I was extremely concerned to hear that ...
 d I was particularly surprised to hear that ...
 e I can assure you that we will continue to monitor ...
 3 she doesn't want to admit any legal responsibility
 4 letterhead, address of person it's going to, date, signature

Tourism manager

Giving and receiving feedback well

- Ask students about their feelings with regard to receiving feedback. Do they like getting feedback? Have they had any good / bad experiences?
- Get them to predict tips for giving and receiving feedback before they read the bullet points. Discuss how feedback (including correction) is given on the course. Can you make any changes in the light of the tips?

Writing

Responding to a complaint

- Students can discuss and plan the letter in class.
- **2** and **3** can be done for homework.

Where in the world?

- Use the photos to generate interest. Students work through the questions together, discussing the various issues.

Find out

- Students can do this as a team exercise. They should investigate and confirm the problems they think the provider has (e.g. they could be a 'mystery shopper').
- Refer to the quality management systems discussed earlier in the unit.
- Students can write a plan for a presentation on their findings (with bullet points, PowerPoint slides, etc.).

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

Additional activity

(stronger students)

Write a similar article about a resort you know well and which you think is high quality.

7 The impacts of tourism

Background

The mention of the impacts of tourism causes many ordinary people to think about the ways tourism has damaged the natural world. In practice, the impacts of tourism are both positive and negative, and are usually classified as economic, environmental, and sociocultural.

Positive economic impacts include the creation of jobs, the income obtained from tourists spending money, and improvements in the transport infrastructure and, consequently, the local economy. The jobs created can be directly related to the tourism industry, as with work in hotels or tourist information centres, or indirectly related, as is the case of building work. **Negative economic impacts** include the low salaries often associated with non-managerial jobs. Another undesirable effect comes through financial speculation, which can cause the price of land and homes to rise well beyond the capacity of local people.

The **environmental impacts** of tourism are legendary. The industry has destroyed thousands of kilometres of natural coastline all around the world through the building of

hotels and other resort elements. The presence of large numbers of tourists in fragile natural areas inevitably produces pollution and degradation and can even lead to the disappearance of animal and plant species.

But positive impacts do exist. The natural environment is a valuable tourist resource, and many national and regional parks have a brighter future precisely because of the tourist demand for such protected natural spaces.

Perhaps the least obvious effect of tourism is the **sociocultural impact**. In response to tourist demand, local arts and crafts are often heavily commercialized, even to the point of being manufactured in a different region or country. It is also common to see traditional dances and ceremonies being performed purely for a tourist audience and on dates that bear no relationship with the ceremonies' true meaning. Both of these impacts are examples of **trivialization**. But tourism does impact positively at a sociocultural level. It does this directly by facilitating a meeting and consequently an interchange of cultures and cultural values. Tourism also helps the local population to fully value the arts, crafts, and natural resources that they may take for granted.

* Tip

Weighing the impact of tourism

Set up the idea of the balance of the impact of tourism by drawing a set of weighing scales (on the board or on a poster / display board). The idea of balancing the positive and negative impacts is going to recur throughout the unit, and you can get students to add to the scales as points come up.

Additional activity

(all levels)

Get students to write the questions that the journalist might have asked Rune Bergstroem. They can then role-play the interview using the information in the text.

Take off

- Students work through **1–4** alone. You may need to clarify the meaning of *economic, social, and environmental*, and stress the point that the impact of tourism is not just confined to one of these elements.
- After the show of hands in **5**, students explain their opinions to each other.

Reading

Global warming and tourism

- Ask students what they know about global warming in general.
- You could focus the discussion around some of the key vocabulary from the text, e.g. *ice, melt, carbon dioxide, archipelago, vegetation, wildlife, polar bears*.
- Students use the title and the questions in **1** to predict what the article will be about. They discuss **2** and **3** in pairs.

- 0-π 3**
- 1 Arctic seas free of ice for longer periods, emergence of new islands
 - 2 cruise ships, boats
 - 3 worn down vegetation, danger of oil spill, threat to wildlife

Vocabulary

Describing the impacts of tourism

- Get students to think of any words that have the endings in the chart in **1** and to use the words in a sentence.
- Students work through **2–5** in pairs. Not many of the words appear in the text, but most of them will be occurring in the rest of the unit.
- For **5**, make sure students are clear about lexical stress (main and secondary) and how the dictionary indicates it.

0-π	2	1 accessible	11 environment
		2 complication	12 environmental
		3 conservationist	13 fragility
		4 endangered	14 improvement
		5 developer	15 improved / improving
		6 development	16 sustainability
		7 ecologist	17 sustainable
		8 ecological	18 trivialize
		9 economize	19 trivialization
		10 economist	
	3	inaccessible, environmental, environment	

* Tip

Case studies


Get students to build up a file of case studies of places where tourism has had a visible impact, using photos if possible and a short text. They can start with the examples used in the unit.

Top margin

- Check students' understanding of 'ethical'. Can students think of any actual examples of these ethical problems?

Listening

Classifying the impacts of tourism

- Focus on the course description and get students to predict the content of the *Listening*.
-  Students compare answers to **2** and **3** in pairs. They could work in small groups for **4**.

0-π	3	1 because of the intricate and delicate balance between concepts
		2 to map out a scheme on which to base later discussion and exploration
		3 to classify impacts of modern tourism and arrive at a full understanding
	4	Positive
		• communities with different cultural backgrounds coming into contact (social)
		• improvement in local quality of life (economic and social)
		• improvement in local infrastructures: transport, telecommunications, etc. (economic)
		• conservation of local heritage (environmental)
		Negative
		• local populations copy lifestyles of tourists (social)
		• trivialization of local culture: e.g. handicrafts, religious ceremonies (social)
		• poor quality jobs (economic)

Additional activity

(stronger students)

When students have finalized their ideas for reducing the negative impacts, they can prepare a formal presentation.

Reading

Tourism in the Ifugao rice terraces

- Use the photos to stimulate ideas and discussion in **1** and **2** and to bring out some of the key vocabulary from the text.
- Make sure students make notes for **4**, using an appropriate grid or other visual format, rather than copying out the text.
- Students work in groups for **5**, adding their ideas to the notes they made in **4**.

It's my job

- Ask students if they know of any family businesses in the tourism industry. How are the roles divided up?
- Read the interview and find out how Samime's family work together, and answer the questions. If you want you can discuss some of the wider issues touched on in the article (i.e. gender roles and attitudes, the importance of language).

OT For her family, it has meant that they are no longer poor and they have a future. For Samime, it's meant a job and a salary. She's glad that she hasn't had to move away to get a good job.

Top margin

- Ask students what is meant by the statement. Do they agree with it, and can they think of any examples of ways in which money is sent to reduce the negative impacts of tourism (e.g. Gift Aid, Water Aid, carbon offset schemes)?

Find out

- This is a chance to review the history of tourism in the students' area.
- After they have completed their research, students can present their findings in a visually clear and attractive format, e.g. for a class folder or display, or as a series of PowerPoint slides.

Additional activity

(all levels)


For more note-taking practice, get students to take notes from each other during the discussion.

*Tip Emotions

The discussion in the *Listening* is fairly emotionally charged, as befits the topic of the impact of tourism. Talk to the class about how emotions are or are not relevant to management, e.g. whether to show them or hide them, how they can be used or controlled, whether there are cultural differences.

Listening

All in favour of tourism ... ?

- Refer students to the weighing scales visual (see 'Tip' on p.36) to establish the idea of balancing and countering points.
-  Listen straight through for **1** and for general impressions of the tone of the discussion.
- Make sure students are clear about the aspects they need to focus on in the targeted task in **2**. You may want to reinforce understanding by letting them read through the script after they have listened, but make certain they add points in note form only (i.e. not copied chunks).

- For the discussion in **4**, the focus should be on the content and the ideas. Don't worry if students do not produce functionally accurate language, as this is covered in the next section.

Answers 1 4

Language spot

Turn taking and making your point in a discussion

- Students discuss answers to **1-3** in pairs before checking in class.
- In **4**, establish a sense of controversy and focus on the use of the target language items.

Answers 1 1 c 2 d 3 a 4 b
 2 a 4 b 4 c 2 d 1 e 4 f 3 g 2 h 2 i 1 j 1 k 1
 3 b in 1
 a c, f, j, k in 2

Pronunciation

- This exercise returns to pausing and stress because of their importance in intelligibility. Putting the stress in the wrong place misdirects the listener's attention.
- In **1**, play the recording and get the students to read at the same time. Ask students to work in pairs for **2**. They perform the dialogue putting the stress in the right place. Play the extract and let them compare themselves to the recorded version.
- In **3**, allow students time to do the exercise. Invite opinions and then give the answers. Repeat the process for **4**. Finish by letting students hear the recording of the radio programme again if they want to.

Answers 3 1 These places / just got better / by themselves / Is that what you're saying
 2 No / that isn't what I'm saying / and I think you know that it's not
 3 So what is your point exactly / I mean / what are you saying
 4 What I'm saying / what I'm saying / is that as I understand it
 4 1 I'm sorry to interrupt
 2 I'm convinced that
 3 I don't see what you mean
 4 Nobody can deny
 5 What are you trying to say by that

Additional activity

(all levels)

Establish a dos and don'ts list for behaviour in meetings. It could be produced in the form of a section in a training manual for tourism managers.

Additional activity

(stronger students)

Write the same information as in **5**, but for a different text type, e.g. instead of a professional website, write an email or report to a company that might be intending to invest in tourism in the area.

* Tip

Revision

Now that the course is more than halfway through, it is a good opportunity to remind students of the different productive areas they've covered in both writing (reports, emails, websites) and speaking (meetings, presentations, discussions). They should have a list of these types and as revision you and they can look the different topics in different genres (e.g. where the topic was dealt with as a presentation, they can hold a meeting).

Tourism manager

How to behave in meetings

- Refer back to the meeting in *Listening* and the discussion in *Language spot 4*.
- There are no clear answers to **1**, as there can be genuine difference of opinion. **2** is an opportunity to focus on cultural differences, if students have any experience or have done some research on this area.

Speaking

Access and tourism for Sulben

- Spend time discussing the information about Sulben and checking students understand it. You could transfer some of the information in **1** onto the board, so that students have it for reference during the role-play.
- Similarly, list the positive and negative aspects in **2** on the board so that you can check understanding, pronunciation, and so on.
- Students will need plenty of time to prepare their roles in **3**. They should help each other and reinforce ideas before moving onto the 'conflict' phase in **4**.
- For **4**, divide the class into groups of four, with one student from each group A, B, C, and D. After the role-play, spend some time assessing how it went and how the students felt in their roles.

Writing

Guidelines for low-impact tourism

- Do **1** in class, focusing on the different structures used with *however* and *although*.
- Students do **2** in pairs. **3** can either be done in class or in pairs.
- Make sure the sentences written in **4** are accurate. If necessary, get students to write additional sentences until they have produced at least one correct sentence for each of the forms.
- **5** can be done as homework or as a class exercise.

- 0-π 2 1** The proposed Sulben cable car will mean less damage to the Telvo gorge than a road. However, there will be a high impact on the scenic beauty of the gorge.
Although the proposed Sulben cable car will mean less damage to the Telvo gorge than a road, there will be a high impact on the scenic beauty of the gorge.
- 2** The proposed Sulben cable car will connect the inhabitants of Sulben with the rest of the region. However, it will be closed during November and at night.
Although the proposed Sulben cable car will connect the inhabitants of Sulben with the rest of the region, it will be closed during November and at night.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

8 Built attractions

Background

Tourism attractions can be classified as natural or built. Natural attractions include mountains, forests, coastlines, lakes, and other landscape elements. **Built attractions** are structures that were purpose-built to respond to or to create tourism demand (museums, heritage centres, sports facilities, family entertainment centres, etc.) or that were built with an entirely different purpose, but have since attracted attention from tourists (castles and other historic buildings and monuments, old factories, shopping centres, etc.).

Theme parks are one of the most popular of all modern built attractions in tourism. Their origin lies in the amusement parks that were popular in Europe and the USA in the late nineteenth and early twentieth centuries. The first theme parks were the creation of Walt Disney. He took the idea of the amusement park and used the theme of his cartoon characters to differentiate his 1955 Disneyland park from what had gone before.

Today's theme parks are varied in style and content, but are generally characterized by

- the desire to create a **fantasy world** that will encourage a high degree of 'escapism' in visitors.

- the use of a **central theme** that serves to unify the different rides, attractions, and shows that the park offers. The theme is an important part of the fantasy world the park aims to generate.
- a deliberate attempt to appeal to people of all ages and so constitute genuine **family entertainment**.
- a **pay-one-price admissions policy**. In marketing and customer-satisfaction terms, it is much better to charge visitors once on entry to the park than to charge them per person and ride.
- a **location** in a non-urbanized area. Land in such areas is usually cheaper to buy, although it has to be well connected to large permanent or holiday populations if the park is to be economically viable.

As we have seen, the right geographical location is paramount to the park's success. The climate matters less. In fact, in sunny climates parks can fail precisely because of the good weather, which can draw visitors to competing attractions such as the beach. The design and layout of the different rides and attractions inside a theme park is almost a science, and a number of mostly USA-based websites offer guidance in **theme park engineering**.

Additional activity

(all levels)

Convert the *Take off* questions to a 'Find someone who' activity, e.g. Find someone who ... has been to a theme park in (different parts of the world) / in the last year, has never been to a theme park, would like to work in a theme park, finds roller coasters frightening, has an idea for a new theme park, etc.

* Tip

Tourism = fantasy

It is not just theme parks in the tourism industry that aim to create fantasy and illusion: much of the tourism industry is based on this idea. Get students to think of other aspects of tourism where fantasy and illusion play a significant role, e.g. exotic resorts and hotels, luxury travel.

Take off

- Look at the photos and answer the questions in pairs or small groups. Bring out any vocabulary that is relevant (e.g. *roller coaster, thrill*).
- Discuss any theme parks they know about.

Reading

Theme parks

- Students read through the questions and make predictions for **1–3** before reading the text to check answers.
- **4** and **5** can be discussed in open class, **6** in pairs.

- Open**
- 1 Disneyland
2 California 1955
3 Walt Disney
 - 4 one or more themed areas, appeal to whole family, pay-one-price admission, greenfield location, high standards of service and cleanliness
 - 2 1 F 2 F 3 T 4 F 5 T
 - 3 sited away from cities and hidden behind fences or barriers

Additional activity*(weaker students)*

Get students to choose other words from the article, and write a new gapped sentence exercise for their partner to complete.

Vocabulary**Words in context**

- Refer back to the work done in Unit 4 on deducing meaning from context.
- Students work in pairs on **1** and **2**.

Key	1 1 b 2 d 3 a 4 e 5 c 6 h 7 f 8 g
	2 1 site 4 spotless 7 thrill
	2 fundamental 5 barrier 8 given rise to
	3 marry 6 overcome

Top margin


- After students read the story about the Maryland roller coaster, ask them if they know of any similar events that have happened.
- Discuss other risks in theme parks and built attractions in general.

*** Tip****Analysing listening scripts**

The listening scripts can be used in a number of ways for extra work and analysis.


- Identifying and reinforcing target function
- Identifying other functions
- Word-building (e.g. noun – adjective – verb conversions)
- Targeted gap-fills (e.g. remove all prepositions)

Listening**Theme park planning**

- Get students to predict what Dr Searle is going to say in **1**.
- You may want to pre-teach some of the vocabulary (e.g. *feasibility study*).
-  Play the recording right through for **2** and **3**. Pairs can check answers after each listening.

Key	3 1 location
	2 through a feasibility study
	3 local people who might come to the theme park
	4 most visitors come by car
	5 land that is attractive for other uses
	6 unattractive land makes theme parks look more attractive
	7 complementary = things that work well with the theme park and add to its popularity (e.g. good climate, natural beauty); competitive = things that compete with theme park's popularity (e.g. beach)

Language spot**'Signposting' a talk**

- Students work in pairs to analyse the language and check answers.
-  Students must listen carefully to identify the phrases used as they do not appear in the same order.

Key	1 1 B 2 B 3 M 4 E 5 M 6 M 7 M 8 B 9 E
	10 E 11 B 12 E 13 B 14 E
	2 1, 5, 7, 8, 11
	3 That brings me to...

Additional activity


(all levels)

Ask students to draw up a list of five tourism-related presents for different occasions and for different people. Then they show them to other students and choose their favourite. Discuss how you could promote it.

Top margin

- Ask if students have ever received a tourism-related gift.
- Would they like the present that Ben got? Why / why not?
- What is their idea of a perfect tourism-related present?

Pronunciation

- Remind students of the importance of pausing. Stress the special value this has at the beginning of a public presentation when the speaker is most nervous.
-  For **1**, play the extract and let students mark the pauses and the stressed word in each phrase. Discuss and then give the answers.
- Students do **2** in pairs or groups. Seek possible answers. Then play the recording and check.

- 0-π 1**
- 1 What I'd like to do today / is talk about theme parks
 - 2 Today / I'm going to talk about theme parks
 - 3 I've divided my talk / into three parts ... / location, / theme, / and rides
 - 4 Let's begin, then, / with location
- 3**
- 1 I'll be glad to answer any questions / at the end of my talk
 - 2 That brings me to my next point / which is choosing your theme
 - 3 So / let's take a look at location
 - 4 My third point / deals with rides and attractions
 - 5 Last of all, / we mustn't forget / rides and attractions
 - 6 In conclusion, / I'd like to say that theme parks / are one of the fastest growing areas of tourism / in the world

Speaking

Presenting a new theme park

- If possible, bring in (or get students to bring in) publicity leaflets and maps on any theme parks that you / they have visited. Set this, plus the suggested internet search, for homework before you do *Speaking*.
- Follow the stages through carefully, getting students to keep notes and delegate roles as necessary.
- Make sure all the group members keep notes as they'll be working separately from their original group in the final stage.
- For stage 4, re-group the students in fours or fives, making sure everyone comes from a different original group. Make sure they all read through the assessment sheet before the presentations begin.

Top margin

- Have students been to any of the attractions in the list?
- Discuss what makes an attraction 'popular' and how it can be measured (e.g. how do you measure the number of people who visit Times Square or Trafalgar Square?).
- What type of attractions are the ones in the list?

* Tip

Using *Where in the world?*

For each of the *Where in the world?* sections,

get students to devise a holiday / tour:

Who would they try to attract?

What would they include in the tour?

How would they market and promote it?


Where in the world?

- Students look at the pictures and try to answer the questions in **1**.
- **2** and **3** can be checked in pairs.
- **4** can be discussed in class. You can find the answer to **4** by looking at the UNESCO website.

- Key 1**
- 1 Gao, Mali, Africa
 - 2 17 metres high
 - 3 mud
 - 4 over 500 years (i.e. late fifteenth century)

Listening

How do you define a built attraction?

- Get students to look at the photos and say whether they are built attractions.
- Write some of the definitions produced in **2** on the board. The class can agree on the best one.
-  Play the interview. You will probably need to pause the recording so that students can write the definition at **4** question 1.
- Pairs check and discuss answers to **4** and **5**. Note that the criteria will be explored in *Reading* on p.74.
- In **6**, you could get the students to dictate their definitions to each other.

- Key 4**
- 1 'tourist facilities created specifically to give enjoyment, education, and entertainment'
 - 3 leaves out a lot of built attractions
 - 4 all of them

Additional activity

(all levels)

Get students in groups to select another attraction to be considered for World Heritage Status. They have to put together a justification for their proposal. Other students can vote on the best proposal.

Find out

- Get students to predict the answer to **1** before they carry out their research.
- Students will need to access the UNESCO website for **2** and their local and national tourist offices for **3**.
- Students share their findings in class.

Additional activity

(stronger students)

A speaker is coming to open a newly opened or restored attraction in your town. Write the email you would send briefing the speaker on what is going to happen.

* Tip

Attraction of the week

Get students to vote on their favourite built attractions: one local and one international. Have a weekly display of each of the top ten winners, with different students designated to produce the display.

Tourism manager

Managing the presenter

- Discuss the general needs of the three speaker types (colleague, boss, big-name guest speaker) before looking at the pieces of advice.
- Students read and discuss the advice in pairs, adding and modifying as they think necessary.

Reading

Recognizing built attractions

- For weaker students, pre-teach (or check) any vocabulary you think necessary.
- In **1**, give one of the criteria as an example and get students to brainstorm the others (without looking at the text). Give prompts if necessary, e.g. *accessibility, safety, facilities, information, cost*.
- Students work in groups for **2** and **3**.

Speaking

Criteria for local built attractions

- Allow team roles to develop naturally, e.g. a leader may emerge, but ensure everyone contributes.
- Encourage use of the turn-taking language from Unit 7.
- Groups need to come up with a definite order to show other groups.

Writing

Researching local built attractions

- Students should gather information in English as far as possible.
- Make sure the report they write addresses all the criteria and that clear recommendations are made.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

9 Events management

Background

A village festival, an agricultural show, a teachers' conference, or the Olympic Games – big or small, local or international, all of these are **events**, a growing and important area of tourism. Events share two defining characteristics

- they occur infrequently – the Olympic Games is once every four years, village festivals once a year – or even only once (called a 'one-off' event)
- they are a chance for people to enjoy their leisure time or for business people to meet.

Events management is the process of planning, organizing, coordinating, directing, and evaluating an event in order to see how it went, and to determine to what extent its **objectives** have been met. Event objectives vary greatly. Public sector events often seek to raise awareness of a city or region that does not have a very high tourist profile. Such events do not generally attempt to make a profit. In contrast, private sector events mostly seek a profit. An exception to this is a **product launch**, where a company makes a first public presentation of a new product. This can be done at a trade fair, at the company's headquarters, or in a specially rented space.

Effective planning is vital to the success of any event, and can include any or all of the following

- creating an organizing committee
- determining the event's objectives
- deciding on a venue
- elaborating timescales (the sequence of activities and processes leading up to and occurring during the event itself)
- setting deadlines
- elaborating budgets
- evaluating the success of the event.

Most events are static and take place in a city or in prepared space in the country. Some events, such as rock or pop concerts, will move from one place to another. This is often referred to as a **roadshow**.

In the business world, **MICE** (**M**eetings, **I**ncentive tours, **C**onferences, **E**xhibitions) provide events organizers with a constant supply of work. In the tourism industry, **familiarization trips** (fam trips) are used to allow tour operators and travel agents to get to know different destinations that they might later promote or sell.

Take off

- Students discuss the questions and the photos in pairs or small groups. Get students to give their reasons for 2 and 3. Check if any of the students have ever attended or worked at events like these.

Additional activity

(all levels)

Get students to think of different words used to describe other simple adjectives (e.g. *good, bad, nice, cheap, expensive*), and the contexts and collocations they are used with.

Listening

Careers in events management

- For **1**, get pairs to report back and put their ideas on the board in two columns (*events* and *skills*). This will help you to check vocabulary that occurs in *Listening*.
- 🗣️ Students check answers in pairs to **2** and **3** then report back to the class. Note that the words used to describe 'small' and 'big' are not direct synonyms there are subtle differences related to context and collocation.

🔑 **2 Events:** product launch, training seminar, Olympic Games, F1 racing, rural festivals, weddings, trade fairs, conferences, sports events, customized tours, incentive tours, fam trips, World Cup football
Skills: planning, project managing, promotion, finance and budgeting, human resource management, trouble-shooting, thinking on your feet, fire-fighting, teamwork

- 3 1 small: simple, intimate, low-key, little
big: huge, massive, grand, mega
- 2 yes
- 3 apply direct to events management company, large tourism company, or DMC; do a postgraduate course in events management

Language spot

Explaining and defining

- Students work in pairs through 1–4, checking in class after each one. For 4, get students to look back through the end-of-unit Key words lists for technical words. This will give some useful revision.
- Do one example of a technical word in class (e.g. *inventory* from Unit 5) and produce as many explaining / defining sentences as possible.

- Key 2 1 fam trips 3 destination management company
2 fire-fighting 4 work experience

* Tip

Acronyms

All professions and ESP specialisms use jargon and acronyms. Keep an ongoing list of ones used in tourism and use them from time to time for revision or testing. Here are some to start you off: TIC, MICE, DMC, SWOT, LCC, TVP, VIP, CEO.

Answers

TIC = tourist information centre
MICE = meetings, incentive tours, conferences, exhibitions
DMC = destination management company
SWOT = strengths, weaknesses, opportunities, threats
LCC = low-cost carrier
TVP = top visual priority (used in guiding)
VIP = very important person
CEO = chief executive officer

Additional activity

(stronger students)

Use the information in Marc's email to write a job description like the one used for hotel front office manager in Unit 4 p.32.

Tourism manager

It's all about teamwork

- Ask students to guess what the letters of TEAMWORK might stand for before looking at the text. Do the other acronyms in pairs and check.
- See if students can think of other acronyms, e.g. for the letters of TOURISM or MANAGER.

- Key FAMOUS = feasible, agreed, meaningful, organized, united, supported
SMART = specific, measurable, appropriate, realistic, timed
PPPPP = proper planning promotes perfect performance
KISS = keep it short and simple

Top margin

- Get students to discuss the quote. Are there other areas of the tourism industry where expecting the unexpected is important?

Reading

The job of events organizer

- Groups brainstorm ideas for 1 and then put them on the board.
- Students read the job description to see if any of their ideas are included and to answer 2. Some suggestions for 3 will be given in *Vocabulary*.

- Key 2 1 events management companies, in-house for tourism organizations, freelance
2 teamwork, communication and organization skills, quick response
3 The caterers couldn't come. Marc contacted various other catering companies and found one that could come at short notice.

Top margin

- You could ask students to guess what (and how much) they think is consumed at Wimbledon before looking at the data. Then ask them to find out similar facts for events in their country.

Additional activity

(weaker students)

Students produce a dictionary-style definition (including stress mark and phonetic script if you want) and then check in an English–English dictionary to compare.

Vocabulary

Collocations and compounds

- Students work in pairs or groups. Note that in **1**, there is some room for debate, and this should be encouraged as it is a way of testing vocabulary and collocation – students will need to provide a full sentence and context to justify an answer. In particular, *arrange* and *organize* can take a number of nouns.
- In **2**, note that the use or non-use of the hyphen is not always clear in compounds of this type.

0-π	1	c, d, g, k	4	a, e, m	7	e, m	10	h
	2	c, d, g, i, l, m	5	g	8	f, i, n	11	c, m
	3	b	6	c, k	9	f, n	12	j

* Tip

Pyramid discussions

Activities like the one in *Speaking* are a good way of (a) getting students to build up an argument through the support of their colleagues and (b) integrating functional language (e.g. opinions, agreeing, disagreeing, interrupting, turn-taking, and so on).

Speaking

Trouble-shooting

- Pre-teach any vocabulary you think might be necessary.
- Students work alone for **1**. This is important in order to build up the 'pyramid' nature of the activity. Students then discuss and agree on plans of action in pairs, then fours, and so on, until you reach a whole class consensus.

Top margin

- Find out if students know any other facts about Ethiopia (e.g. the capital). Discuss the implications of these facts for tourism in Ethiopia.

Listening

Fam trip to Ethiopia

- The aim of **1** is to set the scene, get the students familiar with the text, and pre-teach any vocabulary.
- Students will probably need to listen twice to complete **2**. Note that they have to look at two locations when doing the task (the handwritten notes on the itinerary and the action points chart below). This is deliberate, as it is something that they may need to do in actual briefing meetings.
- 3** is done in pairs; **4** can be a group planning activity.

0-π	1	a Lalibela	
		b Addis Ababa	
		c Gondar	
	2	transport = coach	how big = 7,500 square metres
		hotel name = Ghion	how many = 3
		rock-hewn = carved out of rock	how long = 3 to 4 hours

Additional activity

(all levels)

Choose another country and give out some facts about it. See if students can identify it. Students can then think of countries of their own and get other students to guess.

Action points

Helen

- 2 circulate and check drinks, etc. at reception
- 3 check arrangements for Day 2
- 4 check VIPs allocated to suites
- 5 exact names, addresses, and websites of hotels
- 6 ideas for farewell party

Donal

- 2 check deadline for shipping promotional material
- 3 give out information packs at reception
- 4 accompany evening coach tour
- 5 get samples of menu plans
- 6 ideas for farewell party

*** Tip****Grammar**

The main language focus in tourism management is functional. However, there are often opportunities for grammar work (as here), but always make sure the functional purpose is made a priority.

Language spot**Briefing and clarifying arrangements**

- Students work in pairs and report back to check answers after each exercise.
- Note that in **1**, there are far more examples of 'briefing' than the other functions. Work on the tenses in **3** as you feel appropriate. Point out that there is no need to repeat the auxiliary in lists of verbs (as in gaps 2 and 4).
- **6** is an opportunity for active practice of the briefing and clarifying language, so you may want to set this up as a full role-play / simulation.

- Key**
- 1** 1 a, b, d, e, f, g, h, k 2 c, i, l 3 j, m
- 2** Can you brief us a bit about it? (asking for clarification)
One thing to remember is that... (giving clarification)
I just wanted to check what we're doing about... (asking for clarification)
You could both have a think about it and give me some ideas. (briefing)
- 3** 1 is giving out 6 'll make
2 talking 7 've done
3 'll be circulating 8 will accompany
4 making sure 9 's seeing
5 has relaxed 10 'll be making sure
- 4** 1, 2, 3, and 4; 9 and 10
- 5** 6 after 5, 8 after 7

Pronunciation

- For **1**, ask students to pronounce the first three words. Correct as necessary and then relate these words to the three columns in the table. Students then complete the exercise.
- Play the recording for **2**. Repeat as necessary. Then check the answers. Play it again for **3**, getting the students to repeat each word. Use **4** to remind students about the different lengths of English vowels. /ʌ/ is short, /u:/ is long, and /aʊ/ (a diphthong) is as long as a long vowel.

- Key**
- 1** /ʌ/ company interrupt luxury stunning touch troubling
/u:/ using group pool room through
/aʊ/ account sound thousand throughout
- 4** /ʌ/
- 5** It can be pronounced all three ways.

Top margin

- These results are for the number of visitors and delegates. Is any of the information surprising? Get students to discuss which country / city they would prefer for a conference.

Additional activity

(stronger students)

Get students to research 'roadshows' or their corporate equivalents in the business sector in their country.

It's my job

- Get students to guess the answers and then read the article to find out.
- You could use this as an opportunity to look more generally at the corporate / business market for events management (and tourism in general).

- 1 marketing tool for corporate client to meet key investors
- 2 corporate clients and key investors
- 3 arrange flights, hotels, venues and entertainment; take responsibility for everything

Reading

Work experience

- One of the aims of this activity is to prepare students for any course searches they may be planning. Students work in pairs and then share answers with each other.

Find out

- Internet searches will produce many answers. Make sure that students look at events management courses that include a tourism component.
- Students should produce their findings in a chart form.
- Get students to share their findings with the rest of the class, especially if they are from different countries.
- They can each choose a course that they might like to do.

Writing

Work placement brief

- Get students to each choose a different work placement. The list at the end of *Reading* will give some ideas.
- Ensure students write the brief in an appropriate style and register, e.g. note form.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

Additional activity

(all levels)

Put students in groups and circulate some of the students' briefs. Hold a briefing meeting about the work placement, and use some of the language from p.81.

* Tip

Dress code

Dress code can be very important when working in tourism. Discuss with the class what you should wear as a tourism manager and on a work placement. You could have an occasional 'dress up day', when students come to class in clothes which they regard as appropriate for a tourism manager.

10 Sustainable tourism

Background

Growing concern over the negative impacts of tourism during the 1990s led eventually to the concept of sustainable tourism or **sustainable tourism development**, as the World Tourism Organization (UNWTO) usually refers to it. Such development, the UNWTO suggests, should

- use environmental resources in a way that maintains their essential ecological processes and helps to conserve a region's natural heritage and biodiversity
- respect the sociocultural authenticity of host communities and conserve their built and living cultural heritage
- contribute to intercultural understanding and tolerance
- ensure viable, long-term economic activities which will, in turn, provide economic benefits to everybody, especially the local people
- create stable employment and generate income-earning opportunities and social services for the host communities.

From this, we can see that sustainable tourism development is not just a response to the negative environmental impacts of tourism, but to sociocultural and economic impacts, too.

Sustainable tourism development is not the same as ecotourism or green tourism. **Ecotourism** aims to provide tourists with the chance to understand a natural or cultural environment without permanently altering it. **Green tourism** is essentially the same in its aims as ecotourism, but the term *green* is used to create a contrast with white tourism (skiing and winter sports) or blue tourism (sea, sand, and sun). Both forms of tourism can be sustainable or not depending on the way they are developed. In this respect, sustainable tourism is a far more wide-reaching concept than either green tourism or ecotourism, and is one that seeks **sustainability** in all aspects of tourism, from the management of city centre hotels or the recycling of aircraft cabin waste, to the elimination of all forms of human waste from tourist destinations in the Antarctic.

A wide range of national and international, private and public sector bodies such as the UNWTO or the World Travel and Trade Council (WTTTC) have issued **guidelines** as to what constitutes sustainable tourism. Thus, it is felt to be possible for providers of mass tourism such as tour operators to be **eco-friendly**. A key concept in determining sustainability is **carrying capacity**. This term refers to the maximum number of visitors a tourist destination or attraction can support without any loss in the quality of the tourist experience and without any lasting negative effects on the **host community**.

Additional activity

(all levels)

Get students to write a questionnaire to establish how 'green' they are in their daily lives. Ask the other students and report back on results.

Additional activity

(weaker students)

Give the students more practice on the vocabulary by getting them to produce a noun / verb / adjective word grid for some of the words (e.g. *authenticity, stable, sustainability, viable, values*).

Take off

- Use the photos to generate discussion.
- At this stage, the discussion will probably be quite general. The main aim is just to establish basic concepts.
- **3** and **4** give the opportunity to personalize.

Vocabulary

Sustainable tourism concepts and definitions


- Students work in pairs to match the terms and the beginnings of their definitions.
- You may want students to refer to a dictionary before you do **2** in order to see the full entry and possibly an example sentence.
- In **2**, get students to check their choices with the definition match in **1**.

*** Tip****Word retention**

Students should already be recording new words in their Personal Language Dictionaries (see Introduction p.4–5). Try other techniques for remembering and using words. For example, word cards, where students write separate words on a series of cards and have them on their desks (or carry them around). They look for opportunities to use the words during the course of the lessons (or at other times) and score a point every time they use one of their words.

Key	1 1 k 2 j 3 i 4 h 5 l 6 c 7 f 8 b 9 e 10 d 11 a 12 g
2	1 guidelines 7 authenticity
	2 mass tourism 8 values
	3 principles 9 viable
	4 sustainability 10 stakeholders
	5 optimum 11 stable
	6 biodiversity 12 communities

Listening**Sustainability – today for tomorrow**

- Discuss **1** in pairs or groups.
-  Get students to read through the questions for **2** before listening.
- Refer to the script if necessary for answers to **2** and **3**.
- In **4**, students will have to work out and explain their criteria for where they place the companies on the continuum.

Key	2 1 3
	2 a, b, d
	3 the former is used to stress the need to integrate with other aspects of development and also because some aspects of tourism can't be sustainable at the moment (and therefore can only develop towards sustainability)
3	1 9
	2 B

Top margin

- Discuss which type of organization might make this statement.
- Would students add anything to this definition of New Tourism?

*** Tip****Tour operator database**

If you (and the students) have kept a database of tour operators with their websites, get students to search a selection of these and extract any eco-policies. This will help with *Reading* and *Find out*.

Reading**Ecotourism in practice**


- Use the picture to generate interest and discuss the question in **1**.
- Get students to read the article and then check their answers to **3** in pairs.
- In **4**, students will first need to decide which of the questions in the article can be kept as they are and which will need to be modified. Writing the rest of the text should follow from this.

Key	1 tour operators
3	1 T 2 T 3 T 4 T 5 T 6 F

Top margin

- Students read the quote and then discuss whether tour operators they are familiar with follow the statement of commitment.

Pronunciation

-  Get students to do **1** in pairs or groups. Then play the recording for **2**. Check the answers and invite students to pronounce the words with correct stress before inviting each pair / group to write the rule for **3**.
- Check the answer to **3** and ask for more words with the same ending.
- Repeat the process with the words in **5**. Then invite students to think about other common endings (suffixes) that have the same effect on word stress.

- Key**
- 1** 1 authenticity 4 responsibility
 2 biodiversity 5 sustainability
 3 community 6 viability
- 3** Words ending *-ity* have the stress on the syllable immediately before the ending.
- 4** Possible answers ability celebrity liability mobility
 seasonality visibility
- 5** Words ending *-ion* have the stress on the syllable immediately before the ending.
- 6** *-ial -ic -ical -graphy -ious -eous*

Additional activity

(all levels)

If the students have gathered a wide range of companies, then choose the best three and hold an 'Awards Ceremony' whereby companies are given a prize for their eco-policies and sustainability. Students can decide what a suitable prize would be and they can role-play the ceremony. (They could even plan it and run it using the work they did on events management in the previous unit.)

Find out

- Start with a class discussion. Then assign roles so that this is a group project.
- Students will give brief presentations at this stage – they will be working on a fuller version with conclusion in *Speaking*.

Speaking

Presenting an eco-friendly policy

- Students work through **1** and **2** in groups, reporting back on answers to the class. In **2**, they refer back to the mini-presentations they made in *Find out* as well as the points in *Reading*.
- For **3**, students can also refer to the Language reference section.
- In **4**, make sure the listeners have read through the feedback sheet.

- Key** 1 1 a 2 d 3 b 4 b 5 c 6 d 7 d 8 e 9 e 10 d

Top margin

- Get students to paraphrase what the message is behind this proverb.
- Think of examples of 'cooking' and 'burning down'.

Where in the world?

- Get students to predict answers from the photo.
- Ask students if they have any direct experience of the eco-friendly practices mentioned here.

* Tip

Pre-research

Whenever organizations, events, or policies like the ones mentioned in *Listening 1* come up, designate different students to carry out research before the lesson and report back to the class.


* Tip

Don't forget cultural and national differences!

Ask students if they think there is any difference in the approach that different countries and cultures take towards ecotourism and sustainability. Which countries do more / less than others? How can they find out?

Listening

Controlling the fire of tourism

-  Get students to read through the questions in **1** carefully first.
- The first task is relatively straightforward and is aimed at helping the students adjust to what might be a difficult level of language.
- Students discuss answers to **2** after a second listening.
- You may want to let students read the script for **3** (but only after listening one more time).

0-π 1 2 b, d, a, c 3 a

- 2 1 a WTO – she's got a meeting there, and she says 'the work we do in organizations like the WTO'
- b no
c yes
d yes
e everyone

Additional activity

(all levels)

Get students to write and carry out a survey of hotels in the local area to see if they have any of these policies.

Reading

Putting sustainability to work

- Work in groups for **1** and **2** and put ideas on the board.
- **4–6** are discussion activities, which can be done in pairs, groups, or as a class. For **6**, share ideas and perhaps produce a definitive list of six that the whole class can agree on.

0-π 4 'Sustainable solutions for green hotels'. It gives advice for hotel owners to make their hotels greener.

Top margin

- Get students to find out more about this scheme. They could start by looking at the website of the Kenyan National Tourist Office.
- Discuss the best way of rewarding eco-friendly policies.

Tourism manager

Dealing with difficult staff

- There are no definite single right answers to this (although you might deem some of the suggested procedures to be inappropriate).
- Get students to think through the consequences of each and discuss with others.
- Can they relate this situation to any actual experiences?

Additional activity

(stronger students)

Get students to think about spoken forms of softening language and using authority with care. Role-play the meeting with the difficult member of staff in *Tourism manager*, using one or more of the suggested procedures that involved talking to the person.

Language spot

Authority – use with care

- Revise / brainstorm advice structures.
- Work in pairs for **2–4**.
- Compare answers with the rest of the class in **4**.

0–1 2 If you would like ...
3 1 b,c 2 c,g 3 e 4 b,f 5 d,e 6 a,f

Writing

Sustainability starts with us

- Remind students of the ideas in the Monarch airlines article.
- Make sure they go through each stage in **1** carefully.
- Be available to help with language use.
- Mark the final text for appropriacy and style as well as grammar and spelling.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

11 Social tourism

Background

Although tourism seems to be the most natural of activities to many people around the world today, to many others it seems an almost impossible dream. This leaves large sections of society unable to benefit from tourism even in countries in the developed world. The programmes and measures carried out by both public and private sector groups in order to help those that are marginalized in this way are jointly known as **social tourism**. Marginalization typically affects

- the young, families, single-parent families, and the unemployed, who all lack the financial means to travel
- disabled people, who can suffer mobility, hearing, visual, or mental impairment
- elderly people, who may lack the necessary finance, or suffer problems of age-related disability, or a combination of both.

The origins of social tourism are often associated with the policies the Belgian government put in place after the Second World War to facilitate tourism for the young and for families. Similar policies were being implemented at the same time, however, by the government and the Catholic church in Argentina. Possibly the earliest organized attempts at organized social tourism date back to the work of the state and the trade unions in Russia,

where paid holidays were a right from 1918. In 1988, just before the collapse of the Soviet Union, 42 million USSR citizens benefited from these programmes.

The international non-profit association BITS (the International Bureau of Social Tourism) has worked since its foundation in 1963 to favour 'the development of social tourism in the international framework'. To do this it coordinates the tourist activities of member states, and promotes access to leisure, holidays, and tourism for marginalized groups.

For the tourism industry itself, social tourism brings a number of benefits. In Spain, for example, the heavy seasonality of the Mediterranean resorts is compensated for by offering accommodation and other resort facilities at reduced prices in the low season. Government-backed programmes for the elderly take advantage of these off-season tariffs, and hotel employees benefit from an extended season.

The recent boom in **low-cost travel** is seen by some as another step towards making tourism available to everybody, but some critics argue that such cheap transport only serves to transport the social problems of richer nations to dumping grounds in the cities and on the beaches of (usually) poorer countries in the same area.

* Tip

Tourism = people

The course has been concerned with tourism systems and language, but remind students not to lose sight of the fact that tourism is fundamentally a 'people industry'. As managers, they should never forget that customers, clients, service-users, potential service-users, employees, colleagues, and line-managers are all individuals.

Additional activity

(stronger students)

Set up a formal debate on the question of 'Tourism is a basic right for all', with key speakers arguing for and against.

Take off

- Students can work in pairs or groups.
- Students should by now be able to think quite broadly about how tourism impacts on people's lives.
- For some of the people in the pictures, tourism may not directly feature in their lives at all. Encourage students to discuss the implications of this.
- Establish which groups of people are excluded from tourism in the students' own country.

Listening

Social tourism

- Get students to read about the conference and discuss the questions in 1 in pairs first.
- You may need to help students with some of the concepts by which the speaker divides people: e.g. *aristocrats*, *middle-class*, *working people*.

- Play the recording twice for **2** and **3**, checking answers each time.
- Discuss **4** in groups.

- Answers**
- 1** 1 how to make tourism available and accessible to everyone
2 aristocrats and the middle classes
3 people on low-income, unemployed, single parents, physically disabled
4 improve well-being, strengthen family communication, give new perspectives, provide lasting memories
- 2** 1 a 42% b 60% c 70%
2 e, f, a, g, b, d, c
3 Asia
- 3** 1 aristocrats: e; middle-classes: f; working people: a, d, g; all: b, c

* Tip

Ready for work?

The course is nearing the end, so it may be a good idea to introduce a regular class forum where students can talk about any concerns or worries they have about entering the world of work. Those with some work experience can report on what they found difficult or easy.

Reading

Social tourism in Europe

- Discuss **1** in pairs.
- Check students understand the aim of the organization before breaking into groups for the reading activity.
- How students take and organize notes is left to them at this stage.
- After they have reported back, they can discuss the similarities and differences of the three organizations.

- Answers**
- 1** 1 to include people living on low income in holiday and leisure activities

Top margin

- Ask students what they think of this scheme.
- Is there a similar scheme in their countries?
- What would be the problems of administering this scheme?

Additional activity

(all levels)

Get students to write sentences using one of the phrases. The sentence should be in the following format: *X is / are a good idea / not a good idea because...*


Vocabulary

Support systems

- Work on **1** in pairs. Note that the division of categories is not equal.
- For **2**, get students to work on different definitions and then 'teach' them to each other.
- The discussion in **3** does not have clear answers, as the aim is to get students familiar with the different terms by talking about them.

- Answers**
- 1** 1 b, c, d, f, g, k, n, o
2 a, e, i, j, l, p
3 h, m

Pronunciation

- Get the students to work in pairs or groups for **1**.
-  Play the recording for **2** and then check the answers. Play the recording again for **3**, getting students to focus on the three sounds. Invite comments on the length of each sound. Seek the answer to **4** and then point out that both of the other two sounds are long.
- In **5**, get students to look for the most common spelling for /e/. Ask students to think about common spellings for the other sounds. Then invite them to think of words that exemplify each spelling.

0-π 1 /e/ benefit crèche delegate developing ethnic
/eɪ/ Asian available campaign disabled exchange
/eə/ air aware care parent wheelchair

4 /e/

5 The commonest spelling of /e/ is *e*. Common spellings for /eɪ/ are *-ai*, *-ay* and *a-consonant-e*, as in *made*. Common spellings for /eə/ are *-are*, *-air* and *-ear*.

Speaking

The benefits of holidays for young people

- Start by talking about your own childhood and teenager experience (bring along some photos if you have them).
- Get students to talk about their experiences. The emphasis should be on the benefits in general.

Top margin

- This quote comes from *Listening* on p.93.
- Discuss if holidays always result in these benefits.
- Get students to modify the statement in the light of their own experiences, as discussed in *Speaking*.

Find out

- Students can work in pairs or groups. They will need access to the Internet for **1**.
- For **3**, they may need guidance on the use of search engines.
- They can look for information on other countries in **4** if necessary.

Additional activity

(all levels)

To revise some of the functional language from previous units, get students to produce skeleton sentences like the ones in **3** for their partners to expand.

Language spot

Written recommendations

- Students work through the exercises in pairs.
- There is some room for debate on the answers to **1**, and again this is an opportunity to practise the expressions by discussing where and how they would be used.

- 0-π 1** 1 a, f
2 b, c, d, i
3 e, g, h, j
- 3** 1 I recommend hiring another marketing assistant.
2 (Having discussed the issue with my staff) I propose that we launch a new website.
3 My proposal is that we open a holiday village on the coast.
4 We should consider starting an educational campaign in schools.
5 I suggest that you hold a meeting with the staff.
6 I'd like to make a recommendation. Why don't we offer a discount for over 60s?

* Tip

Email exchanges

Get students into the habit of writing emails in English to each other – for example, when working on *Find out*, they could email each other information on what they have found out, requests for further action, and suggestions.

Additional activity

(weaker students)

Pre-teach some of the vocabulary (e.g. *pioneered, profitable, aviation*) and then give the first part of the text as a dictation. Alternatively, the text could be treated as a 'running dictation' with sentences pasted around the class.

Additional activity

(stronger students)

Get students to write a report or an article on whether they think the low-cost revolution is social tourism, giving reasons and examples.

Writing

Recommendations

- Weaker students may want to prepare an email in pairs and then send it to another pair for the reply.
- Complete the activity in class.
- Students could send corrected versions for homework.

Reading

The low-cost revolution: 'Tourism for all?'

- This activity focuses on a different area of 'social tourism', that of cheap travel.
- Ask for personal experiences of travelling with or working with low-cost carriers.
- Brainstorm what students know about LCCs and easyJet before they read the texts.
- If students finish early, they can make up their own questions from the easyJet text.
- Get students to discuss their views on the final paragraph of the easyJet text.
- In 4, discuss whether low-cost air travel is 'social tourism' in the sense of the term as it has been used in the rest of the unit. This could be done as a formal debate.

- 0-π 1** 2 Pacific Southwest in the USA, 6 May 1949
3 1 a October 1995 b April 1998
2 November 1995
3 'Making flying as affordable as a pair of jeans — £29 one way'
4 Switzerland
5 hotels
6 18 May 2005
7 European Low Fares Airline Association
8 flag carrier = official airline of the country; charter = specially set up flight, not scheduled

Vocabulary


'Body' idioms

- Some of these expressions come up in the *Listening* that follows.
- Get students to work in pairs and check their answers in an English–English dictionary. For **3**, you could allocate different body parts to different students.

Key 2 1 g 2 c 3 h 4 a 5 f 6 b 7 e 8 d

Listening

Awareness, access, opportunity

- Look at the pictures and discuss the special requirements. Ask if the students know anyone with disabilities (you may need to handle this sensitively).
-  Get students to listen and check answers in **2**. In **3**, discuss the practicalities of the training session and produce an agenda and instructions for such a session.

Key 2 1 wheelchair, pushchair, baby, dog, tall man
 2 walking stick, hearing aid, guitar, cat, overweight person, poverty, low income, phobia about flying
 3 awareness of special needs, need to provide access, equal opportunity for all
 4 get staff to experience what it's like for customers: put them in a wheelchair, put on a blindfold, give them a guitar, put them in charge of three kids, and get them to perform a simulated task like checking in or buying a ticket from a machine

Additional activity

(all levels)

Conduct one of the training session simulations mentioned in *Listening*, bearing in mind the points made in *Tourism manager*.

Additional activity

(all levels)

Get students to think of another extra or unusual service that could be provided at an airport (e.g. child care, granny care, relaxation class) and to write an information leaflet about it.

Tourism manager

Planning a workshop

- Ask students to discuss the dos and don'ts to see if they agree and if they can add any others. Explain vocabulary as necessary.
- Carry out this training session or the one suggested in Additional activity (or you can combine the two).

It's my job

- Focus on the photo to try to elicit what Kasumi does before students read the article. Ask students if they know of any similar pet hotels, and whether they think they are a useful or necessary service.
- Point out that pet owners have special needs and reinforce the point that 'tourism for all' is not just about financial or physical disadvantage.

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

12 Tomorrow's tourism

Background

Space travel. Underwater cities. To the outsider, the future of tourism is as exciting as travel itself. For tourism professionals, it is more prosaic, although the importance of correctly predicting the future is paramount, as we saw in Unit 5. Good statistical data make it possible to make predictions and determine trends. An example of this is the WTO document *2020 Vision*, which forecasts that international arrivals will reach over 1.56 billion by the year 2020.

But even the best statistics cannot deal with a world changing as rapidly as ours. Although the WTO can safely predict an increasing presence of Asia-Pacific countries in tourism, it is much harder to say what the exact outcome will be if social tourism (Unit 11) becomes a worldwide reality. Climate change is another area where predicting the future is difficult. In the Mediterranean, for example, global warming is already modifying holiday trends, with a fall in the traditional peak season, which has become too hot for Northern Europeans, but a rise in the cooler shoulder seasons.

Another unexpected outcome has been the interest in travel to places like Greenland or the Arctic to 'witness'

global warming in action (Unit 7). Ironically, tourism to experience climate change produces CO₂ emissions that further increase global warming. The industry, aware of the significant **carbon footprint** that each traveller leaves, is beginning to offer consumers carbon offset schemes in one attempt to achieve a degree of sustainability (Unit 10). The same concern has led to an increasing worldwide interest in high-speed trains as an eco-friendly alternative to short-haul air travel.

Most experts agree on the need for **flexibility** in tomorrow's tourism. Back in the 1980s, nobody could have predicted the impact of the Internet (Unit 5). Nor could anybody easily have prepared for the more short-term impacts of major world events such as the 9/11 attacks in the USA or the massive rise in the price of oil in 2007–08. Another certainty in tomorrow's tourism is increased **security measures**, with passenger identification being carried out automatically by biometrics or iris scanning. Such measures are already in operation in some airports. Climate change, terrorism, insecurity ... Perhaps the future will see us all staying at home and restricting ourselves to **virtual travel**, another miracle of the Internet.

* Tip

Vision and revision

Although the topic of this unit is looking forward to the future of tourism, the content and activities give lots of opportunity for revision of work done throughout the course. Draw students' attention to this overtly, and get them to look back at relevant units.

Additional activity

(all levels)

Discuss where the different text types would appear and who the 'audience' is in each case.

Take off

- Encourage a free and open discussion in class.
- Put ideas on the board in three columns: *Happening now*, *Starting to happen*, and *Not happening yet*. Add further ideas during the course of the unit.

Reading

Future trends and statistics

- This section relates to the statistical texts looked at in Unit 1.
- Students can predict answers to 1–3 first, before scanning the text extracts to find out.
- Discuss questions 5–8 in groups or open class.

- Key**
- 1 China, India, Vietnam. The term *tiger* is used in economics to describe a country whose economy is growing very fast.
 - 2 China, India, Japan
 - 3 Europe
 - 4 European Union, low-cost carrier, visiting friends and relatives, Mediterranean

* Tip

Student tests

This is the final unit and a time when you might want to test the students. You could get students to write their own tests, allocating particular units to different students, and giving them the brief to make the test exercises as authentic as possible (i.e. similar to the type of things they will be doing in the real world). If they have gathered material on a particular country during the course (as suggested earlier), they can use this for the test.


Additional activity

(stronger students)

Get students to find five other words in their text to teach to their partners. The words should be useful in other tourism contexts.

Listening

An expert's view

- Remind students about Melvyn Pryer from Unit 1. You may want to get students to look again at that unit, partly as revision and partly because some of the ideas relate to this unit.
-  Get students to discuss the questions before listening to check.

- Key** 2 1 attractions and resorts will not be able to cope
 2 a charge for tourists to enter
 b traditional resorts decline in favour of resorts further from equator
 c higher prices
 d novelty only, will probably disappear

Reading

Future tourism – fantasy or fact?

- Focus on the pictures and discuss **1** in pairs or groups.
- Get students to predict the meaning of some of the new vocabulary in **2** (e.g. f, j, and k), but do not supply definitive answers as they will appear in the texts, when students can use their skills at deducing from context.
- Students prepare their answers to **3** in chart / note form and brief their partner using these notes.


- Key** 2 Text 1: a, c, e, i, j, l
 Text 2: b, d, f, g, h, k

Language spot

Expressing future prediction

- Revise the *Language spot* in Unit 3 and produce sentences in **1**.
- Focus on the more complex phrases in **2** and model and practise as necessary.
- Pairs work on **3** and **4** together, but monitor closely for accurate use of the expressions.

Pronunciation

- This exercise revises a mixture of consonants and vowels. The vowels include short and long sounds, and diphthongs, which are also long.
- Get the students to work in pairs or groups, then explain the idea of 'pronunciation partners'.
-  Play the recording for **2** and then check the answers. Play the recording again if necessary.
- For **3**, play the recording again and get the students to repeat each pair. Then ask individual students to pronounce different pairs.

- For 4, invite students to look for more words for each pair in the glossary or in their dictionaries.

Key 2 bar – spa /ɑ:/
 carvings – event /v/
 circle – trace /s/
 cloud – lounge /aʊ/
 cruise – lazing /z/
 floating – globe /əʊ/
 friendly – trend /e/
 gym – project /dʒ/
 intrusive – room /u:/
 perfect – virtual /ɜ:/

Additional activity

(weaker students)

Get students to design an advertisement for one of the future ideas, including a slogan.

Speaking

Presenting the future of tourism

- Encourage students to stretch their imaginations and come up with 'whacky' ideas.
- Revise presentation language as thoroughly as you feel necessary.
- You could perhaps record the presentations so that students have a record of what they are now able to do.

Additional activity

(all levels)

Role-play the dialogue between the space tourist and the tour operator running the Virgin space flight.

Where in the world?

- Discuss the feasibility and likelihood of space tourism generally.
- Ask if students have ever seen the Northern Lights (or the Southern Lights) and discuss what they are.
- Work through 1-3 in pairs.

Key 1 1 Northern Lights (Aurora Borealis)
 2 Ice hotel at Jukkasjarvi
 3 Kiruna Airport, Lapland in Arctic Sweden
 4 glide
 5 autumn and spring
 6 more than 109 kilometres

Top margin

- Get students to research similar threat levels in their country.
- They can find out the current threat level in their country, the UK, and any other countries they are interested in.

Additional activity

(all levels)

Get students to choose a tourism facility, preferably one where they have worked or would like to work. Get them to prepare a 'disaster plan' for what the organization needs to do in the event of one of the disaster scenarios described in *Listening 2* (question 3).

Listening

Scenario planning

- Before listening, discuss the headlines, check understanding (e.g. What is LAX? Los Angeles International Airport) and get students to read through the agenda.
- Elicit ideas on what scenario planning is.
- Compare answers to **2** and **3** in pairs.
- Answers for **3** can best be checked by referring students to the script (this will also serve to remind them that the scripts are a resource to be exploited).

Answers
1 b
2 hotel resort with conference centre
3 earthquake, environmental change, terrorism, security issues

Language spot

Asking and answering hypothetical questions

- Students work in pairs through **1–5**, checking answers either in the listening script or in open class.
- Make sure students are familiar with the Language reference section (e.g. for answers to **3** and **4**).
- You may want to highlight that *was* is commonly used instead of the subjunctive *were* (in **4** and **7**).
- In **6**, monitor carefully for accurate language, but also allow the discussions to flow. Any remedial correction work can be done after the activity.
- Groups can share the results of their discussions with the rest of the class.

Answers
1 1 continues
 2 was hit
 3 became
 4 were (was is also possible)
 5 took
 6 crashes
 7 was (were is also possible)
3 Using the present tense makes the situation a more realistic possibility
4 1 Question 1, 6
 2 Question 2, 3, 4, 5, 7
 3 Question 1, 6

Additional activity

(all levels)

Get students to carry out their own survey of people's fears about flying (or other tourist activities), and present their results either as a written report or a presentation.

Top margin

- Get students to look at the survey results and say if anything surprises them. Are their worries similar?
- What are the implications of these results?

*** Tip**

Course evaluation

Make sure you allow time for students to evaluate and give feedback on the course. You might even ask them to design a suitable feedback / evaluation form.

Vocabulary

Security and surveillance

- Ask students for their experiences of going through airport security. Bring out any of the vocabulary.
- Students can work through the exercises in pairs, reporting back to class for checking. Pay attention to the pronunciation (especially the stress) of the new words.

0-π 1 1 c 2 e 3 f 4 a 5 d 6 b

2 a closed circuit television

b a system that checks a high-resolution image of an individual's eye

d special cameras that identify the heat of a person's body

e security scan that sees through clothes

f the unique features of each human body

Find out

- Some sensitivity may be needed in this exercise, and you will need to spend some time in class discussing how best to go about the research. Findings should be presented in a report.

Additional activity

(all levels)

Use the CV to role-play interviews for jobs or course that the students might actually be thinking of applying for. Record them for analysis and improvement.

Writing

Your CV

- By now students may already have a fairly detailed CV, so this is a chance to fine-tune, and pay particular attention to the inclusion of succinct 'one-liners'.
- **2** is also an opportunity for peers to suggest changes to each other's CVs.
- Make certain the final CV is word-processed clearly, attractively, and accurately, so that it is ready to be presented to a prospective employer.

*** Tip**

Self-evaluation

Don't forget to spend some time evaluating your performance over the course. What things went well? What things did not go so well? What would you do differently next time?

Tourism manager

Managing yourself – personal review, personal ambitions

- This is an opportunity for students to evaluate their progress and development in a cooperative and supportive environment.
- Advise students to store the 'self-prediction statement' somewhere safe. You may also want to keep a copy, and use it as a reason to contact students in the future – they could become valuable contacts for future teaching material and future courses!

Checklist, Key words, Connections

- See suggestions on p.5. Remind students about transferring vocabulary into their Personal Learning Dictionaries.

Instructions for communication activities

Unit 1

- 1 Put the students in groups of three. Give the China cards to half of the groups and the India cards to the other half.
- 2 In their groups of three, they should each transfer the information for their country to the appropriate column in the chart. This will be fairly mechanical but will allow the students to familiarize themselves with the data. You could get one student to dictate the information to the other two. They can also decide which of the 'main attractions' to include. The section on statistical data will require some interpretation (e.g. for the 'now' figure, and how much information to put in the chart).
- 3 Students then pair up (one A and one B) and ask about the other country in order to complete the chart. Make sure students do not simply show each other the data, as this is intended to be an oral exercise.
- 4 For further practice, students could draw some of the graphs for the statistical data.

Unit 2

- 1 Give out Part 1 of the worksheet describing Fantasia, the government action plan, and proposed slogans.
- 2 Check the students understand by asking a few comprehension questions: *Is the airport a major investment? What types of holiday do they want to encourage?*
- 3 Divide the class into three groups (A, B, and C) and give everyone in each group the information card for their letter. Each card has different information concerning trends in tourist motivations.
- 4 Get the groups to prepare for a meeting by discussing how their information matches with the government's plans.
- 5 Regroup in threes (one A, one B, and one C) and hold the meeting. Students should
 - 1 list the different trends they have identified
 - 2 decide how they should change the government plans
 - 3 discuss whether the advertising slogans are appropriate.

(You can give them this outline in the form of an agenda on the board, if you like.)
- 6 After they have discussed for a little while, give out the action plan / budget worksheet (Part 2) and ask them to fill it in.
- 7 Get groups to report on their conclusions.

Unit 7

Note: A whistle or a gong would be useful to signal the end of each two-minute stage. The idea is to keep a sense of pace and urgency throughout the activity.

- 1 Give out one of the statement cards to each of the students. There are eight cards in all, so copy more if you need to.
- 2 Give each student two minutes to read his / her statement, decide if they agree with it, and if necessary change it so that they agree with it.
- 3 Students then get into pairs and show each other their (modified) statements, explaining why they agree or why they have modified them. Again they have two minutes to do this (for each statement).
- 4 Still in pairs, students spend two minutes on each of the statements, thinking of examples to support their arguments. Partners should support and help each other even if they don't agree entirely.
- 5 They now each have an additional two minutes to plan a two-minute presentation for the rest of the class.
- 6 Select individuals at random to 'get on their soapbox' and present their statement. If you have a large class, you may want to divide into groups and have soapbox presentations going on in each corner of the room. The audience can give each two-minute presentation a score out of five for how convincing they found the argument.
- 7 At the end, discuss which of the presentations the students liked most.

Unit 8

- 1 Give out Part A of the worksheet. Put the students in pairs. Get each pair to decide on a list of the top five attractions in the world. They can use the list in A to help, but they can choose others if they want. They can also look at the UNESCO website: <http://whc.unesco.org/en/list> for a list of all World Heritage Sites.
- 2 The students should note down the reasons why they think their chosen attractions are of special importance
- 3 Give out Part B (the list of UNESCO criteria). Students decide how each of their chosen sites scores for each of the criteria (out of ten). Revise the order as a result of the scores. Which one comes out top?
- 4 Each pair joins another pair (to make groups of four) and the pairs take turns to argue the case for their attraction being the 'Best attraction in the world'. If you want, you can get the students to do this as a formal presentation.

- 5 In the groups of four, the students agree a modified score.
- 6 Come together as a class and correlate the scores to find the winner of the 'Best attraction in world' prize.

Unit 10

- 1 Divide the class into two groups, A and B. Within these groups, students can work in groups of two or three. Give out the worksheets.
- 2 Students first decide what materials (A) or sources of energy (B) they can and can't use. There will probably be some debate and disagreement, but they should arrive at a definitive list before moving on to the next stage.
- 3 They then identify where the 'can't use' materials are currently used in the three tourism sectors listed (hotels, international travel, and built attractions or theme parks) and write them in column 2 of their table.
- 4 They then have to think of alternative materials from the 'can use' list that could be used or whether the item or service has to be completely changed (or is impossible).
- 5 Once they have come up with a number of ideas (and they can be as bizarre or as sensible as they want), get the students to share ideas with members of the other group.
- 6 As a final stage, you can put the students in different groups (or do it as a whole class activity) and get them to design a hotel, an international travel network, and a theme park for the 'green' future. Designs can be displayed as a poster presentation.

Unit 11

- 1 Set up the situation for the whole class: you are going to have a meeting to produce proposals for a national scheme called 'Youth Action', which aims to provide holidays and tourism opportunities for young people of all ages. Funding will be available from the government.
- 2 Discuss a few general ideas in class: camps, adventure weekends, farm holidays for inner-city children, trips abroad, etc.
- 3 Divide the class into four groups and give each group one of the proposal forms focusing on different youth groups. In their groups, students should think of three proposals, why they are deserving of funding, and how they can be marketed.
- 4 Regroup the class in groups of four, with one person from each group.

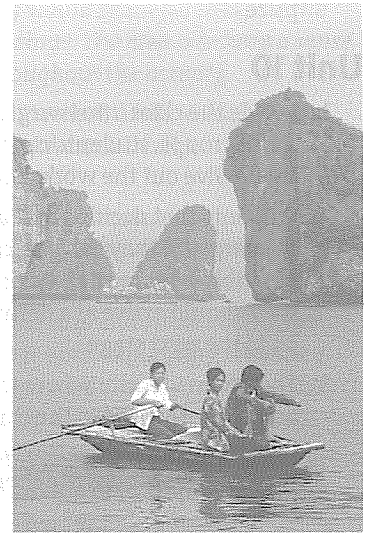
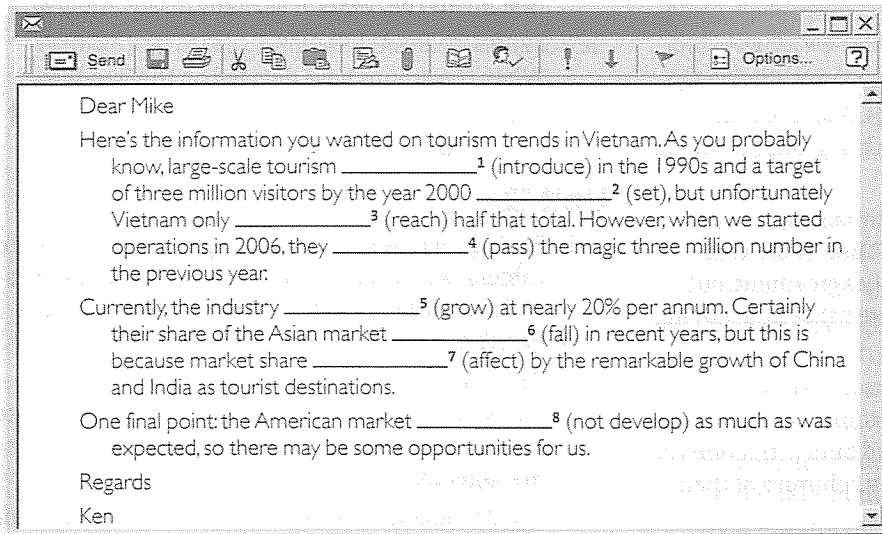
- 5 The groups should discuss each of the proposals. Unfortunately, the government will only support five ideas, so the group will have to decide which are the best for a balanced and interesting programme that meets the needs of as many disadvantaged young people as possible.
- 6 When the groups have decided on the five, they should put together a marketing plan. They could also design a poster for the campaign.

Unit 12

- 1 Explain that the class are going to role-play a 'Future careers fair', where prospective tourism managers will visit different job providers to find out about possible management positions in the future.
- 2 Discuss in general terms what those jobs might be, for example: marketing manager for a tour operator taking people on space trips, human resources manager for an underwater leisure resort.
- 3 Divide the class into two. Group A work in pairs and help each other to complete the 'career information table'. Group B work in pairs and help each other to complete the 'job preference table'.
- 4 Set up the classroom to resemble a careers fair, with students from group A seated behind desks with a chair for students from group B to visit and talk about possible jobs.
- 5 Role-play the careers fair. Remember the individual meetings are not necessarily job interviews; they are opportunities to exchange information.
- 6 When members of group B have visited several desks, get students to return to their original pairs. As should discuss who they think would be suitable for each of their jobs. Bs should discuss which job they'd like.
- 7 Report back to the class.
- 8 If time, repeat the activity, reversing the roles.

1 Language test

1 Complete this email by using the verbs in brackets in the correct form.



2 Look at the notes made by a tour operator for a report about tourism in Vietnam. Write 'consequence sentences' like the example, using the word in brackets in the same form as it appears.

Why has tourism not grown as fast in Vietnam as it has in other Asian countries?

Factor	Consequence
EXAMPLE <i>Many older travellers / memories of the Vietnam War</i>	<i>reluctant to go there (result)</i>
1 downturn in world economy	too expensive to fly there (means)
2 poor transport infrastructure	difficult to get around (result)
3 not enough luxury hotels	some Western tourists don't want to go there (consequence)
4 marketing campaign weak	people not aware of what Vietnam can offer (led)

EXAMPLE *Many older travellers have memories of the Vietnam War. As a result, they are reluctant to go there.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Complete these sentences using the correct preposition.

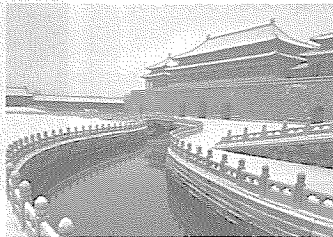
- 1 What are your views _____ the possibility of expanding our Vietnamese operation?
- 2 I'd go _____ with that.
- 3 How do you feel _____ offering an Asian cruise holiday?
- 4 _____ my point of view, it's the wrong type of holiday.
- 5 I agree _____ you _____ a point.

1 Communication

i Go to p.66 for instructions

	China	India
Main attractions		
Where do tourists come from?		
Market predictions		
Statistical data		
International tourist arrivals		
Annual % growth		
Market share		
Tourism receipts		

A China



Main attractions

Beijing – Forbidden City, Tiananmen Square
 Terracotta warriors at Xi'an
 Great Wall
 Modern Shanghai
 Hong Kong

Main tourist arrivals (2004)

Japan 22% Russia 10% Malaysia 4%
 South Korea 12% USA 9% Other 43%

Market predictions

Dramatic growth expected, especially from Europe, as China continues to grow and modernize and after impact of 2008 Beijing Olympics. Could be the top destination (was 4th in 2005).

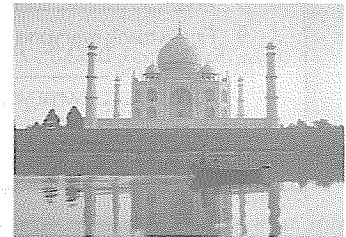
Outbound tourism also certain to increase.

Statistics

Note: You will need to calculate the final column yourself, based on the market predictions and your own opinions.

	2004	2005	2006	Now
International tourist arrivals (millions)	41.7	46.8	49.6	
Annual growth (%)	n/a	12.2%	6.0%	
Market share of region (%)	n/a	30.1%	29.7%	
Tourism receipts (US \$m)	25.7	29.3	33.9	

B India



Main attractions

Taj Mahal, Agra Himalayas to the north
 Delhi and other cities Adventure, wildlife, trekking
 Goa (beaches)

Main tourist arrivals (2004)

Bangladesh 17% USA 10% France 3%
 UK 14% Sri Lanka 5% Other 51%

Market predictions

Tourism is India's fourth largest foreign exchange earner. Model luxury hotels are being built, and the signs for tourism are very good – not just people who have emigrated returning to visit families, but international travellers, too. Instability in countries to the north of India may be a concern.

Outbound tourism also certain to increase.

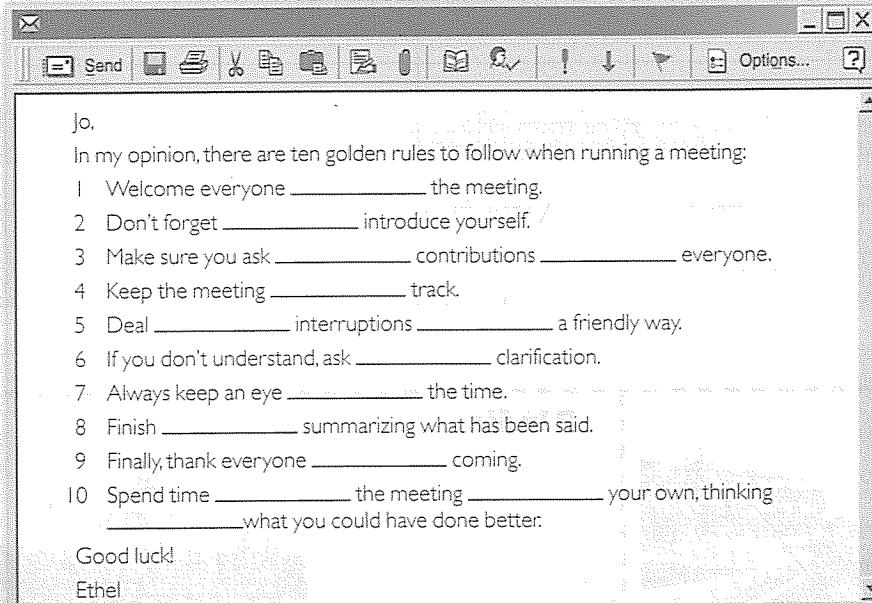
Statistics

Note: You will need to calculate the final column yourself, based on the market predictions and your own opinions.

	2004	2005	2006	Now
International tourist arrivals (millions)	3.5	3.9	4.4	
Annual growth (%)	n/a	8.6%	12.8%	
Market share of region (%)	n/a	2.5%	2.7%	
Tourism receipts (US \$m)	6.1	7.4	8.9	

2 Language test

- 1 Choose a preposition to complete these notes written by a colleague giving advice on tactics to use in a meeting.



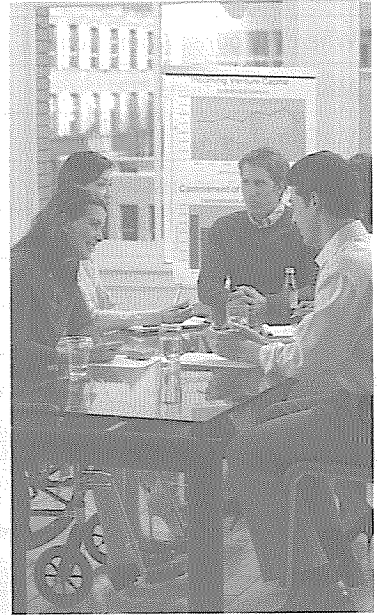
Jo,

In my opinion, there are ten golden rules to follow when running a meeting:

- 1 Welcome everyone _____ the meeting.
- 2 Don't forget _____ introduce yourself.
- 3 Make sure you ask _____ contributions _____ everyone.
- 4 Keep the meeting _____ track.
- 5 Deal _____ interruptions _____ a friendly way.
- 6 If you don't understand, ask _____ clarification.
- 7 Always keep an eye _____ the time.
- 8 Finish _____ summarizing what has been said.
- 9 Finally, thank everyone _____ coming.
- 10 Spend time _____ the meeting _____ your own, thinking _____ what you could have done better.

Good luck!

Ethel



- 2 Complete these sentences by putting the verbs in brackets in the correct form.

- 1 Before we start, can I _____ (introduce) our new member of staff?
- 2 It's good _____ (see) everyone here today.
- 3 First, George _____ (tell) us about his recent trip to north Africa.
- 4 So George, would you like _____ (begin)?
- 5 Just a moment, please, Connie. I _____ (let) you speak in a moment.
- 6 Are you saying that we should _____ (bring in) additional staff?
- 7 Our objective today is _____ (agree) targets for next year.
- 8 Thank you all for _____ (come) today.

- 3 In these sentences the wrong verb + preposition combination is used. Correct the mistakes.

- 1 Perhaps we can start by looking for the issue of seasonal staff.
- 2 George, would you like to start us up?
- 3 Let's move off to the subject of new markets.
- 4 Wait a moment, please, Martin. I'll come on to you in a minute.

Can you write a sentence with the rejected verb + preposition?

2 Communication

i Go to p.66 for instructions

Part 1

The imaginary country of Fantasia is planning its tourism strategy for the next few years. Here are the main plans of the government's Tourism Department and a few advertising slogans they are planning to use.

Government plans to revive tourism

ACTION PLAN

- 1 Build a new airport to accommodate expected increase in air arrivals (50% of tourism budget).
- 2 Sign contracts with big international hotel chains to build more large hotels – especially at the beach resorts (25% of tourism budget in construction costs).
- 3 Launch advertising campaign to promote beach holidays – sun, sea, sand, relaxation (15% of tourism budget).
- 4 Work with large tour operators to get more package tours to come (5% of tourism budget).
- 5 Close some of the international road border crossing points (to save money).
- 6 Introduce tolls on all major roads (initial cost 5% of budget, but will bring in income in next year or two).

Advertising slogans

**QUICK AND EASY
TO GET TO BY AIR**

*All the comforts of home in our
luxury international hotels*

Relax and take it easy

A tourist paradise

A Preferred type of transport for arriving in Fantasia

Five years ago:

by air 72%, by road 23%, other 5%.

Now:

by air 43%, by road 53%, other 4%.

Comments:

The mountain roads into Fantasia are beautiful and people like to have the freedom to drive around the country.

B Preferred type of accommodation

Five years ago:
international hotel chains 80%,
small regional hotels 15%, other
(farmhouses, campsites, etc.) 5%.

Now:

international hotel chains 33%,
small regional hotels 44%, other
(farmhouses, campsites, etc.) 23%.

Comments:

Small-scale accommodation offers more opportunity to experience local regional attractions and cuisine.

C Preferred holiday activities

Five years ago:

beach and relaxation 93%,
touring and sightseeing 4%,
activity and adventure 3%.

Now:

beach and relaxation 21%,
touring and sightseeing 42%,
activity and adventure 37%.

Comments:

Tourists are much more active now and want to see more of the country and its culture.

Part 2

Action point

% of tourism budget to spend on it

1

2

3

4

5

6

3 Language test

1 Look at the news headlines from the future. Respond to each using the words in brackets.

EXAMPLE China now biggest tourist destination in world (doubt)
I doubt if China will be the biggest tourist destination in the world.

1 inflation reaches 10% (definitely / going)

2 more Asian tourists than American tourists (probably)

3 Africa is the new place to go for sun and sea (unlikely)

4 people fly less than they used to (good possibility)

5 more people take holidays at home (bound)

6 new hotel to be built in city centre (expect)

2 Match the two halves of these expressions used in negotiations.

- | A | B |
|------------------------------|---------------------------------------|
| 1 Look, I'd like to ... | a another idea. |
| 2 I think we ought ... | b I'll give a five per cent discount. |
| 3 I tell you what, ... | c make a proposal. |
| 4 I'm sorry, but ... | d what you're saying. |
| 5 Yes, I understand ... | e I don't want to pay that much. |
| 6 I've got an ... | f to talk about this. |
| 7 It could work, but I'd ... | g alternative suggestion. |
| 8 OK, here's ... | h need to set some conditions. |

3 In which of the sentences in 2 can you insert *really* or *completely*? And where?

4 Match the words in A with words in B to make collocations.

- | A | B |
|--------------|---------------|
| 1 tour | a date |
| 2 travel | b operator |
| 3 occupancy | c integration |
| 4 horizontal | d agent |
| 5 release | e contract |
| 6 allocation | f rate |

3 Communication

A tour operator is planning schedules for holidays that will take place in August 2012.

- 1 Work in pairs. Decide the order in which the activities should be done and match them with the dates.
- 2 Compare your ideas with another pair and agree a revised order. Try to argue for the order you originally came up with – you may need to negotiate with the other pair.
- 3 Finally, compare with another group of four and agree a final order.
- 4 You can check your answers with the list provided by the teacher.

Late < 2010 >	Jan / Feb < 2011 >
March / April < 2011 >	May < 2011 >
November < 2011 >	February < 2012 >
March / April < 2012 >	May < 2012 >
July < 2012 >	August < 2012 >

- a Issue tickets and final invoice
- b Have airline scheduling meetings to avoid congested flight timings
- c Bookings received and forecasts for programmes reviewed. Early adjustments made if necessary.
- d Brochure / website launch
- e Welcome holidaymakers
- f Prepare brochures / website – prices, photographs, descriptions, etc.
- g Contract with hoteliers and airlines
- h Plan which countries and resorts to use and broadly how many holidays to offer
- i Employ overseas staff, update training, finalize arrangements with hoteliers, coach operators, etc.
- j Confirm names of customers to airlines, hotels, overseas staff

Answers

Late 2010	h	February 2012	c
Jan / Feb 2011	g	March / April 2012	i
March / April 2011	f	May 2012	a
May 2011	d	July 2012	j
November 2011	b	August 2012	e

4 Language test

- 1 Look at the table of the UK's busiest airports. Write sentences comparing the pairs of airports including the words in brackets in the correct form. Start with the first-named airport in each pair.

Rank	Airport	Total passengers 2007
1	London Heathrow	68,068,304
2	London Gatwick	35,216,113
3	London Stansted	23,779,697
4	Manchester	22,112,625
5	London Luton	9,927,321

Rank	Airport	Total passengers 2007
6	Birmingham	9,226,340
7	Edinburgh	9,047,558
8	Glasgow	8,795,727
9	Bristol	5,926,774
10	Newcastle	5,650,716

EXAMPLE Heathrow / Stansted (almost, times, busy, as)
Heathrow is almost three times as busy as Stansted.

- 1 Heathrow / Gatwick (twice, size)

- 2 Manchester / Luton (over, busy)

- 3 Stansted / Glasgow (three, busy)

- 4 Heathrow / Bristol (ten, size)

- 5 Glasgow / Edinburgh (not, busy)

- 6 Luton / Birmingham (slightly)

- 7 Manchester / Glasgow (far)

- 8 Gatwick / Heathrow (lot, busy)

- 2 What did Aris say in his interview to 'sell himself'? Expand the sentences below and add one of the phrases from his personal profile

EXAMPLE People / say
People say that I'm hardworking and conscientious.

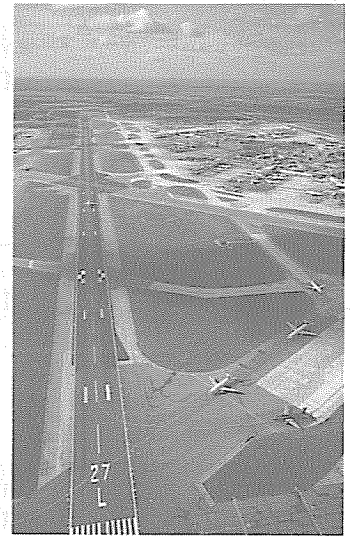
- 1 I think / fair / I'm

- 2 I've been told / have

- 3 One thing / stress

- 4 In general / I'd

- 5 Previous experience

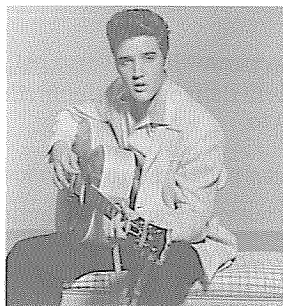


Personal profile of Aris Michaelis:

- hardworking and conscientious
- easy to work with
- good communication skills
- ability to work to deadlines
- practical and creative
- work well in a team

4 Communication

Stage 1

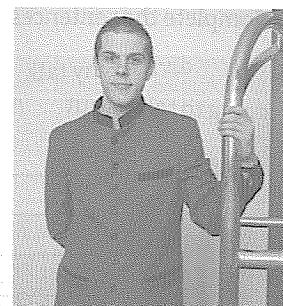


Group A

Work in pairs.

- 1 Write down the names of about twelve famous celebrities and historical characters.
- 2 For each one, discuss their main skills and personality features and note them down.

Stage 1



Group B

Work in pairs.

- 1 Write down the names of all the jobs in a hotel from General Manager to cleaner. Try to think of at least twelve.
- 2 For each one, discuss the main skills and personality features that are needed and write them down.



Stage 2

Work with a pair from the other group (i.e. two people from Group A and two from Group B).

- 1 Look at the two lists and try to match the famous people to the jobs.
- 2 Discuss the strengths they would each bring to the job.
- 3 Discuss the difficulties that you would have managing them.
- 4 If you are unsure about which job to give, role-play a job interview, with one of you taking the role of the famous person and the other three being the interviewers.

Person

Job

Stage 3

- 1 Plan a team-building weekend for the celebrity staff. Where will you go? What activities will you do?
- 2 Plan a reward scheme for the celebrity staff. What rewards would you give, individually and collectively, for good performance?

5 Language test

1 Complete the sentences from a presentation with these phrases.

divided my talk many thanks to all of you who don't know me
 going to talk about I'll be taking a look at we'll be moving on to

- 1 After that, _____ the consultant's role today.
- 2 Today I'm _____ independent travel consultancy.
- 3 First of all, _____ for coming here today.
- 4 For those of you _____, my name's Eric Pietersen, and I'm an independent travel consultant.
- 5 Firstly, _____ the history of independent travel consultancy.
- 6 I've _____ into four sections.

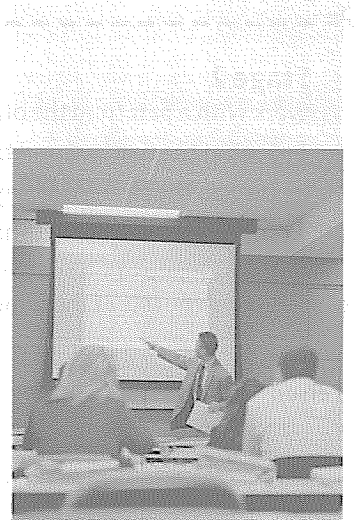
2 Put the phrases from 1 in the order they are most likely to appear in for a presentation.

3 Make the informal statements given into more formal presentation expressions.

EXAMPLE I'm Tom.

Let me *introduce myself*. My name's Tom.

- 1 Hi, great to see all you guys!
I'm delighted _____
- 2 Today it's all about independent travel.
What I want _____
- 3 It's going to take an hour I reckon.
My presentation _____
- 4 There're three parts to the talk.
My talk is broken _____
- 5 Questions, anyone?
I'm happy _____



4 Match the words in A with words in B to make phrases used in online travel.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1 dynamic 2 online 3 data 4 meta 5 multi-channel 6 single-site 7 supplier | <p>B</p> <ol style="list-style-type: none"> a distribution b website c packaging d agent e travel agency f sites g aggregator |
|--|--|

5 Communication

Stage 1

www.your-dreams-fulfilled.com is an online travel consultancy that specializes in helping individuals realise their dreams for travel and other experiences.

Here are some examples of client dreams they have helped fulfil:

- To drive across the United States coast to coast in an open-top car
- To compete in a sporting event in the Olympic Stadium in Beijing (client was a high-standard athlete)
- To travel into space (only partially fulfilled).



Write down two or three similar dreams of your own on separate pieces of paper. Don't show them to anyone. Your teacher will collect them.

Stage 2

Work in pairs.

- 1 Look at the Fulfilment Plan that YDF.com prepared for the first dream.
- 2 How could YDF.com help at each of the steps?
- 3 Which steps required the client to do something?

Step	Things to remember	Other notes – e.g. who does what?
1 Research timescale and route	Get road maps of USA	
2 Plan budget	What will exact cost be? Savings plan? Deposit? Final payment?	
3 Decide exact dates	Book time off work (how long?). Advice on employment rights for return to work.	
4 Research car hire and accommodation	Standard of accommodation? Company to collect at other end. Advice of AAA (Automobile Association of America)	
5 Book flights	Preferred airline? Direct return?	
6 Final briefing	Emergency numbers, insurance, currency	
7 Pack and decide on in-car entertainment	Buy CDs of favourite music	

Stage 3

Your teacher will give you one of the dreams written by your classmates.

- 1 Draw up a Fulfilment Plan like the one for the drive across America, including a 'Things to remember' column.
- 2 Decide what the client and the company must do at each step.
- 3 Repeat with another dream.

Stage 4

Find out from the rest of the class (a) whose dreams you have prepared a Fulfilment plan for; (b) who has prepared a Fulfilment Plan for one of your dreams.

Pair up – client and YDF consultant – to explain / find out about the dreams and how they will be realized.

6 Language test

1 Complete the word grid.

Verb	Noun	Adjective
<i>to surprise</i>	<i>a surprise</i>	<i>surprised / surprising</i>
to concern	a concern	1 _____
to disappoint	2 _____	3 _____ / 4 _____
5 _____	provision	provisional
to investigate	6 _____	
7 _____	8 _____	apologetic

2 Choose the correct word in these sentences from a written response to a complaint.

Dear Ms Birnie

We were very sorry to *hear / know*¹ that you were *disappointed / disappointing*² with the service we *proposed / provided*³.

I have now had the chance to fully *inspect / investigate*⁴ the matter.

I was particularly *surprised / surprising*⁵ that you found the front desk staff *helpless / unhelpful*⁶. It was very *disappointed / disappointing*⁷ to learn about the argument with the receptionist, and I can *assure / insure*⁸ you that we will carry out a full *investigate / investigation*⁹.

The problem with the shower was very *fortunate / unfortunate*¹⁰, and I *apologetic / apologize*¹¹ for this.

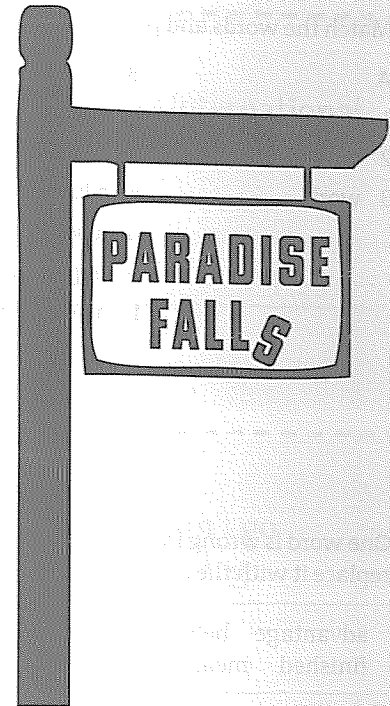
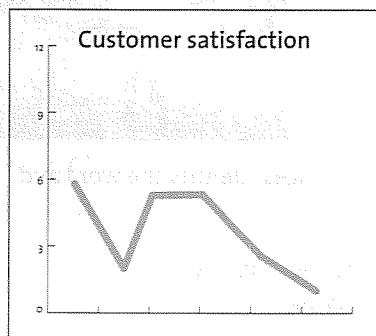
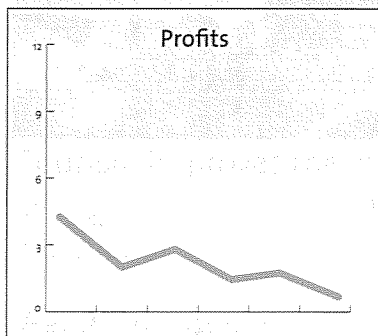
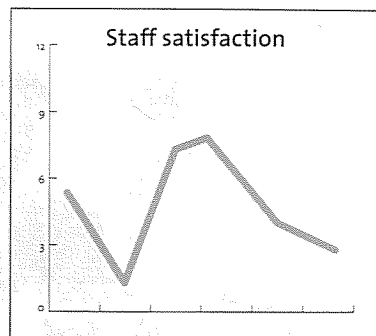
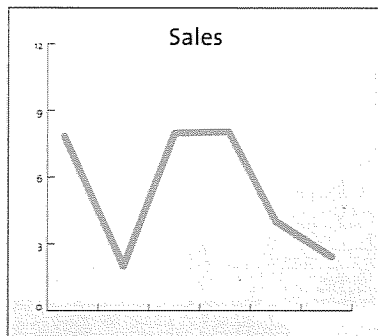
Please accept my *apologies / apologize*¹² for the *problems / provision*¹³ you experienced. As a *sign / signal*¹⁴ of goodwill, I would like to offer you a complimentary dinner for two in our restaurant.

Yours *sincerely / Sincerely*¹⁵

3 Complete the crossword.

- 1, 8 Document describing key quality criteria of an organization
- 3, 14 List of tasks involved in a job and the level of service expected
- 4, 13 Place where employees and customers can put recommendations
- 5 Watching an employee perform their duties
- 6 Comparing levels of service with other organizations in order to improve
- 7, 12 System of rewards to encourage better performance
- 9 Meeting between employee and manager to discuss quality of employee's work
- 10, 2 A number of people brought together to discuss a particular aspect of service
- 15, 11 Somebody who secretly uses a company's services to assess quality

6 Communication



The problem

Paradise Falls is a holiday resort which offers a wide range of services and which has a number of serious problems with the quality of their service.

As a class decide

- where the resort is
- what services they provide (e.g. spa, health centre, water-sports, local excursion programme, wedding and honeymoon package)
- what's gone wrong with each of these services
- if there are any hopeful signs.

A rescue plan

Work in groups of three or four to produce a plan for ways to improve quality.

Group A: Produce a service charter and a mission statement.

Group B: Plan a staff appraisal scheme.

- Who are you going to appraise? And in what order?
- Who will do the appraising?
- What basic questions will you put on the form?

Group C: Set some performance standards for some of the key staff (and especially those in areas where you have identified problems).

Group D: Plan an incentive and reward scheme for good performance.

At the end, share your ideas with other groups.

7 Language test

1 Match the words and phrases in B with one of the verbs in A.

- | | |
|--------|------------------|
| A | B |
| 1 make | a turns |
| 2 take | b out a solution |
| 3 work | c a lunch break |
| | d a point |
| | e in practice |
| | f a decision |



2 One word is wrong in each of the following sentences. Identify the word and replace it with the correct one from the list.

advantage believe convinced deny doubt exactly
finished mean practice something trying

EXAMPLE *deny*

Nobody can disagree that.

- 1 I don't see that working in action.
- 2 I don't see what you intend.
- 3 What are you tending to say by that?
- 4 What's your point completely?
- 5 You don't really suggest that, do you?
- 6 The argument of what we propose is that everyone gets a fair chance.
- 7 I'm persuaded that climate change is here to stay.
- 8 There's no thought in my mind that this is the best way to proceed.
- 9 I'm sorry, but I haven't stopped yet.
- 10 Can I just say anything there?

3 Unjumble each of the sets of letters below to make the name of a person who has a role to play in the impact of tourism.

EXAMPLE IORSTTU – *tourist*

1 DEEELOPRV

2 CEGILOOST

3 ACEIINNOORSSTTV

4 CEIMNOOST

5 AEEIILMNNORSTTV

7 Communication

i Go to p.66 for instructions



Tourism has been one of the main causes of global warming.

Agree / disagree?

Modify: _____

Tourism leads to greater international understanding and tolerance.

Agree / disagree?

Modify: _____

Tourism improves the infrastructure of regions (roads, airports, schools, hospitals).

Agree / disagree?

Modify: _____

The benefits of tourism don't go to local people – they go to big multinational companies.

Agree / disagree?

Modify: _____

Tourism does not preserve local culture; it trivializes and destroys it.

Agree / disagree?

Modify: _____

Rural traditions such as folk dance and handicrafts are preserved by tourism.

Agree / disagree?

Modify: _____

Tourism only creates badly-paid jobs.

Agree / disagree?

Modify: _____

Tourism helps to raise the standard of living of local people.

Agree / disagree?

Modify: _____

8 Language test

- 1 Put the missing phrases in the correct place in these sentences from a presentation.

have any questions

me to my next point,

begin then with

but not least,

I'd like to do

EXAMPLE What today is talk about travel consultancy.
What *I'd like to do* today is talk about travel consultancy.

- 1 Thank you for listening. Does anyone?
 - 2 Let's the historical angle.
 - 3 That brings the role of the independent travel consultant today.
 - 4 Last there's the question of the impact of the Internet.
- 2 Put the phrases from 1 in the order they are most likely to appear in for a presentation.
- 3 Put these words in the correct order to make other 'signposting' expressions.

EXAMPLE move on to / let's / admission charges

Let's move on to admission charges.

- 1 deals with / marketing / point / my second
 - 2 take / let's / location / so / a look at
 - 3 about / talking / been / to you / theme parks / I've
 - 4 of all / forget / staffing levels / we mustn't / last
 - 5 I've enjoyed / I'd like / meeting you / in / to say that / conclusion
- 4 Match the words in A with words in B to make collocations.

A

- 1 complementary
- 2 greenfield
- 3 market
- 4 vegetation
- 5 unifying

B

- a proximity
- b theme
- c facilities
- d location
- e barrier



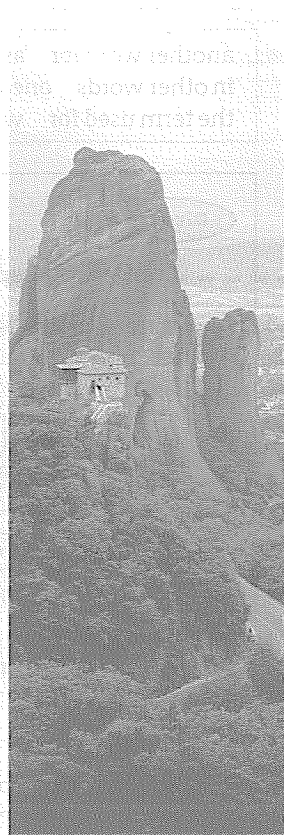
8 Communication

i Go to p.66 for instructions

A

Examples of possible candidates for 'Best attraction in the world'

- Sydney Opera House, Australia
- Great Wall, China
- Old City, Dubrovnik, Croatia
- Berlin Modernist housing estate, Germany
- Meteora, Greece
- Taj Mahal, India
- Petra, Jordan
- Mount Kenya National Park, Kenya
- Stonehenge, UK
- Statue of Liberty, New York, USA



Attraction	Reasons why it is of special importance
1	
2	
3	
4	
5	



B

To be included on the World Heritage List, sites must be of outstanding universal value and meet at least one out of the ten selection criteria.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 to represent a masterpiece of human creative genius 2 to show important human values (over a period of time) on developments in architecture, technology, town planning, or landscape design 3 to demonstrate a cultural tradition or civilization which is living or which has disappeared 4 to be an outstanding example of a type of building or other feature which illustrates a significant stage in human history 5 to be an outstanding example of a traditional human settlement which represents a culture that is under threat 6 to be directly associated with particular events, ideas, beliefs, or artistic or literary works of great significance 7 to be an area of exceptional natural beauty | <ol style="list-style-type: none"> 8 to be an outstanding example of a major stage in Earth's geological history 9 to be an outstanding example of ecological processes in the evolution of land- or water-based ecosystems and communities of plants and animals 10 to contain most important natural habitats for conservation of biological diversity <p>Questions to think about.</p> <ol style="list-style-type: none"> 1 Which criteria refer to built attractions and which to natural features? 2 How well do your five top attractions score for each of these criteria? 3 Can you think of other examples of places around the world that meet these criteria? 4 Do you want to change your original list? |
|---|---|

9 Language test

- 1 Read this extract from the training manual of an events organization. Put the phrases in the list in the correct place.

another word for as the name suggests a type of By that they mean
in other words one which stands for such as the one
the term used for where which

Biz-events

Conference preparation for events organizers

You'll need to be familiar with various pieces of technical equipment, _____¹ computers, public address systems, and projectors. Starting with projectors: OHPs, slide projectors, and beamers. An OHP is _____² projector that projects handwritten or typed transparencies onto a screen. OHP _____³ overhead projector. A slide projector is _____⁴ shows small images, often photographs. A beamer is _____⁵ data projector, and this is _____⁶ we use most.

A break-out room, _____⁷, is a room _____⁸ the larger group can break into smaller groups, or simply take a break.

We use some in-house jargon. For example, at least two weeks before the event you'll be asked to supply a REF. REF is _____⁹ the form _____¹⁰ tells us what equipment the client requires. Just before the event, you'll probably hear colleagues ask each other, 'Are we RFL?'. _____¹¹, are we ready for launch, _____¹² is everything prepared for the event to start.

- 2 Read this dialogue from a briefing meeting. There are twelve mistakes. Find them and correct them.

Alice I want that you are you to be in charge of all the speakers. You'll need check that they've all arrived, so will you get on touch with reception? In particular, can you make responsibility for looking after the guest speaker?

Bob Of course. Could just I ask one thing? I'm curious of why we chose this guy?

Alice He's an expert on the subject. Let me give you a bit more informations on him...

Bob Could I just clear one thing that's troubling me? I wanted check what we're doing about lunch breaks. Can you brief a bit about it?

Alice Let me do it absolutely clear: breaks can only be taken when the conference is not in session. Now, shall we run over it one more time?

- 3 Put these word parts together to make eight compound nouns.

brain

forward

planning

seeing

solving

trouble

building

fund

problem

shooting

storming

decision

making

raising

sight

team

9 Communication

Play the game in groups of four or five.

- 1 Take turns to take a 'card' and follow the instructions on it.
- 2 The other players should ask questions and get you to justify your answer.
- 3 If the other players think you have given a good answer, you score a point. If it's an outstanding answer, you score two points, and if they don't like the answer, you score nothing.
- 4 After you have been through all of the cards, write some situations of your own and continue the game.

<p>You have to organize a four-day fam trip to your country for tour operators who want to send tourists. Choose three locations that will demonstrate the best things about a holiday in your country.</p>	<p>You want to set up your own events management company, but you would like to have a business partner. Which of the other people in your group would you choose, and why?</p>
<p>Describe what you would include in the opening ceremony if the Olympic Games were held in your city.</p>	<p>You are organizing the launch event for a new luxury international hotel. You need a famous celebrity to open it. Who are you going to choose and why?</p>
<p>You are in charge of operations for a large events management company. One of the people on your team is very lazy and is underperforming. Unfortunately, he is the son of the Managing Director of the company. How are you going to deal with the problem?</p>	<p>A friend of yours who is doing an events management training course has asked you for advice on where he / she should do a year's work placement. Where would you advise?</p>
<p>You are in charge of organizing the catering at the Wimbledon tennis championships. Disaster strikes! There are no strawberries! What alternative are you going to offer, and how are you going to 'sell' it to the public?</p>	<p>You and the other people in the group have to staff a welcome reception for a large business conference. There will be drinks and a buffet and one or two VIP speeches. Decide who is going to do what (e.g. serve drinks, set up sound system).</p>
<p>You are organizing a Festival of Modern Music in your town or city. One of the main sponsors has just withdrawn. Which companies will you approach as alternative sponsors?</p>	<p>Next year will be an important anniversary for your city (e.g. 500 years since its foundation) and you have been asked to organize a special event. Think of three things that you would include.</p>

10 Language test

1 'Soften' the following direct instructions to hotel guests. Use the key words indicated.

EXAMPLE Conserve energy (need)
We need to conserve energy.

- 1 Use less water (please / could / try)

- 2 Don't use too many towels (can / remind)

- 3 Turn lights off when you leave the room (we / grateful / were / leaving)

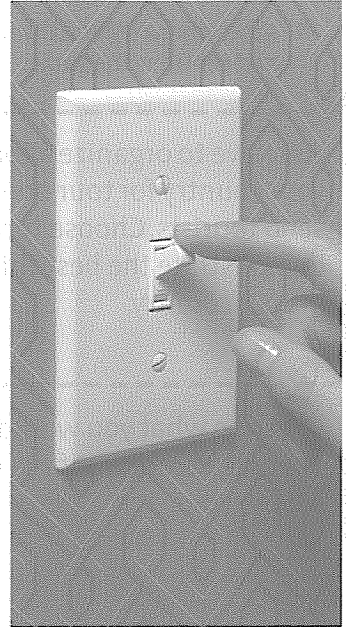
- 4 Put waste in the recycle bins (could / please)

- 5 Don't park in front of the entrance (may / remind / parking / available / rear of building)

- 6 Keep air-conditioning off or low (please / sure / lowest setting / convenient)

- 7 We don't provide free soap any more (afraid / no longer)

- 8 Don't run the tap when cleaning your teeth (may / remind / not good / resources)



2 Complete the word grid.

Verb	Noun	Adjective
	authenticity	1 _____
2 _____	3 _____	stable
sustain	4 _____	5 _____
	viability	6 _____
7 _____	value(s)	8 _____

3 Match items in A with items in B. Identify the five combinations that make a single word and the five that are separate words.

A
agri
bio
carrying
eco
green
guide
host
indigenous
mass
stake

B
capacity
community
diversity
holder
line
people
tourism
tourism
tourism
tourism

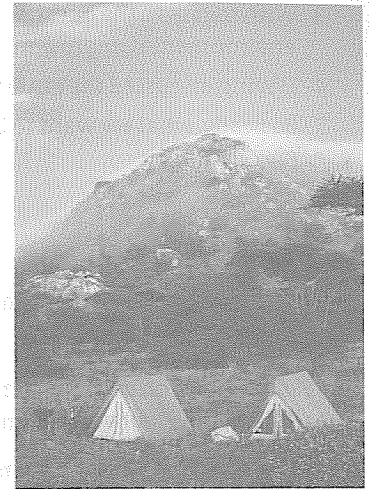
10 Communication

i Go to p.67 for instructions

A Materials

You can only use natural and eco-friendly materials – so, for example, plastic is not allowed.

- 1 Decide which materials you can't use and which ones you can use.
- 2 Complete the second column of the chart with items and services in the three tourism sectors that currently use the 'can't use' materials.
- 3 Discuss alternative materials for each of the items and services you have listed (third column).



Tourism sector	Where are 'can't use' materials used now?	Alternatives
Hotels		
International travel		
Theme park (or other built attraction)		



B Energy sources

You can only use natural and eco-friendly sources. Electricity is only allowed if it is from a renewable source such as solar or wind power or produced by the tourism sector (e.g. theme park or hotel) itself. Oil is not allowed either, even for international travel.

- 1 Decide which energy sources you can't use and which ones you can use.
- 2 Complete the second column of the chart with items and services in the three tourism sectors that currently use the 'can't use' energy sources.
- 3 Discuss alternative energy sources for each of the items and services you have listed (third column).



Tourism sector	Where are 'can't use' sources used now?	Alternatives
Hotels		
International travel		
Theme park (or other built attraction)		

11 Language test

1 Match the two halves of these recommendation statements.

- | | |
|---|---|
| <p>A</p> <ol style="list-style-type: none"> 1 I would like to make ... 2 My proposal ... 3 With regard to the question about environmental improvement, I think ... 4 Having discussed the issue with my staff, ... 5 Basically, what we want to do ... 6 I recommend ... 7 I suggest ... 8 We should ... | <p>B</p> <ol style="list-style-type: none"> a we should give consideration to reducing night flights. b is get more volunteers involved in the scheme. c that we investigate what they do in other countries. d the following recommendation: that we build a new leisure centre. e opening museums and art galleries in the evening. f consider making our offices more customer-friendly. g is that we spend the money on a new tram system. h I propose we launch a TV advertising campaign. |
|---|---|

2 What are the noun forms of these verbs?

- 1 propose 2 suggest 3 recommend 4 consider

3 Read the notes on improving transport. Then write a recommendation sentence for each, using the four verbs from 2 (in the same order) for A, and the four nouns for B.

A Improving the ground transport system (buses, tubes, etc.) so that it can benefit everyone

- 1 subsidy for all bus transport
We propose that there is a subsidy for all bus transport.
- 2 install air-conditioning in the tube system

- 3 make all buses accessible to wheelchairs

- 4 offer a free taxi service to the over-60s

B Speeding up the time it takes to get through the airport

- 5 employ more check-in and security staff

- 6 build a new terminal

- 7 transfer some routes to other cities

- 8 abolish security checks on domestic flights



11 Communication

i Go to p.67 for instructions



YOUTH ACTION

Holidays for disadvantaged young people

Proposal A: Focus on children

Activity / event / holiday	Why it should be funded	Advertising and marketing plan
1		
2		
3		

YOUTH ACTION

Holidays for disadvantaged young people

Proposal C: Focus on students

Activity / event / holiday	Why it should be funded	Advertising and marketing plan
1		
2		
3		

YOUTH ACTION

Holidays for disadvantaged young people

Proposal B: Focus on teenagers

Activity / event / holiday	Why it should be funded	Advertising and marketing plan
1		
2		
3		

YOUTH ACTION

Holidays for disadvantaged young people

Proposal D: Focus on young adults

Activity / event / holiday	Why it should be funded	Advertising and marketing plan
1		
2		
3		

12 Language test

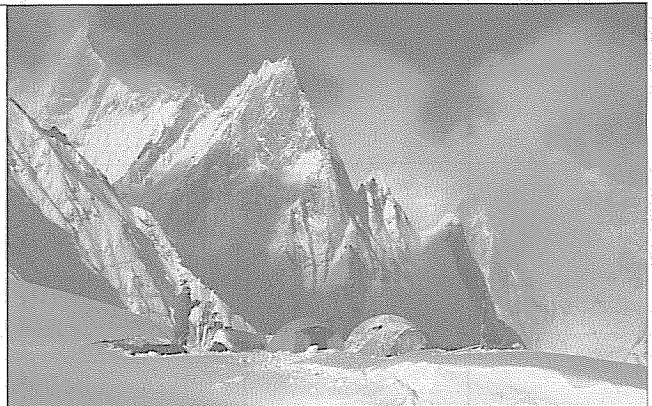
- 1 Look at this advertisement for an adventure holiday company. Put the verbs in brackets in the correct form.

The Danger Team

Holiday experiences for the truly adventurous!

It's cold and dark, and it's minus 20 degrees. You're on the side of a mountain in a tent on your own. There are others in tents near you. At least you think there are!

- What if it _____¹ (start) snowing even harder?
 What if your tent _____² (have) a hole?
 What should you _____³ (do)? Try to repair it or wait for the snow to cover you?
 How would you _____⁴ (repair) the hole?
 What would you do if you _____⁵ (go) outside and there _____⁶ (be) no one there after all?
 What would happen if you _____⁷ (drop) your torch?
 What if you _____⁸ (lose) your way?
 How could you _____⁹ (get) help?
 What if you _____¹⁰ (not succeed)?
 How would your friends and family _____¹¹ (feel)?



Don't worry! We won't let it happen.
 How do you think we would feel if we _____¹² (do)?

- 2 Complete these sentences using *would* or *will*.

EXAMPLE What *will* we do if air travel becomes more expensive?

- 1 What _____ the government do if all the airports were attacked by terrorists at the same time?
- 2 How _____ you feel if you weren't allowed to travel to other countries?
- 3 Where _____ our grandchildren go to for their holidays?
- 4 What impact _____ global warming have on Mediterranean holiday resorts?
- 5 What _____ happen if the polar ice cap melted completely?

- 3 Complete each of these sentences using one of the auxiliary verb forms in the box.

did didn't shouldn't will won't

EXAMPLE I think our grandchildren *will* spend their holidays on Mars.

- 1 I would be surprised if our grandchildren _____ spend their holidays on Mars.
- 2 There's no reason why our grandchildren _____ spend their holidays on Mars.
- 3 Everything seems to suggest that our grandchildren _____ spend their holidays on Mars.
- 4 There's a good chance our grandchildren _____ spend their holidays on Mars.

12 Communication

i Go to p.67 for instructions

A Career information table

	Example	1	2	3	4
Company	<i>Tour operator for Galactic Tours</i>				
What they do	<i>Arrange tours to outer space</i>				
Position	<i>Marketing manager</i>				
Skills needed	<i>creativity, ability to sell, imagination, organized,...</i>				

B Job preference table

Question	Preference
Which sector (e.g. accommodation, tour operation)?	
What position (e.g. marketing manager, HR manager)?	
What are you looking for (e.g. chance to travel, big / small company, work on own or in a team)?	
What skills can you offer?	

Language tests key

Unit 1

- 1**
- 1 was introduced
 - 2 was set
 - 3 reached
 - 4 had passed
 - 5 is growing
 - 6 has fallen
 - 7 is being affected
 - 8 has not developed
- 2**
- 1 There has been a downturn in the world economy. This means that it is too expensive to fly there.
 - 2 There is a poor transport infrastructure. As a result, it is difficult to get around.
 - 3 There aren't enough luxury hotels. The consequence (of this) is that some Western tourists don't want to go there.
 - 4 The marketing campaign has been / was weak. This has led to people not being aware of what Vietnam can offer.
- 3**
- 1 on / about
 - 2 along
 - 3 about
 - 4 From
 - 5 with, up to

Unit 2

- 1**
- 1 to
 - 2 to
 - 3 for, from
 - 4 on
 - 5 with, in
 - 6 for
 - 7 on
 - 8 by
 - 9 for
 - 10 after, on, about
- 2**
- 1 introduce
 - 2 to see
 - 3 is going to tell
 - 4 to begin
 - 5 I'll let
 - 6 bring in
 - 7 to agree
 - 8 coming
- 3**
- 1 for at
 - 2 up off
 - 3 off on
 - 4 on back

Unit 3

- 1**
- 1 Inflation is definitely going to reach 10%.
 - 2 There will probably be more Asian tourists than American tourists.
 - 3 It's unlikely that Africa will be the new place for sun and sea.
 - 4 There's a good possibility that people will fly less than they used to.
 - 5 More people are bound to take holidays at home.
 - 6 I expect a new hotel will be built in the city centre.
- 2** 1 c, 2 f, 3 b, 4 e, 5 d, 6 g, 7 h, 8 a

- 3** 1 really like
2 really think
3 -
4 really sorry, really don't
5 completely understand
6 -
7 really need
8 -
- 4** 1 b, 2 d, 3 f, 4 c, 5 a, 6 e

Unit 4

- 1** 1 Heathrow is almost twice the size of Gatwick.
2 Manchester is over twice as busy as Luton.
3 Stansted is almost three times as busy as Glasgow.
4 Heathrow is over ten times the size of Bristol.
5 Glasgow is not as busy as Edinburgh.
6 Luton is slightly busier than Birmingham.
7 Manchester is far busier than Newcastle.
8 Gatwick is a lot less busy than Heathrow.
- 2** 1 I think it's fair to say that I'm easy to work with (or practical and creative).
2 I've been told that I have good communication skills.
3 One thing I'd like to stress is my ability to work to deadlines.
4 In general, I'd say that I'm practical and creative (or easy to work with).
5 Previous experience has shown me that I work well in a team.

Unit 5

- 1** 1 we'll be moving on to
2 going to talk about
3 many thanks to all of you
4 who don't know me
5 I'll be taking a look at
6 divided my talk
- 2** 3-4-2-6-5-1

- 3** 1 I'm delighted so many of you could be here today / to see so many of you here today.
2 What I want to talk about today is independent travel.
3 My presentation will last approximately one hour.
4 My talk is broken down into three parts.
5 I'm happy to answer any questions.
- 4** 1 c, 2 e, 3 g, 4 f, 5 a, 6 d, 7 b

Unit 6

- 1** 1 concerned
2 a disappointment
3 disappointed
4 disappointing
5 to provide
6 an investigation
7 to apologize
8 an apology
- 2** 1 hear
2 disappointed
3 provided
4 investigate
5 surprised
6 unhelpful
7 disappointing
8 assure
9 investigation
10 unfortunate
11 apologize
12 apologies
13 problems
14 sign
15 sincerely
- 3** 1, 8 service charter
3, 14 performance standards
4, 13 suggestion box
5 observation
6 benchmarking
7, 12 incentive scheme
9 appraisal
10, 2 focus group
15, 11 mystery shopper

Unit 7

- 1**
- 1 d, f
 - 2 a, c
 - 3 b, e
- 2**
- 1 action practice
 - 2 intend mean
 - 3 tending trying
 - 4 completely exactly
 - 5 suggest believe (or mean)
 - 6 argument advantage
 - 7 persuaded convinced
 - 8 thought doubt
 - 9 stopped finished
 - 10 anything something
- 3**
- 1 developer
 - 2 ecologist
 - 3 conservationist
 - 4 economist
 - 5 environmentalist

Unit 8

- 1**
- 1 have any questions
 - 2 begin then with
 - 3 me to my next point,
 - 4 but not least,
- 2**
- 2-3-4-1
- 3**
- 1 My second point deals with marketing.
 - 2 So let's take a look at location.
 - 3 I've been talking to you about theme parks.
 - 4 Last of all, we mustn't forget staffing levels.
 - 5 In conclusion, I'd like to say that I've enjoyed meeting you.
- 4**
- 1 c, 2 d, 3 a, 4 e, 5 b

Unit 9

- 1**
- 1 such as
 - 2 a type of
 - 3 stands for
 - 4 one which
 - 5 another word for
 - 6 the one
 - 7 as the name suggests

- 8 where
- 9 the term used for
- 10 which
- 11 By that they mean
- 12 in other words

2 Alice I want that you are you to be in charge of all the speakers. You'll need to check that they've all arrived, so will you get on in touch with reception? In particular, can you make take responsibility for looking after the guest speaker?

Bob Of course. Could I just ask one thing? I'm curious of about why we chose this guy?

Alice He's an expert on the subject. Let me give you a bit more informations information on him ...

Bob Could I just clear clarify one thing that's troubling me? I wanted to check what we're doing about lunch breaks. Can you brief us a bit about it?

Alice Let me do make it absolutely clear: breaks can only be taken when the conference is not in session. Now, shall we run over through it one more time?

3 brainstorming, decision-making, forward-planning, fundraising, problem-solving, sightseeing, team-building, trouble-shooting

Unit 10

1 Possible answers

- 1 Please could you try to use less water?
- 2 Can I remind you not to use too many towels?
- 3 We would be grateful if lights were turned off when leaving the room.
- 4 Could you please put all waste in the recycle bins?
- 5 May we remind you that parking is available at the rear of the building?
- 6 Please be sure to keep the air-conditioning off or at the lowest setting that is convenient.
- 7 I'm afraid that we can no longer provide free soap.
- 8 May we remind you that running the tap when cleaning your teeth is not a good use of resources.

- 2**
- 1 authentic
 - 2 stabilize
 - 3 stability
 - 4 sustainability
 - 5 sustainable
 - 6 viable

7 value

8 valuable

- 3 agritourism, biodiversity, carrying capacity, ecotourism, green tourism, guideline, host community, indigenous people, mass tourism, stakeholder

Unit 11

- 1 1 d, 2 g, 3 a, 4 h, 5 b, 6 e / c, 7 c / e, 8 f

- 2 1 proposal
2 suggestion
3 recommendation
4 consideration

3 Possible answers

- 2 I suggest that we install air-conditioning in the tube system.
- 3 I recommend making all buses accessible to wheelchairs.
- 4 We should consider offering a free taxi service to the over-60s.
- 5 My proposal is that we employ more check-in and security staff.
- 6 I would like to make the following suggestion: that we build a new terminal.
- 7 I would like to make the following recommendation: that we transfer some routes to other cities.
- 8 I think we should give consideration to abolishing security checks on domestic flights.

2 1 would

2 would

3 will

4 will

5 would

3 1 didn't

2 shouldn't

3 will

4 will

Unit 12

- 1 1 started (*starts* is grammatically possible, but the whole point is that this situation is unlikely and hypothetical)
- 2 had
- 3 do
- 4 repair
- 5 went
- 6 was / were
- 7 dropped
- 8 lost
- 9 get
- 10 didn't succeed
- 11 feel
- 12 did