



ALFRED NOBEL UNIVERSITY

Tourism and Hospitality Industry --- MATTERS





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СПРАВИ ТУРИЗМУ ТА ІНДУСТРІЇ ГОСТИННОСТІ

ПІДРУЧНИК

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О.Б. Гарнопольського

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Автори:

- О.Б. Тарнопольський**, доктор педагогічних наук, професор
(розробка методичної концепції, вступ, розділи 1–12);
С.П. Кожушко, доктор педагогічних наук, професор
(наукове редагування, розділи 6, 9, 12 та глосарій до них);
Г.І. М'ясоїд, кандидат педагогічних наук, доцент
(розділи 1, 3, 4 та глосарій до них);
Н.В. Беспалова, старший викладач (розділи 2, 8, 10, 11 та глосарій до них);
С.І. Мединська, старший викладач (розділи 5, 7 та глосарій до них).

Рецензенти:

- О.О. Павленко**, доктор педагогічних наук, професор,
завідувач кафедри іноземних мов та професійної мовної підготовки
Університету митної справи та фінансів;
Т.О. Пахомова, доктор педагогічних наук, професор, професор кафедри
англійської філології Запорізького національного університету;
Н.В. Саєнко, доктор педагогічних наук, професор,
завідувач кафедри іноземних мов Харківського національного
автомобільно-дорожнього університету.

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Підручник призначений для навчання англійської мови для спеціальних цілей студентів – майбутніх фахівців у галузі туризму і готельно-ресторанного бізнесу. Може використовуватися з I курсу навчання в усіх групах, де ті, хто навчаються, досягли передсереднього (B1+) або середнього рівня (B2) володіння загальноживаною англійською мовою (General English). Орієнтований на комунікацію у професійних цілях в усіх чотирьох видах мовленнєвої діяльності: говорінні, аудіюванні, читанні та письмі. Невід'ємною частиною підручника є аудіододаток.

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Preface for teachers

The textbook *Tourism & Hospitality Industry Matters* includes the textbook itself and the manual with audio materials to be used in class. Those materials are absolutely indispensable for the effective use of the textbook in the teaching/learning process.

The textbook contains all the materials and learning assignments for organizing the learning process in the classroom. The *Home Assignment Sections* included in every unit of the textbook are meant to be used for students' home tasks only. Audiomaterials for in-class use are meant to develop students' listening and speaking skills on the basis of information obtained from listening. The textbook also contains the glossary, audioscripts and answer keys for the test-type tasks. The audioscripts and answer keys are included for teacher's reference and should not be used by students. The glossary of the vocabulary used in the textbook is designed for reference of both the teacher and the students.

The textbook includes three modules; each module consists of four units (12 units in the entire textbook). *Revision Classes* and *End-Piece* are also included for reviewing and revising the material studied during each module and the entire academic year.

The textbook *Tourism & Hospitality Industry Matters* **is designed only for university students majoring in tourism**. It is totally tourism oriented so it is not recommended for students of other specialities.

The textbook is designed for students who have already achieved the intermediate level in their command of General English (levels B1+ or B2 according to the *Common European Framework of Reference*). If students have achieved this level of General English command, they can start using the textbook *Pedagogical Matters* from the first year of their university studies.

The textbook is designed for 144 hours of in-class work and approximately the same number of hours of out-of-class students' work on home assignments received.

It is following the assumption above (*144 hours of in-class work*) that the time limits for every learning activity in the textbook are calculated (those time limits are indicated for teacher and students'

orientation). But it should be strongly emphasized that the indicated time limits are in no way obligatory. They are suggested for those groups of students who are better prepared in English and are highly motivated. When the preparation and the level of students' motivation are lower, doing the learning activities may take longer time, so that one part (*Step*) in a unit may take not one but two two-hour classes to be effectively processed. That means that the teacher may need more than one academic year to finish working on the textbook. There is absolutely nothing unacceptable in it, and the teacher should cope with such challenges at his/her own discretion.

The **goal** of the textbook is to teach students professional communication in English (speaking, listening, reading, and writing) on those topics and in those situations requiring the use of English that are encountered with the greatest probability in the professional career of a tourist manager.

This goal and the target students for whom the textbook is designed have determined **the principles underlying the concept of the textbook**.

The first of such principles is **the principle of content learning**. English and English communication skills are acquired only through professional content when students are speaking, reading, listening, and writing in English about that content. It means that English communication skills are mostly acquired unconsciously while processing the professional content matter.

The second principle can be called **the principle of providing systematized professional information in the textbook (and course) of English for professional communication**. This principle means that the textbook is designed not as a random selection of professional topics, materials, and varieties of learning activities but is based on systemic and systematic rendering of the entire course of training for the career of a tourist manager embracing all the basic issues that can be important for the work of such a manager.

The teacher who plans to use the textbook is advised to start by studying all its units by himself/herself to get some systematized knowledge in the field of tourism, which may prove to be of great help when s/he will be working with the textbook in class.

The third principle is **the principle of authenticity**. First, it means that only authentic materials (texts for reading and listening) are used in the textbook, i.e. those professionally oriented materials

which are created by native speakers and for native speakers. Most of those materials are **synthesized** and **modified** in such a way that either one single text is made out of fragments of several authentic texts, or authentic texts are abridged and modified to better suit the learning purposes. But no adapted texts or texts artificially created just for this textbook have been used. Such an approach is very important for ensuring genuine content learning.

Second, the principle of authenticity means the introduction of authentic students' activities into the learning process. The students' activities organized in the course based on the textbook *Tourism & Hospitality Industry Matters* are also regulated by the next principle: **the principle of ensuring professional communication in English in students' learning activities**. Both the authenticity of students' activities and their orientation towards professional communication in English mean that the learning process is totally focused on learners' communication in English and their communication authentically models professional communication of practical tourist managers.

Due to that, the principal types of learning activities suggested in the textbook are:

1. *For speaking:*

1) preparing and delivering different professional presentations on the topics being studied;

2) case-studies and other task-based activities when students are expected to solve some professional problems and formulate in speaking their professional solutions and decisions;

3) role-plays, simulations (including the continuous ones);

4) professional discussions on certain practical issues.

2. *For listening:*

1) listening to information and fragments of conversations on touristic issues, doing task-based assignments on the basis of information heard, the tasks being aimed at professional analysis of the information received;

2) listening to practical cases, doing task-based assignments on the basis of information heard, the tasks being aimed at professional analysis of the information received.

3. *For reading:*

1) reading various authentic *printed* texts on different touristic issues, doing task-based assignments concerning the materials read,

the tasks being aimed at professional analysis of the information received and preparing on its basis students' own presentations, cases, etc.;

2) reading various authentic *electronic* texts on different touristic issues, doing task-based assignments concerning the materials read, the tasks being aimed at professional analysis of the information received and preparing on its basis students' own presentations, cases, and projects.

4. *For writing:*

- 1) writing essays and summaries on touristic issues;
- 2) writing summaries and abstracts of professional texts read;
- 3) writing professional articles, especially in the framework of students' project work (see further);
- 4) writing cases (case studies).

Such communicative learning activities can be found in every *Unit* and since all of them are designed according to a single scheme, the teacher is advised to thoroughly study that scheme while preparing for class work to be aware of the sequence of learning activities during the work on *Units* of the textbook.

The textbook contains practically no learning activities specifically aimed at learners' gaining command of certain language units of grammar, pronunciation, and vocabulary. As it has already been said, is designed for students who have already attained their intermediate (B1+ or B2) level of General English. It means that all their basic pronunciation and grammar skills have been developed before, and those skills need only to be unconsciously reinforced in speaking and listening while working with the textbook *Tourism & Hospitality Industry Matters*.

More attention is focused on vocabulary skills since students are supposed to retain a lot of new words and word combinations in their course of English based on the textbook *Tourism & Hospitality Industry Matters*. But those skills are developed in the process of communication and not in formal exercises.

However, it should be remarked that if teachers want to add some formal exercises and more vocabulary/grammar focused learning activities to their teaching/learning process (especially if those activities are to be done by students in out-of-class time), they are welcome to add some other learning materials to this textbook.

The list of communicative learning activities used in the textbook (see above) illustrates one more principle underlying its design. It is **the principle of integrating different communicative activities (speaking, listening, reading, and writing) in the learning process.** The course of English taught with the aid of the textbook *Tourism & Hospitality Industry Matters* presupposes parallel development of learners' speaking, listening, reading, and writing skills. Each of those skills in its development is based on all the others and supported by all the others and, in its turn, makes a base and support for all the others. The teacher is advised to examine every unit attentively to see how it is done in practice.

But it should be noted that the most vivid manifestation of the principle of integrating different communicative activities (speaking, listening, reading, and writing) in the learning process could be observed in students' **project work**, which is an integral part of all textbook learning activities. Project work is an unalienable part of every *Unit* in the textbook. From the beginning of their work with it, students have to do a project task meant to be done through the course. This project task adds up to compiling *A Prospectus of a Travel Agency* where students write separate parts after working with every *Unit* of the textbook.

The chapters of *The Prospectus* are not written as simple summaries of the information obtained in the process of work on this or that *Unit*. Such summaries make a minor part of every part in *The Prospectus*. Most of those parts are made up of information that every student has to find (discussions, working in the Internet, etc.). On the basis of the information found (speaking, listening and reading), pairs or small groups of students who worked together prepare their version of the relevant part (writing). Every version of the part prepared by pairs or small groups is discussed by all the students in the group (speaking and listening). Strong and weak points of all versions are talked over and, in the general discussion, the outline of the final version of the part is determined.

In this way, the learning activity under discussion can be considered as the best embodiment of communicative activities integration because there is the "focus" communicative activity around which all the other communicative activities concentrate. In this case, that "focal" communicative activity is writing because reading, speaking, and listening serve for improving the *writing* of

The Prospectus parts, i.e. for obtaining the best results of the project work.

Neither the project tasks nor a number of other tasks in the textbook would be possible without implementing the sixth principle underlying it. This is **the principle of organizing students' out-of-class Internet search for professional information on English web sites**, which is one of integral and unalienable kinds of learning activities in the textbook under consideration.

To organize students' Internet searches, the teacher has to be able to recommend different professional web sites in English to his/her students. For this purpose, s/he is required to collect and constantly renew his/her *Library of tourist sites in English*. The authors of the textbook could not provide the teacher with such a *Library of sites* because the sites themselves and the information in them frequently changes. **The *Library of sites* has to be collected before the work with the textbook begins in the classroom** (the teacher is going to need his/her *Library* from the very first *Unit*) and **the teacher has to check the collected sites at least once in two months to be able to replace the sites that have become obsolete or disappeared**.

The teacher should by no means neglect the students' work in the Internet and should never reject this work whatever the difficulties of organizing it are. Without such learning activities, the use of the textbook cannot be efficient. Only the professional materials that students find in the Internet can provide the volume and variety of authentic professional information in English sufficient for developing learners' professional communication skills.

The last, seventh, principle following which the textbook is designed is **the principle of students' cooperative learning**. A great number of learning activities are based on students' work in pairs and/or in small groups. It not only creates better and more natural conditions for learners' communication in English (the language is used in its natural function of organizing joint efforts for solving different tasks and problems). The principal advantage of cooperative learning is in creating conditions for learners' mutual assistance when doing learning assignments, the assistance that gives students opportunities of learning from each other because every student invests his/her own potential of skills and knowledge in common work. As a result, the learning activities in the textbook based on cooperative learning give opportunities of increasing the

general efficiency of the teaching/learning process by summing up the efforts of individual students who work together with other students to achieve a common goal and learn from each other when doing that.

The teacher can see the practical implementation of all the seven principles discussed above by examining every one of the textbook's *Units*. These principles and the design of the textbook as a whole follow the newest and most progressive approaches and methods of foreign language teaching. This gives reasons to hope that the teacher who uses this textbook will be able to raise the level of teaching English to his/her students majoring in tourism quite considerably.

Finally, it should be noted that the textbook *Tourism & Hospitality Industry Matters* is in many respects closely related to the textbooks *Psychological Matters* and *Pedagogical Matters*¹ designed for students majoring in psychology and in pedagogy. The textbook *Tourism & Hospitality Industry Matters* is structured quite similarly as the same principles and approaches have been followed in its development.

¹ *Психологічні справи* (Psychologica lMatters). Підручник з англійської мови для студентів напряму підготовки «Психологія». Книга для студента та Робочий зошит / [О.Б. Тарнопольський, С.П. Кожушко, Ю.В. Дегтярьова, Н.В. Беспалова]. – К.: ІНКОС, 2011. – 302 с.; *Педагогічні справи* (Pedagogical Matters). Підручник з англійської мови для студентів педагогічних спеціальностей. Книга для студента та Робочий зошит / [О.Б. Тарнопольський, Н.П. Волкова, С.П. Кожушко, Г.І. М'ясоїд, Н. Стойковіч]. – Дніпропетровськ: Університет імені Альфреда Нобеля, 2015. – 328 с.

Foreword for students

Dear student,

The textbook that you are starting to work with is designed for students majoring in tourism. When working with it, you are expected not only to learn English but also to develop your professional skills. But this skill development will be done in English which will allow you to use those skills worldwide. You will be developing your skills of professional communication in English by doing tasks characteristic of professional activities of an English-speaking tourist manager: reading professional literature, searching the Internet for finding professionally important information, listening to information on touristic issues, studying and discussing genuine professional problems and issues, giving presentations on professional issues, discussing those issues in writing, developing professional projects and a lot of other things of this kind. Your work is going to be to a large extent autonomous and often even totally independent. You will also learn to work in teams with other students from your class.

The textbook and your teacher will provide you with all the required help, support and instructions to organize your creative, imaginative and independent work as efficiently and productively as possible. But, please, remember that the task of your teacher and this textbook is not so much to teach you as to organize and facilitate your learning giving you opportunities for being creative and efficient in it.

So your success mostly depends on you, on how enthusiastic, diligent, hardworking, creative and imaginative you choose to be. The textbook will give you all opportunities for fully using your creativity, imagination, diligence and learning efficiency. We wish you good luck, interest and pleasure in working with it!

The authors

Module 1

**THE BASICS
OF TOURISM
BUSINESS**

Unit 1

TOUR OPERATORS AND TRAVEL AGENCIES

Step 1. Introductory definitions



1. All of you have chosen the profession in the field of tourism, the profession of a tourist manager. Why? What were the motives behind your choice? And what kind of profession is it? What does a tourist manager do? Discuss these questions in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

2. Professionals in the field of tourism are most broadly divided into *tour operators* and *travel agents*. How would you formulate what each of them does? Try to define the jobs of a tour operator and travel agent in the most concise, comprehensive, and scientific manner and speak about their functions. Discuss and define the similarities and differences of these two basic professions in tourism. Discuss your definitions in the same groups of three or four students (*10 minutes*). Then, every group is supposed to give their definitions for the benefit of the whole class (every student in the small group should say something concerning those definitions). Discuss all the definitions given by different groups and choose the best ones that satisfy everybody (*15 minutes*).

3. Read the text (10 minutes) and decide how your definitions of *tour operators* and *travel agents* differ from those in the text. Talk over in a 5-minute whole-class discussion what definition you prefer – yours or the ones in the text. Which definitions are more accurate and all embracing? Why?

Tour Operators and Travel Agents

A tour operator is a person or company which creates and/or markets inclusive tours and subcontracts with suppliers to create a package. Most tour operators sell through travel agents and/or directly to clients.

A tour operator:

- Develops, markets and operates packaged travel and tourism products and tours.
- Provides a guided visit to a particular place to participate in particular experiences.

Quick tips to a successful tour operation:

1. Suit the demands of the market.
2. Suit your personality, skills, interests, knowledge and experience.
3. Offer something unique – be different from your competitors.
4. Research and plan!
5. Have capital behind you – it can take 3 to 5 years to become established and recognized in the tourism industry!

Types of tour operations:

A tour operation can be characterized by the mode of transport. The challenge to anybody embarking on a tour business is deciding what type of tour to operate. The following list demonstrates some of the types of tours offered to tourists:

- extended tours;
- charters;
- escorted luxury tours;
- fishing tours / sports tours;
- historical / art tours;
- four wheel drive tours;
- adventure;
- day tours;
- group tours;

- wine tours;
- cultural tours, e.g. cooking;
- guided walking tours;
- nature-based and eco tours;
- boating.

Contrary to popular belief, **travel agents** are not just agents for their traveling customers, but they are also the sales agents for the suppliers of travel products and services: the hotels, airlines, car rental agencies, cruise lines, etc. These suppliers are also known as *travel partners*, or sometimes as vendors or travel brands.

When travel products and services are purchased, the travel agent's commission is paid to an agency, if one was involved in the sale, or it is simply kept by the travel partner as added revenue. Travel agents do not set the prices, and do not add their commission on top of travel partner's prices. There is always a commission "built in" to the travel products and experiences that travel partners offer.

Independent travel agents do not have to operate central reservations systems computers, write tickets, negotiate pricing, or perform much of the traditional work involved in making quality travel arrangements. Independent travel agents are not required to work set hours, sit at a desk, or even come to the office at all.

(Like all types of salespeople, the best are out in the world creating relationships with customers and finding new business.)

Independent travel agents are the sales and marketing force for tour operators (travel partners). Creating excitement about travel – "travel dreams" – and being able to communicate why their travel partner is the best choice to make those dreams come true: these are the happy responsibilities at the core of being an independent travel agent.

(the text is borrowed and synthesized from the following Internet sources:

<https://www.smallbusiness.wa.gov.au/TourismBoost/types-of-tourism-businesses/tour-operator/>, <http://www.gdrc.org/uem/eco-tour/t-glossary.html>, <http://www.inteletravel.com/agentsonly/trainingmanual1.pdf> as of 29 August 2016)

4. From reading the text above you have probably understood that if you are a tourist manager in Ukraine and plan to focus on selling tours abroad (foreign tours) to Ukrainian tourists, it would be more beneficial for you to work as a travel agent, not as a tour operator.

The same concerns selling tours in Ukraine to foreign tourists because those tours can be recommended by you to your foreign travel partners but organized by your travel partners in Ukraine. In the same group of 3-4 students in which you have worked during this class discuss the advantages of being a travel agent, not a tour operator, in your situation, list and note down those advantages. You have time until the end of the class.

5. *Home-task:*

1) Read an additional text about the work of a travel agent in your *Home Assignment Section, Unit 1, Step 1*.

2) Find on the Internet some information in English on advantages of working as a travel agent in comparison with the job of a tour operator. Read this information attentively.

3) On the basis of everything you have discussed and read in class, the text read in the *Home Assignment Section, Unit 1, Step 1* and those found and read on the Internet, write a 150-200-word essay on peculiarities of travel agent's job and on advantages for a Ukrainian tourist manager of setting up and/or working for a travel agency. See the instruction on writing your essay in the *Home Assignment Section, Unit 1, Step 1*.

Home Assignment Section, Unit 1, Step 1

1. Read the text below on how travel agents should work on selling tours in their home countries to foreign tour operators. Include some of this information into your essay.

Manual – Are You Ready for Business or How to Sell Excursions to UK Tour Operators?

This manual aims to help you sell your excursion(s) to UK tour operators. It is organized in 5 sections, which explain the necessary stages you need to go through to be market ready.

The most important thing is to start with designing an excursion that will appeal to the holidaymakers that visit your destination. Stage 1 provides information about the main factors that affect the design

of your excursion. It enables you to also understand how different tour operators are looking for different experiences.

Equally important is Health & Safety, your excursion must meet certain hygiene, cleanliness and safety standards to be sold to UK tourists by UK tour operators. In Stage 2 you will find examples of risks you need to consider. You will also learn that some tourists and tour operators have much higher standards than others.

Stage 3 focuses on pricing. There is no point in selling an excursion that is not profitable enough for you to earn a living or too expensive for tourists to afford. You will learn about calculating prices and commission fees paid to you by tour operators when they sell your excursion. It is essential to ensure that your price is competitive when compared to similar other experiences.

After these three stages, you are now ready to start working with tour operators. Stage 4 explains how this happens, providing you with a list of information and documents you need to have to ensure you are successful in attracting a tour operator's interest, to be invited to your first meeting.

Stage 5 (the last stage) deals with what happens after your meeting. It will take some time for tour operators to become confident that they can work with you on a long term basis. You will learn how to show that you can deliver what they want: a quality product in a professional manner.

(the text is borrowed on 29 August 2016 from https://www.academia.edu/7071991/Manual_-_Are_you_ready_for_Bussiness_How_to_sell_Excursions_to_UK_Tour_Operators?auto=download)

2. Find on the Internet some information in English on advantages of working as a travel agent in comparison with the job of a tour operator. You may ask your teacher to supply some appropriate sites or work independently using some search engines. Use this information in your essay too.

3. On the basis of everything you have discussed and read in class, the text read above and those found and read on the Internet, write a 150-200-word essay on peculiarities of travel agent's job and on advantages for a Ukrainian tourist manager of setting up and/or working for a travel agency.

Instruction for writing the essay:

In the *Introduction* of one paragraph formulate the definition of a travel agent's job (what he or she does) and list its main advantages.

In the *Body* of three paragraphs: 1) discuss how travel agents should work with foreign tour operators to organize tours of Ukrainian tourists to the tour operators' countries and how to organize tours of tourists from those countries to Ukraine (the first and second paragraphs); 2) discuss in greater detail the advantages for a Ukrainian tourist manager of setting up and working for a travel agency (the third paragraph).

In the *Conclusion* write whether you yourself would set up and/or work for a travel agency in Ukraine. Why yes or why not?

Step 2. Information processing



1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss the differences in your ideas and, especially if there are few differences, summarize orally those ideas that you have in common. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*

2. Listen (once) to the questions to a trainer in the area of training tourist managers and the answers given to those questions. Try to

understand what retail travel agents, tour wholesalers and inbound tour operators are, what they do and what commission they usually get.

You have 5 minutes for listening two times and taking notes.

3. Now in whole-group work try and formulate (in English) what the following terms mean:

retail travel agents, tour wholesalers, inbound tour operators, itinerary, commission rate, retail price, book, customer, tour option, tour distributor, consumer, package, tailored

Your teacher will help you. You have 10 minutes for discussing all the definitions of the terms above.

4. Listen to the questions and answers again, also taking notes, and try to understand in detail what you have not understood or understood not quite clearly when listening for the first time. *You have 5 minutes.*

5. Now discuss in a group of three or four students whether you think the commissions paid to retail travel agents, tour wholesalers and inbound tour operators are fair, why the commission paid to retail travel agents is lower than the one paid to tour wholesalers and inbound tour operators. Does it depend on the amount of work they do? Formulate your conclusion in the form of a one or two-minute presentation that one of the students from the small group will render for the benefit of all the entire class. *You have 10 minutes for your small group discussions and 10 minutes for rendering and listening to all the short presentations.*

6. *Role-plays in pairs.*

a) Role-play a conversation between a representative of a tour operator from Greece and a retail travel agent from Ukraine. The agent is ready to book a tour (beach holiday) in the Greek island of Crete for ten Ukrainian tourists. Discuss the price, length of the tour, dates, accommodation, possible excursions during the holiday, meals, etc. Agree on the commission for the agent.

b) Role-play a similar conversation between a representative of a tour operator and a tour wholesaler but change the destination of the tour from Greece to a seaside resort in Thailand. The representative of a tour operator is also from Thailand.

c) Role-play a similar conversation between a travel distributor (travel agent) from Ukraine and an inbound tour operator from Italy. The subject of discussion is a beach holiday for 10 Ukrainian tourists in Italian seaside resort of Lido di Esole.

You have time until the end of the class.

7. Home-task:

1) Collect information on some real functioning and active travel agency. It may be located in your home town or you may find information on the Internet. You should find information about all the agency's activities: with what tour operators it works, what tours to the foreign countries and in the home country of the agency they sell, what can be said about those tours, what the reputation of the agency is, how many people work there and what their responsibilities are, what the agency's standard commission rates are and what their financial situation is – also whatever other information you can find (if some of this information cannot be found or is confidential, you may supply it from your imagination). Prepare a 5-minute presentation and present "your" travel agency to the other students in the group. Remember to supply the name of the travel agency, speak about their location and address and demonstrate their logo if they have it. Get ready to answer other students' questions on the travel agency that you are going to present.

Step 3. Presentations and their discussion



6363 Richmond Ave.
Suite 200
Houston, TX 77057
713-785-4268
800-688-1975

1. In the picture you can see the name, logo, and contact information of a travel agency in Houston, Texas, USA. As your home task you were researching some travel agencies. Now every student should

deliver the presentation that he or she has prepared. Start by naming the agency, showing its logo, and giving information about its location (like in the picture). Then, continue by saying everything you can about the agency. After your presentation, you are expected to answer other students' questions. Every student has five minutes for the presentation and two minutes for the question-and-answer session. *The total time for work is 70 minutes.*

2. In a whole-class discussion discuss and decide which of the travel agencies that you have heard about seemed the most interesting and promising to you. Why? Can it be taken as an example of a close to an ideal travel agency? Why yes or why not? *You have time until the end of the class.*

3. *Home-task:*

1) Read the text about types of tours in the ***Home Assignment Section, Unit 1, Step 3.***

2) On the basis of everything you have discussed and read in class, the text read in the ***Home Assignment Section, Unit 1, Step 3*** (about types of tours) and those found and read on the Internet, write a 150-200-word essay on what an ideal travel agency should be like: with what kind of tour operator it should work, what kinds of tours to the foreign countries and in the home country of the agency they should sell, what can be said about those tours, what the reputation of the agency should be, how many people should work there and what their responsibilities should be, what the agency's standard commission rates and their financial situation should be, etc. See the instruction on writing your essay in the ***Home Assignment Section, Unit 1, Step 3.***

Home Assignment Section, Unit 1, Step 3

1. Read the text about types of tours and use the information from it in your essay (see task 2 below).

Full and half-day tours

Full or half-day tours are tours that are conducted within a day or part of a day.

- They are popular with tourists because it enables them to experience a destination with little fuss, in minimum time and in relative comfort.

- The choice of tours currently available is extensive, so it is a good idea to make your tour a bit different from what is available.

Extended tours

An extended tour is a tour that has two or more day tours linked together with an overnight accommodation stop.

- Extended tours generally use coaches and stay in hotel or motel accommodation.

- They should not be confused with safari or adventure tours which use coaches or four wheel drive vehicles, and use camping or budget accommodation.

- Extended tours have regular departure dates that can be pre-sold to individual customers well in advance of the date of travel.

Group package tours

A group package tour covers itineraries organized for specialized groups, such as overseas or interstate tourist groups, pensioners' groups, schools, sporting clubs and so on.

- Group package tours are similar to extended tours.

Safari camping tours

Safari, camping, eco-tours and adventure tours are essentially four-wheel drive (4WD) or coach tours offering adventure or eco-tourism experiences not found in more conventional tours.

- Most tours are aimed at small groups of people who share similar interests.

- They usually use camping or budget accommodation and often have a communal approach to preparing camp sites and meals.

Passenger charter

Charter work provides vehicles for general hire by individuals, sporting clubs, social groups, school groups and so on.

- Normally a driver is provided with each coach. However, in some cases a vehicle can be hired without a driver.

Small charter vehicles

Vehicles used to provide limousine services and personalized tours must be licensed to conduct charter trips.

- This license is applicable to vehicles with fewer than 12 passenger seats and must be driven by a licensed driver.

(the text is borrowed as of 29 August 2016 from <https://www.smallbusiness.wa.gov.au/TourismBoost/types-of-tourism-businesses/tour-operator/> and modified)

2. On the basis of everything you have discussed and read in class, the text read above (about types of tours) and those found and read on the Internet, write a 150-200-word essay on what an ideal travel agency should be like: with what kind of tour operators it should work, what kinds of tours to foreign countries and in the home country of the agency they should sell, what can be said about those tours, what the reputation of the agency should be, how many people should work there and what their responsibilities should be, what the agency's standard commission rates and their financial situation should be, etc.

Instruction for writing the essay:

In the *Introduction* of one paragraph list the features that an ideal travel agency should have.

In the *Body* of three paragraphs: 1) discuss the structure of the agency, its staff and their responsibilities, what tour operators it should work with; 2) the tours it should offer; 3) its reputation features and finances.

In the *Conclusion* write whether such an ideal travel agency can be set up in Ukraine. Why yes or why not?

Step 4. Development



1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss the differences in your ideas and if there are few differences,

summarize orally those ideas that you have in common. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*

2. Listen (two times) to short information about how to become a successful home based travel agent. Before listening, you need to understand the meanings of the following words and phrases:

<i>host agency</i>	<i>affiliate</i>	<i>learn the ropes</i>	<i>travel destination</i>
<i>reservation booking procedure</i>	<i>travel requirements</i>	<i>learning curve</i>	

Your teacher will help you in understanding what the words and phrases mean. Remember that you need the detailed comprehension of the information heard for further discussion. *You have 10 minutes for vocabulary work and two-time listening.*

3. On the basis of what you have heard, discuss in small groups of 4-5 students:

- a) the advantages and disadvantages of being a home based travel agent;
- b) whether you agree that a home based travel agent needs affiliation with a host agency and why;
- c) what is better – to be a home based travel agent and work autonomously but in cooperation with a host agency or to work directly at that host agency (and why);
- d) in your future work what choice out of the two above you would personally prefer (and why).

After your small group discussion present your conclusions to the class in a 3-minute presentation.

Ten minutes for the small group discussion and fifteen minutes for all presentations and a short question-and-answer session after each of them.

4. Read a short text below (5 minutes) and try to understand it in all details:

What do tour operators want?

All tour operators are looking for excursions that “add value” to:

1) their **company**: do you offer an excursion that helps tour operators attract more clients AND helps them differentiate themselves from their competitors?

2) their **clients**: will the clients have a memorable experience AND tell other people about it?

3) their **destinations**: does your excursion impact positively on local communities and their environment?

(the text is borrowed on 29 August 2016 from https://www.academia.edu/7071991/Manual_-_Are_you_ready_for_Bussiness_How_to_sell_Excursions_to_UK_Tour_Operators?auto=download)

Now, in a whole-class discussion (*until the end of this class*) make a list of things that a travel agent should do to satisfy tour operators and make them willing to deal with him or her.

5. Home-task:

1) Get prepared for the most important class on this unit where you will be “setting up your own travel agency”. For getting ready, revise all the material in the unit and think about the features that you would like to see in the travel agency to which you are going to belong.

Step 5. Continuous simulation and project work



1. *Continuous simulation*. Work in three or four small groups of four or five students in each of the groups. Imagine that you are going to

establish your own travel agency and be partners in it. Discuss where and how to get the initial capital for establishing the agency and who of you will be responsible for what in its work (who is going to be the Director, who is going to be responsible for finances and accounting, who is going to establish contacts and deal with tour operators or/and tour wholesalers and be responsible for their satisfaction with your work, who of you is going to deal directly with customers, etc.). Someone of you may be a home based travel agent if you decide to use their services. Discuss if the personal qualities of those of you who want to occupy a certain position in the agency are suitable for that position (such people should prove to the other members of the small group that their personal qualities are such as to justify their nomination for a certain position). Decide on the location of your agency and the reasons for just such a location. Give the name to your agency and design its logo. Define the general orientation of your agency and what tours you are mostly going to offer (domestic travel and tours, foreign travel and tours, group tours, individual tours, etc.). Will you be providing visa support, insurance, are you going to help your customers get foreign passports, book air travel and/or hotel accommodation for them if they do not buy full tours from your agency, etc. What tour operators and tour wholesalers would you prefer to work with and why? What are you going to do to advertise and promote your agency and who will be responsible for that? Take notes of all your decisions. *You have 40 minutes for the small group discussion.*

2. Now every small group is expected to give a ten-minute presentation to the rest of the class to outline everything concerning your would-be travel agency. Every member of the small group should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

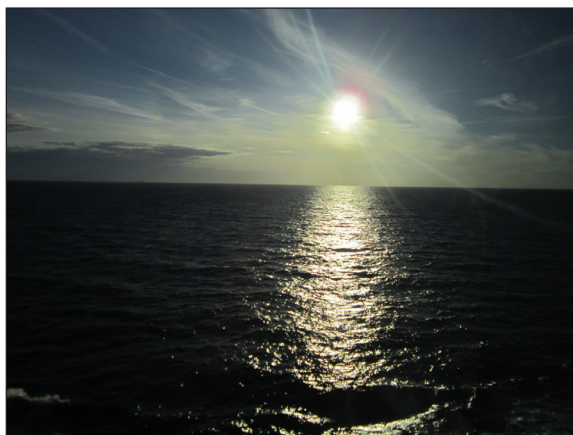
3. Home-task:

1) *Project work.* All through this course you will be doing the project of designing your agency's prospectus. At home, you will need to work in the same small group that you were working in during the class time. Develop (in writing) the first part of that prospectus. This part will need to be not less than 300-400 words.

State what your agency's name is and present its logo. Give reasons why this name and logo have been chosen. Indicate the location of your agency and who works in it. Discuss the general orientation of your agency and what tours it offers. What do you provide your customers with (visa support, insurance, etc.)? What tour operators and tour wholesalers do you work with and why? What is your advertising policy?

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the first part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, and this is the most important part of the task, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that

part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking

1. Working on this unit you have learned a lot about travel agencies and travel agents. But even if you are going to work as a travel agent you need to know much about the work of tour operators and also with whom they need to cooperate to be successful. Actually, this cooperation is what the success of every travel agent depends on because without partnerships with tour operators travel agents simply cannot function at all. Read the text below about the partnerships tour operators need and try to understand it thoroughly for further discussion. Five sentences have been removed from the text and placed under it. Put them in their proper places. *You have 10 minutes for doing the task.*

Types of Business Partnerships All Tour Operators Need

Like the world around us, the travel industry is interconnected.

(1)

Ultimately, tour operators will increase their online bookings when they form these business partnerships:

With Offline Agents

Offline agents were the original players in the travel game.

Concierges and retail travel agents used to be the only source of reliable information about a new destination, but the Internet has changed the industry forever.

Now, concierges and retail agents are used to help personalize and customize travel itineraries.

(2)

They are considered a trusted source of local knowledge, and your bookings will increase when they promote your business.

With Online Agents

Developing a relationship with online agents is essential when you are a tour and activity operator in the 21st century.

Online travel agents will provide you with the online distribution you need in order to access niche markets, new travelers and customers you never would have been able to reach prior to the advent of the Internet.

(3)

It may be an investment to work with these agents, but the payoff is worth it when you reach a plethora of potential customers. (4)

With Each Other

It may seem counter-intuitive to work with other tour and activity operators, but the fact of the matter is that travelers today want to book package deals.

It is easier and more convenient to book a package that includes accommodation, meals and activities for one set price.

(5) This helps to reduce your marketing and promotional costs, and also allows you to reach a broader audience.

(the text is borrowed and modified from the Internet at <https://www.rezdy.com/blog/3-types-of-business-partnerships-all-tour-operators-need/> as of 23 April 2015)

A. By networking with other tour operators whose activities complement yours, you can create a desirable and affordable package for your potential customers.

B. For example, you could design a promotion with online agent, which would be targeted to a specific audience that would be interested in booking your tours or activities.

C. Tour operators and activity providers should focus on networking and developing business partnerships with others who are in the industry.

D. By developing relationships with concierges and other offline agents, you can ensure that your tours and activities will be recommended to their guests and clients.

E. Online agents to consider working with include online travel agents, daily deal sites, experiential gifting sites and government tourism sites.

2. On the basis of the text read, discuss in small groups of three or four students whether (if you were a tour operator) you would mostly be interested in partnerships with offline agents, online agents or other

tour operators. Why? Present the results of your discussion to all the other students in class. Every small group has 3 *minutes* for group discussion and 2 to 3 *minutes* for the presentation.

3. You can find some sites on the Internet where tour operators and travel agents can ask for consultations and advice. You will now hear four questions of the type that travel agents and tour operators often ask. After every question, your teacher will stop the recording. In a whole-group discussion try and formulate the best answer to that question. Then, you will hear the next question, etc. You are expected to do this task until the end of the class.

4. *Home-task:*

1) On the basis of everything you have discussed and read in this unit about the work of tour operators, write a 150-200-word essay on what that work should be like. Look up the instruction on writing your essay in the *Home Assignment Section, Unit 1, Step 6*.

Home Assignment Section, Unit 1, Step 6

1. On the basis of everything you have discussed and read in this unit about the work of tour operators, write a 150-200-word essay on what that work should be like: with what kind of travel agents tour operators should work, what kinds of tours to foreign countries and in the home country they should organize and how, what can be said about those tours, what the reputation of the tour operating company should be, how many people should work there and what their responsibilities should be, etc.

Instruction for writing the essay:

In the *Introduction* of one paragraph list the principal features of a tour operating company.

In the *Body* of three paragraphs: 1) discuss the structure of such a company, its staff and their responsibilities, what travel agents it should work with and why; 2) the tours it should offer; 3) its reputation features.

In the *Conclusion* write whether such a tour operating company can be set up in Ukraine. Why yes or why not?

Unit 2

MODELS OF HOLIDAYMAKING AND TYPES OF TOURISTS

Step 1. Introductory definitions

1. Hand in your project works and essays written at home to your teacher for checking and grading.



2. In the picture above you can see a typical package tour bus. Group package tours were once mentioned in *Unit 1*. Now it's time to discuss them in detail because they are probably the most spread and popular kind of tours in the tourist industry because of their convenience. What is a package tour and what are its distinctive features? Discuss this in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. Read the text (*10 minutes*) and decide how your ideas about package tours differ from those in the text. Talk over in a *5-minute* whole-class discussion what you prefer – how you have defined

them or how they are defined in the text. Which definitions are more accurate and all embracing? Why?

What Is a Package Tour?

A package tour is a travel package consisting of a combination of at least two of the following components:

- Transport.
- Accommodation.
- Other tourist services which are not associated with transport or accommodation but which form a significant proportion of the package.

To be a package tour, the tour offered by the tour operator must comprise a variety of services compiled to form a package and sold at an all-inclusive price. The tour must have duration of more than 24 hours or comprise one bed-night. Charter tours, cruises and coach trips with hotel stays and theatre packages are typical examples of package tours.

A package tour does not necessarily include transport. It may also be a package comprising hotel and a tourist service, such as an opera visit or tickets to a sports event. The only requirement is that the tourist service forms a significant proportion of the tour.

(the text is borrowed and modified from the Internet at <http://www.consumereurope.dk/Travel/When-you-travel/Package-tours/What-is-a-package-tour> as of 29 September 2016)



4. The picture above shows a family on a tour. In your idea, what types of tourists exist? Discuss this in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one

student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

5. Read the text (*10 minutes*) and decide how your ideas about types of tourists differ from those in the text. Talk over in a *5-minute* whole-class discussion what you prefer – how you have defined those types or how they are defined in the text. Which definitions are more accurate and all embracing? Why?

Types of Tourists

There are different types of tourists:

- **Adventurers** – They give very little importance to relaxation. They are always up to exploring places and taking challenges. Mainly youths and singles from both genders largely contribute to this type of tourism.

- **Budget Travelers** – They are economy-oriented tourists. Their touring decisions about places, travelling mode, and other related factors are largely dependent on their financial status.

- **Homebodies** – They are mainly relaxed tourists. They do not get into adventure. The tourists aged above 45 to 50 years belong to this type. The busy professionals under 45 years also belong to this type.

- **Moderates** – They plan their tour ahead, have a high inclination towards tourism but they do not get into sports or adventure activities.

- **Vacationers** – They plan touring during vacations such as summer break or Christmas break. They are not always sure of where and why they wish to visit.

A British Consultancy Henley Center has divided the tourists into four phases:

- **Phase I – Bubble Travelers** – They do not have much money as well as knowledge. They prefer packaged tours. They long to observe different cultures without being a part of them. They travel mostly out of curiosity.

- **Phase II – Idealized Experience Seekers** – They are confident tourists with the experience of foreign tours. They are flexible and comfortable. They prefer tour offers made for individuals.

- **Phase III – Seasoned Travelers** – These tourists are more affluent than the idealized-experience seekers. They are more confident

to experiment and experience different places and environments. They are more adventurous and prefer individualistic tours.

• **Phase IV – Complete Immersers** – These tourists have an intention of immersing completely into the foreign culture, heritage, culinary experience, and language. Their holidaying is well-planned but not well-structured.

In the above phases, the tourist goes through different phases and therefore also seeks different tourism options or destinations.

(the text is borrowed and modified from the Internet at <http://global-goose.com/travel-stories/> as of 29 September 2016)

6. *Home-task:*

1) Read the text about types of package tours in the *Home Assignment Section, Unit 2, Step 1*.

2) Use the text about types of package tours and the other information about such tours that you have discussed in class for writing a 150-180-word essay on your personal experience in some package tour if you have ever participated in one. If not, devote your essay to describing a package tour of your dream. Look up the instruction on writing your essay in the *Home Assignment Section, Unit 2, Step 1*.

Home Assignment Section, Unit 2, Step 1

1. Read the text below about types of package tours. Include information from the text into your essay.



Types of packages

The types of packages available in today's market are vast and varied. This ensures that all consumers' needs and desires are met. Package tours can be further broken down into specific tour types. Tours available range from Special-interest tours, Adventure tours, City or Regional tours, Group tours and Fully Escorted tours.

Special-interest tours are designed around a particular interest area which could include arts, food and wine, sport, culture or agriculture. Special-interest tours may include an expert or celebrity guide who relates to the theme of a tour (e.g., a gardening expert accompanying a garden tour, or an art expert accompanying an art tour).

Adventure tours are designed to allow the consumer to participate in their area of interest for the length of the tour and are more experience based. They generally are physical and require a certain level of fitness, however, can sometimes be modified to meet your needs depending on the other travelers. Some examples of this tour type include diving, rock or mountain climbing, horse riding, skiing or cycling.

City/regional tours normally last for one full day or less. They follow a fixed itinerary and will visit areas of interest in a specific place, whether that is historic, religious or cultural. Refreshments or meals are often included.

Group tours also follow a fixed and pre-arranged itinerary. They often only take place depending on the number of travelers, i.e. they require a certain number of travelers in order to go ahead or it becomes a financial loss rather than a profitable investment. It is also worth noting that there are a maximum number of travellers on group tours too, as determined by the mode of transport – a 56-seater coach can accommodate no more passengers and therefore the number limit is defined. Group tours are generally always escorted or a tour guide service is provided.

Fully escorted tours are often a good idea for solo travelers and especially women travelling alone. This type of tour offers a sense of security or overcomes language and cultural barriers. Also, these types of tours are often somewhat educational, the escort providing local, historical and cultural knowledge or insight gives the consumer more worthwhile experience and understanding of the country (place) visited.

From both a travel agent's and a consumer's perspective, package tours provide a number of advantages, which often outweigh the disadvantages.

(the text is borrowed and modified from the Internet at <http://www.slideshare.net/lykmrsnmndz/kinds-of-touras> of 3 September 2015)

2. Write a 150–180-word essay on your personal experience in some package tour if you have ever participated in one. If not, devote your essay to describing a package tour of your dream.

Instruction for writing the essay:

In the *Introduction* of one paragraph write what type of package tour you have taken part in and what you expected from it. If you have never taken part in a package tour, write what type of such a tour you would dream of taking part in and why.

In the *Body* of two paragraphs: 1) discuss the package tour you have taken part in and what its advantages were (if you have never taken part in a package tour, discuss where you would like to go and why and what advantages you expect and why); 2) discuss the disadvantages of the tour (if you have never taken part in a package tour, discuss what possible disadvantages can the tour of your dream have).

In the *Conclusion* write whether there were more advantages or disadvantages in the tour and whether you would go again on a similar tour. Why yes or why not? If you have never taken part in a package tour, conclude by saying whether the advantages in the tour of your dream outweigh the possible disadvantages and why.

Step 2. Information processing



1. Work in pairs. Tell your partner orally about what you have written in your essay and listen to what he or she has written (share your experiences of a package tour in which you have taken part in or speak about the package tour of your dream). Then, discuss your written essays. Read the essay written by your partner and let him or her read your essay. After reading, in turn, summarize orally what you have heard from your partner and read in his/her essay. Let your partner confirm that you have rendered his/her information right or let him/her correct you if you were inaccurate in rendering some information. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 20 minutes for pair work.*

2. Read the text about tailor-made travel (*10 minutes*). After reading, in groups of three or four students discuss: 1) what tailor-made travel is and how different it is from package tours; 2) whether it is more or less expensive than package tours and why; 3) what you would personally prefer – a package tour or tailor-made travel and why; 4) whether what the company offers in the text you have read sounds attractive to you – why yes or why not. Prepare a two or three-minute presentation on the results of your discussion and deliver it to the other students (everyone in the small group should render some part of your joint presentation). *You have 10 minutes for your small group work and 15 minutes to deliver the presentations of all the small groups.*



Tailor-Made Travel

We design self-drive tours of Scotland and private guided tours of the stunning Scottish Highlands and its magical Islands.

Unlike many travel operators offering holidays to Scotland, we are here in Scotland! All our travel consultants have an intimate knowledge of this country and can share their first hand knowledge and experience with you.

Our philosophy is to offer special holidays tailored to your individual requirements. We use our expert knowledge to seek out the best that Scotland has to offer – the best places to stay, the best experiences, the best routes, and we take away the hard work by arranging it all for you. And as each of our holidays is individually booked, you have complete freedom and independence during the holiday itself.

To experience Scotland is to discover a rich, colourful history and breathtaking scenery. Above all, it is our legendary warm welcome where new friends become old friends before you know it.

Our self drive tours of Scotland and private guided tours offer complete freedom of choice. The itineraries and accommodation shown are designed to give you a flavour of what is possible and can be tailored to suit your preferences. This allows you to explore your interests at your own speed and select your preferred style of accommodation, with our specialists' knowledge always at your disposal.

Experience the wild and romantic beauty of this glorious country from historic castles to majestic landscapes.

Scotland is a wonderfully romantic country with stunning scenery, old-fashioned hospitality and world-class accommodation.

Scotland is a land of astonishing contrasts and possesses a magical quality. With such a diverse landscape, wonderful wildlife and rich history there's just so much to see and do.

Scotland has a rich association with the arts, and has featured in a wealth of books, films and TV shows.

We firmly believe that your visit should be truly unforgettable.

(the text is borrowed and modified from the Internet at <https://www.absoluteescapes.com/Orkney-and-the-Far-North-Questions.html> as of 10 January 2016)



3. Listen (two times) to the questions addressed to the representative of the tailor-made travel company (the leaflet of that company you have just been reading and discussing) and the answers given to those questions. While listening, make notes of the questions and answers. After listening, try to reproduce the question-and-answer session just heard in pair work (one student asks questions, another answers them as a representative of the company). Finally, discuss in your pairs and make conclusions as to whether the company in question really provides good services. Are there any disadvantages in their services and can some improvements be made? Which? Share your conclusions with the other students in the whole-class discussion. *You have time until the end of the class.*

4. *Home-task:*

1) Besides package tours and tailor-made travel, there are other kinds of tours some of which you were discussing in Unit 1. Among the most popular are those that are sometimes considered as a specific variety of package tours:

- a) beach holidays;
- b) sea and river cruises;
- c) fishing tours / sports tours;
- d) eco tours.

Divide into four small groups of three-four students in each of the groups. In accordance with the task given by the teacher, the first group will be researching the Internet for information concerning beach holidays, the second group will be collecting the information about sea and river cruises, the third group are expected to find

information on fishing tours / sports tours and the last group on eco tours. After finding all the information you can, prepare a 6-7-minute presentation for the next class. In your presentation you should not only describe your type of tour, its advantages and possible disadvantages, average duration, prices and possible destinations but also explain to what types of tourists (out of those discussed by you in the preceding class) your kind of tour would be most suitable and appealing. Why? You should say whether for that particular type of tourist standard package tours (like coach tours) are suitable too. Why yes or why not? Get ready to answer other students' questions after your presentation.

Step 3. Presentations and their discussion



1. As your home task you were researching some kinds of tours. Now every small group of students should deliver the presentation that they have prepared (every member of the small group is expected to speak). Start by naming the kind of tour, its peculiarities, advantages and disadvantages, average duration, prices and possible destinations. Then, continue by explaining to what types of tourists your kind of tours would be most suitable and appealing. Why? You should also say whether for that particular type of tourists standard package tours (like coach tours) are suitable too. Why yes or why not? After your presentation, you are expected to answer other students' questions. Every small group has *6-7 minutes* for their presentation and *3-4 minutes* for the question-and-answer session. *The total time for work is 45 minutes.*

2. *Case study.* Divide the class into two groups: A and B. Each group should read attentively their case (case A or case B) – one case for one group, according to your teacher’s task. After reading your case, discuss in your group what kind of tour should be suggested to the tourist(s) in that case and write down your suggestions. Mention all the details: where the tourist(s) will go, what kind of tour it is, its duration, price, transport to the destination where the tour starts, accommodation and meals during the tour, excursions (including the optional ones) during the tour, all the other kinds of entertainment. When you finish compiling your offer, hand it in to the students from the other group. They should first read the case of the group whose offer was given to them, then read and discuss the offer and, finally, decide whether they would buy the suggested tour if they were the tourist(s) from the case. Why yes or why not? When they take their decision, they should make a two-three-minute presentation on that decision and the reasons for it. In this way, the work finishes with each of the two group’s presentation on their decision concerning the tour offer of the other group. *You have time until the end of the class.*

Case A (for group A)

John Brown, from Europe, has ten days to celebrate his 25th birthday. He wants to experience as many adventure attractions as he can before he returns home on Christmas day. He is a sports science consultant, does not eat meat, and wants to taste some national food. He wants to take photographs of wildlife and find new friends in the hostels in which he will stay. His backpack contains all his clothes and sleeping bag. He does not have enough money for fancy restaurant or expensive gifts.

Case B (for group B)

Tom and Rose, newly-weds from Europe. They’re planning an important trip to an unfamiliar destination. They want minimal trouble and maximum efficiency – no time-wasting logistical surprises, no battling tourist lines. They want to experience the destination like insiders, experience a country, city or particular place by connecting to its history, people, food and culture. The budget is unlimited.

3. *Home-task:*

1) Read the text about different types of travel in the *Home Assignment Section, Unit 2, Step 3*.

2) On the basis of the text read, write a 150-word essay on what two types of travel out of seven in the text you would recommend your travel agency to specialize in and give reasons for your recommendations. Look up the instruction on writing your essay in the *Home Assignment Section, Unit 2, Step 3*.

Home Assignment Section, Unit 2, Step 3

1. Read the text below about different types of travel. Include information from the text into your essay.



Different Types of Travel

Many people tell us that they would love to travel like we do, but it just doesn't fit with their lifestyle. We agree that the style of long term travel would not work for everyone. However, we also think that there are so many different types of travel out there that you are

bound to find something that works for you. None of these types of travel are good or bad as they each have their own advantages and disadvantages. You will probably find that you will end up enjoying several different types of travel throughout your lifetime. Here are some examples of travel styles:

1. The Weekend Break

So you love to travel, but you also love your 9-5 job and you don't want to give it all up to travel around the world for six months? Don't worry, you can still travel by taking short weekend getaways. Look for cheap airfare deals, fly out on Friday evening and return on Sunday and make the most of the short time you have.

2. The Package Holiday

The beauty of a package holiday is that all the work is done for you. You simply pick which beautiful beach you would like to be lounging on and your travel agent will make sure that everything is arranged. This is not one of the types of travel where you learn a lot about another culture or get to know the locals. It's all about spending a week or two having the time of your life in paradise!

3. The Group Tour

No matter what your interest is, from art history to ghosts, to cheese-making, to fishing, there is a group tour out there for you. Your itinerary is usually packed with many different activities so you will never be bored. The advantage of a group tour is that you will be automatically thrown into the mix with a lot of people who share your interests and you will probably make some new friends. However, some people prefer the freedom of independent travel.

4. Long Term Slow Travel

Long term slow travel is when you take several months or years to make your way around the world, staying in each location for long enough to really soak up the culture. Long term travelers are often budget backpackers, trying to make their travel fund stretch for as long as possible by staying in hostels and looking for cheap food and attractions. Rather than other short term types of travel, long term travel often becomes more of a lifestyle choice.

5. Visiting Friends or Relatives

Another one of the many types of travel is when you go to visit friends and family who live abroad. Because you have someone to stay with, you are usually able to afford to stay a bit longer than you could if you were paying for accommodation. Your friends and family abroad are

always offering for you to stay, so why not take them up on the offer? An advantage of this is that you will get the insider perspective on the culture that comes with staying with a local. The only downside is that when you are a guest in someone's home you will not always have the freedom to explore on your own.

6. *Event Travel*

This is when you travel to a destination specifically to attend an event, such as the London 2012 Olympics, the 2014 Brazil FIFA World Cup. It might also include attending a music festival or following your favourite band around on tour. One of the main advantages to these types of travel experiences is that you will be visiting alongside thousands of people who share the same interest as you.

7. *Business Travel*

The best thing about traveling for business is that usually your company is footing the bill. Being paid to fly first class and stay in luxurious hotels at someone else's expense is a great way to see the world. While you do not have a choice of where you go and you will be spending a lot of your time working, getting paid to travel rather than being stuck in a cubicle is a great way to spend your working week.

(the text is borrowed and modified from the Internet at <http://global-goose.com/travel-stories/> as of 02 February 2016)

2. Write a 150-word essay on what two types of travel out of seven in the text you have read you would recommend your travel agency to specialize in and give reasons for your recommendations.

Instruction for writing the essay:

In the *Introduction* of one paragraph write what two types of travel out of seven in the text you would recommend your travel agency to specialize in.

In the first paragraph in the *Body* discuss the first type of travel that you recommend and give reasons why you recommend it.

In the second paragraph in the *Body* discuss the second type of travel that you recommend and give reasons why you recommend it.

In the *Conclusion* summarize the benefits for your travel agency to specialize just in those two types of travel.

Step 4. Continuous simulation and project work



1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were establishing your own travel agency when working on Unit 1. Now you are going to discuss what kinds of package tours your agency is going to organize (where, of what duration, in what price categories, what your target category(s) of customers is/are going to be, etc.). What other types of travel, besides package tours, are you going to be engaged in? Why yes or why not? Will you be engaged in promoting and organizing tailor-made travel? Why yes or why not? What are you going to do to advertise and promote your tours and who will be responsible for that? Take notes of all your decisions and prepare a presentation on that. *You have 40 minutes for the small group discussion.*

2. Now every small group is expected to give a ten-minute presentation to the rest of the class to outline everything concerning the tours organized and promoted by your travel agency. Every member of the small group should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

3. *Home-task:*

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the second part of your travel agency's prospectus. This part, just as the first one, will need to be not less than 300–400 words.

State what kinds of package tours your agency organizes (where, of what duration, in what price categories, what your target category(s) of customers is/are, etc.). What other types of travel are you engaged in? Are you engaged in promoting and organizing tailor-made travel?

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 5. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the second part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading.

Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking

1. Read the text below about types of tourism and try to understand it thoroughly for further discussion. Thirteen subheadings have been removed from the text and placed under it. Put them in their proper places. *You have 10 minutes for doing the task.*

Types of Tourism

1.

It involves tourism of organized large groups of people to special tourist locations. It is a traditional way where the daily program is fixed by the tour organizer. It is a social activity with sightseeing and other activities, for example, visiting religious places, theme parks, boat cruises, resort towns.

2.

It includes individually organized tours to find first-hand information about a place, local culture, and environment. For example, a biking tour.

3.

It is touring for conducting business transactions, attending business meetings, workshops, or conferences. The objective of business tourism is mainly professional.

4.

It includes tourism for improving one's physical or spiritual well-being. For example, vacation at a yoga or rehabilitation center.

5.

It is tourism at places famous for pristine nature and serene beauty. The main objective is to experience and enjoy nature such as farms and wildlife. Ecotourism is a part of this type of tourism.

6.

This type of tourism has an objective of understanding the local history of the place, foods, local productions, and local culture.

7.

It includes tours conducted among relatives, friends, and others.

8.

It includes travelling to escape from routine life. This is often done for enjoyment, amusement, or pleasure. For example, camping or beach visit.

9.

It is conducted with a clear objective such as climbing a mountain, touring around the world, or learning local culinary arts or languages.

10.

It is tourism for attending some sports event such as World Cup Cricket Match, FIFA, or Olympics.

11.

It involves travelling to places of religious significance such as Golden Temple in India, Mecca in Saudi Arabia, Bethlehem, and other such places.

12.

It involves travelling to improve one's health. It is with the objective of visiting weight-loss camps, naturopathy centers, and health resorts.

13.

It involves tourism for adventurous activities such as rock climbing, bungee jumping, sky-diving, hiking, horse-riding, surfing, rafting, or skiing.

The list of subheadings

- A. Pleasure
- B. Adventure Tourism
- C. Alternative Tourism
- D. Religious Tourism
- E. Mass Tourism
- F. Business
- G. Sports Tourism
- H. Active Tourism
- I. Recreational Tourism
- J. Social
- K. Nature
- L. Cultural
- M. Health or Medical Tourism

(the text is borrowed and modified from the Internet at <http://www.technofunc.com/index.php/domain-knowledge-2/travel-and-tourism-domain/item/types-of-tourists> as of 28 October 2015)

2. On the basis of the text read, discuss in small groups of three or four students which types of tourism are the easiest to deal with for tour operators and travel agents and which are the most difficult. Why? Which are more profitable and which are less profitable for tour operators and travel agents? Why? Present the results of your discussion to all the other students in class. Every small group has 3 minutes for group discussion and 2 to 3 minutes for the presentation.

3. You will hear the statements of four holiday-makers' preferences when travelling during holidays. After every statement, your teacher will stop the recording. In a whole-group discussion try and formulate the advice from a travel agent to that particular customer – what particular kind of tour could be recommended to him or her. Then, you will hear the next statement, etc. You are expected to do this task until the end of the class.

4. *Home-task:*

1) Summarize in writing (200-300 words) everything you have learnt in this unit about: types of tourists, types of tourism, types of travel, package tours and tailor-made travel. At the beginning of the next class, hand in your written work to your teacher for checking and grading.

Unit 3

FAIRS AND EXHIBITIONS IN HOSPITALITY AND TOURISM

Step 1. Introductory definitions and continuous simulation

1. Hand in your summaries about: types of tourists, types of tourism, types of travel, package tours and tailor-made travel written at home to your teacher for checking and grading.

2. In the leaflet below, you can see some advertisements of tourism and hospitality fairs and other similar events in Austria. Read the leaflet attentively and individually write a 100-word summary of all the advertised events: what the events are devoted to, where they are held, what specific specialists in tourism and hospitality they may interest. After writing, hand in your summaries to your teacher for checking and grading. *You have 20 minutes for doing the task.*

AUSTRIA	
INNSBRUCK 19.09.2016 – 22.09.2016	FAFGA '16 Alpine Superior Trade Fair for Catering, Hotel and Design
TULLN 04.10.2016 – 06.10.2016	GESUND & WELLNESS TULLN Health & Wellness Exhibition. Health/Spa & Wellness Holidays
LINZ 14.10.2016 – 16.10.2016	GESUND & WELLNESS und REISEN & URLAUB Health & Wellness Exhibition (Health/Spa & Wellness Holidays) and Travel & Holiday Exhibition
KITZBUEHEL, TYROL 17.10.2016 – 19.10.2016	GWS - Global Wellness Summit (10th edition) GWS is an international gathering that brings together leaders and visionaries to positively impact and shapes the future of the global wellness industry. GWS includes pre- and post-Summit Tours (Oct.15 and Oct.20)
VIENNA, Voesendorf 18.10.2016 – 19.10.2016	BTB - Bus. Travel. Business Austria's and Central Europe's trade fair for the Bus & Group Tourism industries

VIENNA 19.10.2016 – 22.10.2016	LEBENSLUST Die Erlebnismesse fuer aktive Senior/innen. Spring Senior's Fair Vienna (Fair for the 50+ generation)
WELS 19.10.2016 – 23.10.2016	CARAVAN SALON AUSTRIA Camping & Tourismus. Alle Neuheiten fuer Camping & Caravaning. Nationale und internationale Campingplaetze. Camping & Tourism. Camping & Caravanning innovations. National and international Campsites are presented.
INNSBRUCK 19.10.2016 – 21.10.2016	The ALPS An Alpine Tourism event organized by AlpNet. The AlpNet-Network currently unites European tourism partners from France, Switzerland, Austria and Italy. October 20: Trade Exchange. October 21: the ALPS Symposium (focused on the "Future of Winter Sports")
SALZBURG 05.11.2016 – 09.11.2016	ALLES FUER DEN GAST (Herbst) International Autumn Trade Fair for Hotels and Catering
VIENNA 12.01.2017 – 15.01.2017	FERIEN - MESSE WIEN International Tourism Trade Fair for Holidays, Travel and Leisure.
OETZTAL, LAENGENFELD March 2017	WTM connect Ski 2017 International Ski Travel Market (ISTM). Exclusive B2B event bringing together up to 80 European and North American resorts, tourist boards, private sector ski properties and inbound ski travel suppliers with up to 80 outbound ski tour operators and private travel arrangers. Pre-scheduled appointments
SALZBURG 16.02.2017 – 19.02.2017	DIE HOHE JAGD & FISCHEREI International Fair for Hunting, Fishing, Adventure in Nature & Travel
VIENNA April 2017	HOTEL UND GAST WIEN International Trade Fair for Hoteliers, Restaurants and large-scale Catering Operators

(borrowed from <http://www.world-tourism-exhibitions.com/> as of 3 November 2016)

3. On the basis of the preceding task, in small groups of 3 or 4 students discuss and define what tourism and hospitality fairs and other similar events are, what their purpose is, how useful they are for people working in tourism and hospitality business and why such people always try to attend such events. What are the benefits and risks of attending them? *You have ten minutes for small group discussion. After the discussion, one student from each of the small groups will be requested to make a short presentation of the conclusions made (not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters).*

4. Read the text (*10 minutes*) and decide how your conclusions differ from those in the text about attending trade fairs and other similar events. Talk over in a *10-minute* whole-class discussion what benefits and risks of attending such events you have not mentioned and what benefits and risks mentioned by you were omitted in the text you have read.

Benefits and Risks of Trade Fairs and Exhibitions

Consider the benefits and risks to your business when deciding to exhibit your product or service. These will be different for each event; however, there can be a lot to gain from promoting your product in person within a different environment.

Benefits

Trade fairs are generally targeted at an industry and people involved or interested in that industry. Exhibiting at a trade fair can be a great way to advertise to a target market and create brand awareness.

Exhibitions are open to a large and sometimes diverse range of audiences (usually the general public). This provides you with a platform to promote your product or service to a broader group that may have little or no knowledge of your products and services.

Depending on your type of business, product and market testing can be carried out at trade fairs and exhibitions to gain industry or general opinion about your offering.

Being involved in a trade fair or exhibition can provide you with opportunities to branch out to business-to-business trading and create a customer database from the visitors to your display booth.

Risks

It is also important to ensure that you have thoroughly researched attending a trade fair or exhibition, and if you have a business adviser, discuss it with them. There are risks involved and you need to be aware of those risks in the planning stages:

- Trade fairs require at least a day and probably more of your time.
- Travelling to trade fairs can be costly.
- Displaying at a trade fair can also be costly.
- There will probably be quite a bit of competition at all fairs.

Choosing the wrong trade fair to exhibit your business's products or services can result in displaying to the wrong audience. Poor promotion can mean the costs of attending the trade fair outweigh any revenue you gain.

Deciding to attend

You might find attending trade fairs is worthwhile if you have:

- enough funds to cover attendance, display and other associated costs;
- worked out how many clients you'll need to obtain to generate a return on your investment;
- visited a trade fair at which you're contemplating exhibiting and you're confident that a suitable number of contacts attend;
- worked out a way to capture people's attention;
- have sufficient product literature.

Related links

- Find out how to convert potential customers into real clients.
- Make sure your sales skills are top notch.
- Learn more about marketing.

(the text is borrowed and modified from <https://www.business.qld.gov.au/business/running/marketing/promoting-business-show-exhibition/benefits-risks-shows-exhibitions> as of 3 November 2016)

5. *Continuous simulation.* Work in the same small groups of four or five students in which you were doing continuous simulation assignments when working on the two preceding Units. Discuss in your small groups in what tourist fair (one) and what tourist exhibition (also one) out of the list of those being held in Austria (see at the beginning of this Unit) it would be worthwhile for your travel agency to participate and why. Also discuss what preliminary preparations you should make to get all the benefits from participation and minimize the risks (use the

information from the text that you have just read for that part of your discussion). Get ready to prepare (as a home task) an oral presentation on your discussion results and a written report on those results. *You have time until the end of the class.*

6. *Home-task:*

1) Read an additional text about the differences between trade fairs and exhibitions in your *Home Assignment Section, Unit 3, Step 1*.

2) In the same small groups that you were doing task 5 in class and on the basis of your in-class continuous simulation as well as the text read when doing the preceding home-task decide: where you will finally choose to participate – in a trade fair or in an exhibition in Austria (out of those two that you have chosen in class you can choose only one – either a fair or an exhibition). Why? What benefits do you see in participating in a fair instead of an exhibition or vice versa? What should your preparations be for making such participation successful? Prepare a 5-minute presentation on the results of your discussions in class and at home. Get ready to answer other students' questions after you deliver your presentation.

3) On the basis of everything you have done, write a 200-word report on your decision to participate either in a fair or an exhibition in Austria. Look up the instructions on writing your report in the *Home Assignment Section, Unit 3, Step 1*.

Home Assignment Section, Unit 3, Step 1

1. Read the text below about the differences between trade fairs and exhibitions. Use this information in your following discussion and in your reports.



Trade Show, Fair or Exhibition?

The question is – are there any material differences between those? Or maybe these are all the same events, only that there is more than one description to it?

In theory, different words are meant to describe *different* types of events.

Trade Show, as name implies, is an event where companies in a specific industry gather to showcase and demonstrate their new products and services. In general Trade Shows are business-to-business (B2B) type of events; they are not open to the public and are meant to be attended by company representatives, industry officials and (of course!) press. Usually Trade Shows are organized and sponsored by trade associations for specific industries, so they are perfect networking platforms for industry professionals.

Trade Fair, on the other hand, is a more business-to-client or customer (not only consumer!) type of event. Companies gather not only to showcase their products and services, but also to sell and market them. Trade Fairs (or simply Fairs) are open to anyone interested and can cover a few industries at the same time. They tend to take place over 3-5 days, sometimes even longer.

An exhibition has the least of sales element in it; the primary objective is to showcase products and services. Usually exhibitions cover one industry at a time and are geared towards building general image of a company/brand.

Expo, or *Exposition*, is somewhere in the middle between a Trade Show and an Exhibition. An expo is open to the public, but focuses very much on business networking as well, especially export opportunities. Expositions are very large scale events, usually international and covering many industries; they may have government support and a lot of government organizations as exhibitors.

In practice, all of those types blend into one and differences – if they still exist – may be very hard to notice. Nowadays it would be very hard to find a Trade Show which is not open to the public, or a Trade Fair without a “trade day”, when only industry professionals and media are allowed to attend. The same can be said about focus on export: although traditionally attributed to Expos, it is hard to imagine any Trade Show or Fair where participants would not be interested in finding clients from abroad.

In addition, some people, companies or even countries prefer one term over the other. For example, the term “Trade Show” is very popular in the US, whereas “Trade Fair” is traditionally more the UK term.

(the text is borrowed and modified from Diana Sanders, February 22, 2013, Trade Show, Fair or Exhibition?)

2. In the same small groups that you were doing task 5 in the last class and on the basis of your in-class continuous simulation as well as the text read when doing the preceding home-task decide: where you will finally choose to participate – in a trade fair or in an exhibition in Austria (out of those two that you have chosen in the last class you can choose only one – either a fair or an exhibition). Why? What benefits do you see in participating in a fair instead of an exhibition or vice versa? What should your preparations be for making such participation successful? Prepare a 5-minute presentation on the results of your discussions in class and at home. Get ready to answer other students’ questions after you deliver your presentation.

3. On the basis of everything you have done, write a 200-word report on your decision to participate either in a fair or an exhibition in Austria. Imagine that the task of writing the report was given by the director of your travel agency. There should be only one report from each of the small groups.

Instruction for writing your report:

Title the first paragraph “Introduction” and indicate that the report was written at the request of the director of your travel agency. Indicate that the report is devoted to your travel agency’s participation in a trade fair or an exhibition in Austria.

Title the second paragraph “Trade Fair or Exhibition?” and write where you decided to participate – in a trade fair or an exhibition – and why. What benefits of your choice do you foresee?

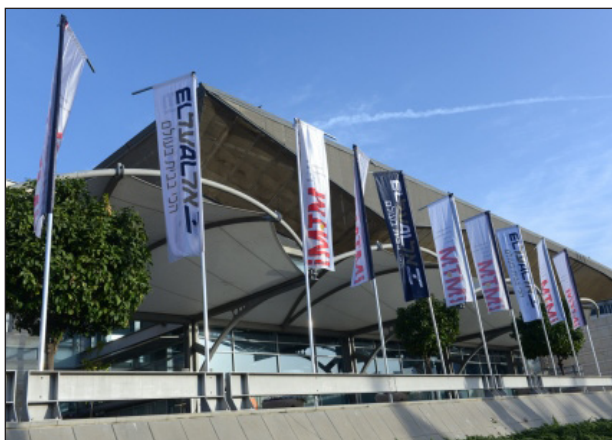
Title the third paragraph using the name of the trade fair or exhibition that you have chosen. Describe the trade fair or exhibition where you are going to participate using the information from the leaflet at the beginning of this Unit.

Title the fourth paragraph “Preparations” and discuss what specific preparations should be made for your successful participation in the particular fair or exhibition chosen by you.

Title the last paragraph “Conclusion” and summarize the benefits for your travel agency you foresee from the participation in the particular fair or exhibition chosen by you.

Step 2. Presentations, their discussion and information processing

1. Hand in your reports written at home to your teacher for checking and grading.



2. *Continuous simulations.* As your home task you were preparing presentations about trade fairs or exhibitions in Austria where you were planning to participate. Now every small group of students should deliver the presentation that they have prepared (every member of the small group is expected to speak). Start your presentation by stating in what trade fair or exhibition in Austria you are going to participate. Why? Discuss that fair or exhibition. What benefits do you see in participating in that fair instead of an exhibition or vice versa? What should your preparations be for making such participation successful? After your presentation, you are expected to answer other students' questions. Every small group has 5 *minutes* for their presentation and 2-3 *minutes* for the question-and-answer session. *The total time for work is 30 minutes.*

3. *Case study.* Study attentively the text of an announcement of an international event below (*you have 3 minutes for reading*).

DORTMUND

30.11.2016 – 01.12.2016

EHE – European Hotel Exhibition 2016
Exhibition and Congress. EHE is a global hotel trade event focusing on three main areas: hotel designing, constructing & remodeling, hotel styling & decoration, hotel operation. EHE CONGRESS hosts international speakers and offers a programme covering all current and future trends.

(borrowed from <http://www.world-tourism-exhibitions.com/> as of 3 November 2016)

After finishing studying the announcement, work in small groups of three to four students. Discuss (*five minutes*) whether this exhibition can be interesting only for those who are engaged in hotel business or for those who are engaged in tourism business, too. Why or why not? Present your ideas to the other students in a short *3-minute talk*. *You have 25 minutes for doing the task.*

4. Listen (two times) to a journalist interviewing a participant of a travel fair. Then, answer your teacher's factual questions about the conversation heard (whole-class work). *You have 10 minutes for doing the task.*

Questions:

- 1) *What was the name of the fair and where was it held?*
- 2) *When was it held?*
- 3) *Why did the participant take part in the fair?*
- 4) *How many times did the interviewee participate in the fair of this name?*
- 5) *What did the interviewee say about the fair concerning his first participation in it?*

5. Home-task:

1) Individually, do Internet search at home. Find on some tourist web sites in English information about a tourist fair or exhibition that either has already been held or is coming soon. Collect all the information about that fair or exhibition. Imagine that you have

already taken part in that fair or exhibition as a representative of your travel agency. Prepare a 5-minute presentation on that participation as a kind of oral report for the benefit of your colleagues and superiors. Start by giving the full details of the fair or exhibition where you have taken part. Continue by telling the listeners how you prepared for such participation and what you were actually doing when participating in the fair or exhibition. Get ready to answer your listeners' questions.

Step 3. Presentations, their discussion and information processing



1. As your home task you were preparing some individual presentations about your imaginary participation in one of the tourist fairs or exhibitions that you have researched on the Internet. Now deliver those individual presentations that you have prepared. Every presenter has *five minutes* for the presentations and not more than *two minutes* for answering other students' questions. *The total time for the task is 80 minutes (the entire class time).*

2. Home-task:

1) Read the text in *Home Assignment Section, Unit 3, Step 3* about a tourist trade show in Indonesia. It should be understood in all details in order to do the following task.

2) Individually, write a 100-150-word report to the director of your travel agency describing the tourist event you have just read about and giving recommendations as to your agency's participation

in it. Look up the instructions on writing your report in the *Home Assignment Section, Unit 3, Step 3*.

Home Assignment Section, Unit 3, Step 3

1. Read the short promotional text below about a tourist trade show in Indonesia. It should be understood at length in order to do the next task



About the Show:

FHT Bali is recognized as the platform for Indonesia's food, hospitality and tourism industry, and provides the perfect opportunity to meet face to face with potential clients and reconnect with existing customers. Now in its 11th trade show, this premier international food, hospitality and tourism event attracts key trade-only buyers from the region's leading resorts, hotel chains, restaurants, importers and provides an undisputed entry point into this thriving and lucrative tourism market.



Over 1,300 exhibitors will showcase the latest products, innovations, technologies and services to supply the massive growth

in Indonesia's hospitality sector. Food, Hotel and Tourism Bali this year provides the most cost-effective way to increase your business in Asia's most exciting hospitality and tourism market.

The show will be attended by decision makers, major importers, distributors and agents. The last trade show attracted 10,089 attendees from the region. The Indonesian government is targeting 20 million tourist visits by 2020, driving massive investment into Indonesia's hospitality, food service and tourism sector.

(the text is borrowed and modified from <http://fhtbali.com/about/about-fhtbali-2018/> as of 8 November 2016)

2. Individually, write a 100–150-word report to the director of your travel agency describing the tourist event you have just read about and giving recommendations as to your agency's participation in it.

Instruction for writing your report:

Title the first paragraph "Introduction" and indicate that the report was written at the request of the director of your travel agency. Also indicate that the report is devoted to your travel agency's participation in the trade fair in Indonesia.

Title the second paragraph "FHT Bali Trade Show" and give full information about that trade show that you have obtained from the text.

Title the third paragraph "Recommendations" and say whether you recommend or not to participate in the show. Why yes or why not?

Step 4. Development

1. Hand in your reports written at home to your teacher for checking and grading.



2. Read the advertisement leaflet about the Ukraine International Travel & Tourism Show (UITT) which is certainly worth being attended by anyone working in tourism business in Ukraine. After reading fill in (on a separate sheet of paper) the application form for participating in the show. *You have 15 minutes for individual work.*

About UITT

The Ukraine International Travel & Tourism Show (UITT) is universally recognized as the leading travel industry event in Ukraine. With over 50 destinations and a substantial audience, UITT is an effective way to build your business in Ukraine.

UITT is supported by:

- World Tourism Organization (UNWTO);
- The Parliament of Ukraine;
- Ministry of Economic Development and Trade of Ukraine;
- Kyiv City State Administration.

By exhibiting at UITT, you will be able to fulfil the following aims:

- explore export markets;
- establish large numbers of valuable contacts;
- arrange meetings with current customers;
- launch a new product / service;
- recruit new agents / distributors;
- assess the competition;
- build media relations;
- build brand image;
- carry out market research and gain up-to-date market intelligence;
- build customer loyalty;
- build upon or develop the corporate identity.

Visitor Profile:

UITT attracts professionals involved in:

- Booking business travel;
- Planning & organizing meetings;
- Managing a budget for business travel;
- Setting a budget and devising policy for business travel;

- Managing business travel policy compliance;
- Managing company budgets / expenses in general.

Exhibitor Profile:

Exhibitors at UITT include:

- Accommodation: Villas & Apartments;
- Activity & Adventure Travel;
- Airports;
- Airport Services;
- Business & Incentive Travel;
- Camping;
- Car Rental;
- Coach Operators;
- Conference & Incentive Facilities;
- Conventions & Visitors Bureaus;
- Cruise Lines & Ferries;
- Disabled Travel
- Eco-Tourism;
- Educational Travel;
- Ground Handlers;
- Hotels;
- Insurance & Banking;
- International Organisations;
- Luxury Services;
- National / Regional Tourist Boards;
- Reservations Systems & Telecommunications;
- Safari;
- Skiing Holidays;
- Ticketing Services;
- Tour Operators;
- Tourist Attractions;
- Trains;
- Travel Trade Associations;
- Training & Recruitment Services;
- Travel Agencies;
- Yachting.

(the text is borrowed and modified from <http://www.uitt-kiiev.com/eng/exhibition> and <http://uitt-kiiev.com/eng/sections> as of 1 November 2016)

Application Form

Exhibiting at UITT is the perfect opportunity to enter the Ukrainian market, to establish new business contacts and to support your product.

*Last name	<input type="text"/>		
*First Name	<input type="text"/>		
Patronymic name	<input type="text"/>		
*E-mail	<input type="text"/>		
*Company name	<input type="text"/>		
*Job title	<input type="text"/>		
International phone code	<input type="text"/>	Number	<input type="text"/>
International phone code	<input type="text"/>	Fax	<input type="text"/>
*Post code	<input type="text"/>		
*Country	<input type="text"/>		
Region	<input type="text"/>		
*City	<input type="text"/>		
*Address (street/house number)	<input type="text"/>		
Web site	<input type="text"/>		
Sphere of activity	<input type="text"/>		
Requested stand size	<input type="text"/>		

* Required fields

(borrowed and modified from <http://uitt-kiev.com/eng/applicationas> of 1 November 2016)

3. *Role plays.* Work in pairs. One of you is a potential participant in the UITT show. You have submitted your application for participation but you have some doubts whether it is advisable for you to attend and exhibit the services of your travel agency there. Talk to a representative of UITT organizing personnel and ask him or her questions concerning the show itself (who supports it, what your travel agency will be able to achieve by exhibiting at that show, what kinds of visitors and exhibitors you will be able to contact there). After answering your questions, the UITT representative who has got your completed application form (give it to him or her before the start of the role play) will ask you questions concerning your travel agency, what help you need in organizing your contacts with those visitors and exhibitors at the show that you are most interested in, what you want to have in your exhibition area in accordance with the size of the stand that you have requested in your application form, what equipment you need in your exhibition area and whether you will bring it with you or rent it from the organizers. Discuss whether you will be exhibiting all the five days that the show will last or less. Finally, discuss the prices that you will have to pay. Then, change roles (the organizer will become a potential exhibitor and the potential exhibitor will undertake the role of show organizers' representative). Repeat the same role play but introducing changes in the conversation in accordance with the change of the potential exhibitor's travel agency and changes in his or her requests and requirements. *You have half an hour for doing the task.*



4. Listen two times to the second part of the interview with a participant of the TOUREST Fair in Tallinn, Estonia (you heard the first part of the interview when working on the second Step in this Unit). The fragment of the interview that you are going to hear is devoted to the premises – the Estonian Fairs exhibition centre and its halls where that fair is held. After listening, shortly describe in writing that centre, its halls and other premises for exhibition and fair purposes. Make your description of not more than 100 words. *You have 25 minutes for doing the task.*

5. Working on this Unit, you have discussed a great number of tourist fairs, exhibitions and shows. Now in the whole-class discussion, decide which of these events most of you have liked best. Why? Choose one event that seemed the most appealing to the majority of students in your group. Give reasons for this preference. *You have time until the end of the class.*

6. Home-task:

1) Read one more text about an annual international tourist exhibition in Israel (see *Home Assignment Section, Unit 3, Step 4*). After reading, write an abstract of that text (giving only the important information in not more than 50-70 words.

Home Assignment Section, Unit 3, Step 4

1. Read the text below about an annual international tourist exhibition in Israel. After reading, write an abstract of that text giving only the important information in not more than 50-70 words.

EXHIBIT
IMTM is the largest annual professional tourism fair of its kind in the Eastern Mediterranean and the other international tourism fairs. It serves to promote incoming tourism, domestic tourism and outgoing tourism, as well as to strengthen cooperation among tourism bodies in Israel and elsewhere in the world.

VISIT
As IMTM travel professional visitors are afforded the perfect opportunity to experience Israel "in the flesh" while meeting with local colleagues, IMTM is the meeting place for travel executives and decision makers interested in catching up on the latest trends in the Israeli and regional incoming, domestic and outbound travel markets.

NETWORKING
IMTM gives tourism professionals an opportunity to meet with colleagues, buyers and suppliers. Eco-tourism, wellness or cultural tourism, beach holidays or city breaks, package deals or tailor-made trips... All these options can be seen on-site and discussed during the conferences, events and presentations that are held in conjunction with the exhibition.

IMTM 2017 is the 23rd annual international tourism exhibition. It is held in **Tel Aviv 7-8 February 2017**. IMTM is the official and only professional exhibition for the tourism trade market in Israel. It is also the meeting place and trendsetter for the global and local tourist industry.

Capture YOUR share of this quality travel market at **IMTM 2017**. Per capita, Israelis travel abroad more than any other nation in the world and make 4,000,000 high budget trips per year, averaging 4-10 day stays – the Israeli travelling public being always thirsty for both exotic and classic destinations.

IMTM features exhibitors representing just about every aspect of Israel's tourism market – incoming tourism, domestic tourism and outgoing tourism, alongside a significant number of exhibitors from overseas. The fair is highlighted by professional workshops, seminars and press conferences. IMTM is also attended by groups of agents from abroad with the framework of tours to Israel organized by the Israel Ministry of Tourism.

Pavilion 2 at IMTM

The ever-evolving world of events and exhibitions together with our desire to herald innovation and innovate ourselves have combined to form one of the most impressive and complex ventures today at IMTM – *Pavilion 2*, which cost around 350 million (in Israeli currency) to build. It is a smart, versatile space, the only one of its kind in the Middle East, which allows literally every dream to come true. The pavilion stretches across 50,000 sq. m. and rises to a height of 20 metres without the use of pillars. The central space can be divided using acoustic partitions that have been developed specifically for this project, which can accommodate a number of events simultaneously and in perfect harmony and with unparalleled sound quality.

The innovative and steadfast floor foundations allow lorries to reach all the way to the other side; its ceiling pillars can withstand extremely heavy loads which will allow exhibitions at a standard never before seen in Israel.

Pavilion 2 can host standing room-only events on an exceptionally large scale, grandstand performances which provide quality vantage points from any point in the pavilion, interactive exhibitions, exhibitions which require advanced logistics and technologies, large scale stage performances, circuses, mass examinations and extraordinary

parties, alongside exclusive boutique events with uniquely complex technical specifications.

In addition to the one-of-a-kind central space, Pavilion 2 also offers 2 luxurious state-of-the-art convention halls, a magnificent roof overlooking Tel Aviv which can accommodate open air events, a splendid entrance lobby, conference rooms, an underground parking lot and a cafeteria.

(the text is borrowed and modified from <http://www.imtm-telaviv.com/> as of 8 November 2016)

Step 5. Continuous simulation and project work

1. Hand in your abstracts written at home to your teacher for checking and grading.



2. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing continuous simulation tasks when working on this and the two preceding Units. Now you will role play all the important situations of your imaginary participation in one of the tourist fairs, shows or exhibitions. First, decide what fair, show or exhibition it is going to be (it may be one of those that you have read about or discussed when working on this Unit or any other, for instance, the one researched by you on the Internet). Next, decide what two members of your small group will play the roles of your travel agency's representatives who participate in the chosen fair, show or exhibition. All the other members of your small group will

play the roles of those people with whom your representatives are having talks during the fair/show/exhibition. Finally, role play:

a) a conversation with a potential customer(s) who plan(s) to buy tours from your travel agency on a regular basis and is/are interested in the agency itself (the tours and types of travel it specializes in and their destinations, types of tourists that your agency preferably serves, the tour operators it works with, prices, conditions, etc.);

b) talks with one or two representatives of some tour operator with whom you are interested in working in partnership; they are less interested in your travel agency than you are in them, so they will ask you a lot of questions concerning your agency and its work and will try to impose on you such conditions of cooperation and partnership that are the most beneficial for them – however, you may still finish the talks with a plan to collaborate and to sign a partnership agreement or you may agree either to continue the talks later or to stop them without any intention of resuming;

c) talks with one or two representatives of some tour operators who are interested to work in partnership with you; you are less interested in them than they are in you, so you should ask them a lot of questions concerning their work and may try to impose on them such conditions of cooperation and partnership that are the most beneficial for you – you may also finish the talks with a plan to collaborate and to sign a partnership agreement or you may agree either to continue the talks later or to stop them without any intention of resuming;

d) talks with one or two representatives of some tour wholesalers; you are mutually interested in a partnership agreement, so both sides ask each other a lot of questions concerning their work and suggest mutually beneficial conditions of collaboration and partnership – you may finish the talks with a plan to elaborate and sign a partnership agreement.

You have 30 minutes for doing the task.

3. *Continuous simulation.* Now summarize all the talks that you were conducting during the fair, show or exhibition in a *five-minute* presentation to be delivered at your agency as a report on your activities and achievements when you return home. Deliver that oral report to the other students in class who will impersonate the staff of your agency who have not participated in the exhibition.

Answer their questions. Remember to mention in your oral report with whom you were having talks, about what, whether the talks were difficult or simple and why, what results have been achieved and what your suggestions for the future are. *You have 30 minutes for doing the task.*



4. Write a 100-150-word report on the basis of your presentation to be submitted as an official document to your superior at the travel agency. Design your report following the instructions below:

Title the first paragraph "Introduction" and indicate in which tourist fair, show or exhibition you were participating, when and where it was held. List those with whom you had talks and what was the subject of each of the talks.

Title the second paragraph "Results of the talks" and discuss what results have been achieved in all those talks.

Title the last paragraph "Recommendations" and make your suggestions as to the future actions to follow the results achieved during the fair, show or exhibition.

Every member of each of the small groups writes his or her report individually independently of the other members of the same group. After finishing your written report, hand it in to your teacher for checking and grading. *You have time until the end of the class.*

5. Home-task:

1) *Project work.* Work in the same small groups that you were working when doing continuous simulations during the class time. Develop (in writing) the third part of your travel agency's prospectus. This part will need to be written in 200-300 words. Write about your

agency's policy in what concerns participation in tourist fairs, shows and exhibitions: how regularly you participate in them, whether you attend such events only in your country or in other countries too, in what countries you have already attended such events, what you do and try to achieve when participating in such events, with whom you usually have talks, what event was the most successful for your agency and why, etc After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your class-mates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the third part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (5 minutes) outline what you have written there. Then, for the next five minutes the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for 10 minutes. After that, the members of the second small group

will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *25 to 35 minutes*.

Concluding and checking

1. Listen (two times) to the last part of the interview with a participant of the TOUREST Fair in Tallinn, Estonia (you heard the first part of the interview when working on the second Step in this Unit and the second part when working on the fourth Step). After listening, write a short (50-70 words) summary of that part and hand it in to your teacher for checking and grading. *You have 20 minutes for doing the task.*

2. Talk in pairs. Every one of you has certainly (even if only once in your lifetime) visited some trade fair or exhibition – it may not necessarily be a tourist one. Share your experience of attending such an event with your partner and listen to his/her story of attending an exhibition or fair. *You have 15 minutes.*



3. Below you can see some expressions commonly used when discussing trade fairs, exhibitions, catalogues, brochures, etc. They all have their definitions but the expressions and definitions have got mixed up. Match every expression to its proper definition. *You have time until the end of the class.*

1. brochure	a. build up a stand
2. business card	b. the act of changing cards

3. catalogue	c. a presentation of data with general desire to convey the most relevant information in the least amount of space
4. construct a stand	d. exhibition space
5. dismantle a stand	e. a sign posted in a public place as an advertisement
6. exchange of cards	f. a booth where articles are displayed for sale, for example at a trade fair
7. exhibit	g. leaflet, a small book usually having a paper cover
8. exhibition	h. a book or large pamphlet created to accompany an exhibition that may contain a table of contents, one or more essays, photos of artworks in the exhibit plus other photos, a checklist of the artworks in the exhibition and an index
9. exhibitor	i. direct mail advertising
10. fact sheet	j. a listing of prices for different goods or services
11. fair pass	k. a collection of things (goods or works of art, etc.) for public display
12. floor space	l. money paid for the use of something
13. latest catalogue	m. a small part of something intended as a representative of the whole
14. mail circular	n. most recent or most up-to-date catalogue
15. on display	o. someone who organizes an exhibit for others to see
16. poster	p. something shown to the public
17. price list	q. a card on which the person's name and business affiliation are printed
18. rental cost	r. show or demonstrate something to an interested audience
19. sample	s. an authorization to pass or go to a fair
20. stand	t. take apart a stand

(borrowed and modified from <http://www.word-power.us/english-Trade+Fair,+Catalogues+and+Brochures-6.php> as of 9 November 2016)

4. Home-task:

1) Revise the materials from all the three Units that you have been working on up to now and get ready for your *Module 1 Progress Check* in the next class.

Module 1

PROGRESS CHECK



(borrowed from <http://www.internshipplus.org/wp-content/uploads/2014/04/tourism-385.jpg> as of 1 October 2016)

1. Imagine that all your imaginary travel agencies have bought time on television to promote your services and get the broad public acquainted with them. In turn, every small group that represents a particular travel agency set up by its members sit down together in front of the class facing all the other students who represent the TV audience. Each of the small groups will speak one after the other and will have *10 minutes* to present their agency. First, the members of the small group in turn will acquaint the audience with the facts concerning their agency: what its name and logo are, how many people work in it and who is responsible for what, with what tour operators and tour wholesalers you collaborate and why, what the types of tours you specialize in are and at what types of tourists you preferably aim your efforts, what your policy concerning participation in tourist fairs, shows and exhibitions is and what your achievements at such events are, what the advantages of dealing with your travel agency for clients and tour operators are, etc. The

members of the group are expected to speak for about 7 *minutes* and allocate the remaining 3 *minutes* to answering questions from the audience. *You have 40 minutes for the entire task.*

2. Read the text and formulate in writing three tips that the author gives tourists as to how to choose the best group tour. *You have 20 minutes for doing the task individually.* After finishing writing, hand in your written tips to your teacher for checking and grading.

Travel Tips: How to Pick the Best Group Tour

Most of us only get a few weeks of holiday each year. When time is important, it can feel good to delegate all the travel planning to someone else. The market for group tourism has expanded rapidly. Today many tour companies offer a portfolio of trips to Guatemala, Greece, Thailand, Turkey or to whatever other tourist destination.

With so many brands now competing for your money, choosing a good value tour has become nearly as complicated as planning your own adventure. You've picked up the brochures. You've scanned through the websites. But which tour operator offers the best deal?

One of the main reasons people end up on a tour that they dislike is because they've been sold a tour that's wrong for them. All the big travel agencies have agreements with one or two tour operators to push their tours above any other option. Don't be bullied into buying the one your travel agent suggests first.

Cheapest on paper isn't always best on the road. Don't mistake trips labelled 'budget', 'backpacker' or 'basic' as automatically better value than that tour company's standard trips. Unless you intend to go on holiday to sit in your hotel room all day, you might end up spending more money.

The whole point of going on a tour is so you can leave responsibility for organising the boring day-to-day details to the tour leader while you relax and enjoy the experience. If you've done your homework before leaving, and worked out which tour offers you the best value, you won't be worried. A good tour operator will be happy to answer your questions. Whatever time period you have free – there's a tour package for you.

(the text is borrowed and modified from <http://www.lonelyplanet.com/adventure-tours#ixzz4LuQGrb7q> as of 10 November 2016)



3. You are going to hear a radio announcement at a tourist fair. The announcer is enumerating additional opportunities for those participants who have fully paid for their participation, including payment for the exhibition area and stand. Write (individually) the full list of those additional opportunities and hand the list in to your teacher for checking and grading. *You have time until the end of the class.*

4. Home-task:

There is no home-task because work on a new module will start in the next class.

Module 2

**THE MOST
IMPORTANT
THINGS
A TOURIST NEEDS**

Unit 4

LOGISTICS, SUPPLY CHAIN MANAGEMENT AND TRANSPORTATION IN TOURISM

Step 1. Introductory definitions



1. In the picture above you see the view of the airport in Thessaloniki, Greece with Mount Olympus in the background. Airports are a good representation of transportation in tourism. And transportation is one of the important parts of the logistics and supply chain in that field of business. In groups of three or four students discuss what logistics and supply chain in tourism are and give practical examples (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

2. Read the text (*15 minutes*) and decide how your ideas concerning logistics and supply chain differ from those in the text. Talk the differences over in a *10-minute* whole-class discussion and decide whether what you have said and what is said in the text complement or contradict each other. Why?

Nowadays, the science of logistics appears to be very helpful and applicable, especially in the tourist and recreation sector. Broad knowledge as well as practical experience in this field can bring a lot of support not only in the creation of the supply chain, its realization and monitoring processes but also in the efficiency analysis or even tendering procedures. It is beyond any question that the process of forming a supply chain in the tourist and recreation sector requires advanced and professional knowledge of both transportation systems: carriage of goods and transporting passengers. There is no need to emphasize the fact that, in the view of a very competitive and modern market of tourism and recreation, high quality of tenders is still a priority.

However, there is one more factor that plays an important and decisive role in this very sector. Strange as it may seem, it is the costs rather than the prices that determine our choices when making important decisions. Therefore, in order to gain a strong market position, maintain it and leave the competition behind, it is crucial to pay close attention to the cost analysis in particular links of the supply chain as well as restructuring them. One of the methods that can be applied in order to back up the implementation of the aforementioned policies is definitely benchmarking. According to the definition benchmarking is a process of comparing practices, procedures and performance of one company with specially selected benchmarking partners. In other words, benchmarking is a process not only of deriving quantifiable goals and targets, but more importantly, it is the process of investigating and documenting the best industry practices, which can help to achieve goals and targets. What is more, it gives the external references and the best practices on which to base the evaluations and to design the work processes. In the modern and competitive market of today, all the activities mentioned above are really helpful, especially that most of the companies are no longer evaluated in accordance with profits they make but more often they are compared to their rivals. Since benchmarking is the process of identifying the “best practice” in relation to both products and the processes in which those products are created and delivered, it seems to be a perfect tool for examining different strategies and general approaches as well as for creation of supply chains and other logistics systems.

Logistics and supply chain management.

The market of tourist and recreational services is composed of the following services included in the supply chain:

- hospitality services;
- transportation services;
- catering services;
- tour operating services;
- tourism oriented services;
- recreation oriented services.

Those segments of the market where many different firms, business entities or incorporated companies operate can easily and successfully adopt the premises of logistics. As a matter of fact the science of logistics combines both theoretical and practical issues. What is more, all its theories can be easily implemented and confronted with reality in order to verify whether they are efficient and applicable in real life.

If we took the hospitality services sector in consideration, we would find that there are quite a few areas where it is advisable or even necessary to fall back on the science of logistics. Furthermore, the efficiency and quality of hospitality services can be improved through effective logistics management of the following:

- hotel management;
- quality management;
- information management;
- marketing.

(the text is borrowed and modified from: http://gtg.webhost.uoradea.ro/PDF/GTG-2-2008/16_OK_Kordel.pdf; GeoJournal of Tourism and Geosites. Year I, No. 2, vol. 2, 2008, pp. 137–139)

3. In the text you have just read important places are occupied by: 1) what is called “benchmarking” (identifying the “best practice” in relation to both products and the processes in which those products are created and delivered), 2) six most important services that make up the market of tourist and recreational services and 3) logistics (management and marketing) in hospitality services. Divide into 3 groups.

Group A will discuss benchmarking and what tourist companies and why should be chosen as “benchmarks” (examples of the “best practice”) in tourist business in Ukraine and (if you have any information about it) in other countries.

Group B will discuss six most important services that make up the market of tourist and recreational services and what the most

general ways of improving them are from the point of view of the science of logistics.

Group C will discuss the logistics of hospitality services and how to improve them from the point of view of the science of logistics.

Each of the small groups has *10 minutes* for discussing and preparing a *5-minute* presentation. After discussing, every small group will present their conclusions to other students and answer their questions. *You have time until the end of the class.*

6. *Home-task:*

1) Read the text “*Tourism Logistics or Tourism Supply Chain Management?*” in the ***Home Assignment Section, Unit 4, Step 1.***

2) Use the text about tourism logistics and tourism supply chain management and the other information on these issues that you have discussed in class for writing a 150-180-word summarizing essay where the difference between tourism logistics and tourism supply chain management is defined. Look up the instruction on writing your essay in the ***Home Assignment Section, Unit 4, Step 1.***

Home Assignment Section, Unit 4, Step 1

1. Read the text below and include the information from the text into your essay.



Tourism Logistics or Tourism Supply Chain Management?

Written by: Pairach Piboonrunroj

I just came back from Nottingham attending PhD networking conference in Tourism where I made a presentation about the emergence of tourism supply chain management.

Since I have started to do research on tourism supply chains, one initial question and issue is the scope of tourism logistics and tourism supply chain management. What are the differences between them?

Tourism Logistics

To me, tourism logistics predominantly deals with the tourists. More precisely, making the smooth and satisfying flow of the tourists is the job of tourism logistics. Therefore, tourism logistics will concern the designing of the route and facilities in the destination. The successful tourism logistics management is to make the trip happen as promised. The customers (tourists) get what they want (value). For example, the bus arrives on time in the schedule and can transfer tourists to the attraction (Night Safari, for example) on time. Then, entry services in the Night Safari are ready to serve the customers. When the tourists finish their visit at the attraction, the transport is ready to bring them to their accommodation. Souvenirs or foods are also available before their departure. Hence, we may say the best tourism logistics is flawless.

Tourism Supply Chain Management

Then, how about tourism supply chain management (TSCM)?

We may go beyond the flow of the customers. TSCM, to me, has a broader scope than tourism logistics. TSCM is about planning, designing, operating, monitoring, and evaluating the tourism activities since the preparation of the services at the upstream where raw materials are supplied to the point of service delivery where tourists consume the tourism products. Tourists will be delivered what they really want at the lowest cost of the whole tourism supply chain (TSC). This is very important, TSCM does not aim to minimize the cost of a particular firm in the tourism business but minimize the total cost of the TSC as a whole.

Example:

We are considering a five-star hotel in a popular tourist destination a tourism logistics manager (TLM) of the hotel is working to ensure that everything is ready when the professors from around the world arrive for the *World Tourism Forum* that the hotel hosts.

The TLM checks all information on every delegate. One of them is a big fan of Manchester United. TLM has asked the room service to provide the printed guide for MUTV. Just in case, DVD of Ronaldo's top 10 goals and the interview of Michael Owen is also available in the room. The schedule of all delegates has been prepared for the pick-up team that will transfer all delegates from the airport to the hotel today. The TLM has prepared the routing and cost of transport from the airport to the hotel. Using this knowledge, he could optimize the trade-off between the cost of transport and waiting time of each delegate.

However, not only famous professors attend this event (the *World Tourism Forum*), there is also a poor PhD student who has a very limited budget. This poor student booked a room at a much cheaper hotel. The TLM of that hotel is also ready to welcome students to this event. The all-duties manager (ADM) contacted the student via email. He knows the students are not able to reimburse or refund all expense they made during the conferences or field trip. Then he sets the price as minimum as he can. The cost is for the room only. It is seriously only for the room. The Internet, bath kit, breakfast or even electricity will be charged separately and the guest has to order in advance a week before their arrival. By doing this, the cheaper hotel can get all PhD students living with them. The Internet is available in the conference and a coffee shop is in front of the guesthouse.

I should let you know that both hotels (the expensive and inexpensive ones) are under the management of the same company. The supply chain management team target every type of tourist. They design accommodation to deliver the right product for their guest. High and luxury service for the professor and economized cost for poor PhD students. TLM of both hotels need to ensure the satisfaction of their guests but in the different ways. Professors appreciate the good services and PhD students can save their limited budget provided by their school.

(the text is borrowed and modified from http://www.tourismlogistics.com/index.php?option=com_content&view=article&id=180:tourism-logistics-or-supply-chain-management&catid=64:2008-12-01-11-20-40&Itemid=78 as of 13 November 2016)

2. Write a 150–180-word summarizing essay on logistics and supply chain management in tourism.

Instructions for writing the essay

In the introductory paragraph indicate that there is a difference between logistics and supply chain management in tourism and explain the essence of that difference.

In the second paragraph explain in detail what tourism logistics is and give at least one practical example.

In the third paragraph explain in detail what tourism supply chain management is and give at least one practical example.

In the concluding paragraph emphasize the importance of both tourism logistics and tourism supply chain management for successful functioning of tourism business and define the principal difference between them.

Step 2. Information processing

1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss if there are any differences in your ideas. Then, if you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*



2. In this and the following class you will be mostly speaking about transportation in tourism. As you certainly know, tourists most often travel to the place where their tour starts by plane. First, in small groups of three or four students discuss and answer the three questions below (*5 minutes for discussion*):

1. *What do people look for in an airline company when buying plane tickets?*

2. *What is the normal procedure and steps to get from the main door of the airport to the boarding area?*

3. *What emergency features are installed on airplanes for passengers' protection?*

After the discussion, every small group makes a two-minute presentation giving their ideas to the other students. After all the small groups have delivered their presentations (*not longer than 10 minutes for all the small groups*), in a whole-group discussion for *5 minutes* discuss the differences in ideas of different small groups and how these different ideas complement each other. *You have 20 minutes for the task.*



3. Listen (two times) to a travel expert advising on international air travel and speaking about the same questions that you were discussing when doing the preceding task. After listening, in a whole-group discussion discuss the difference between your ideas and the ideas of the expert. Has he said anything that you have not mentioned? Have you said anything that he has not mentioned? *You have 15 minutes.*

4. Read the text about Delhi airport below (5 minutes). After reading, individually (in whole-class work under the guidance of the teacher) state your ideas what else you can expect to find in a big international airport, besides what was said in the text. *You have time until the end of the class.*



Airways are the only way with which you can quickly and comfortably catch your destinations. Air Transport Industry is one of the best prototypes of the world where all human activities are integrated. To provide Airport Transport Industry, efforts of the following persons are to be combined:

- Travel Agents (who sell the service);
- Airlines (who operate aircrafts);
- Airport Staff (who operate airports);
- Traffic Controllers;
- Police;
- Customs and many more...

As in Delhi airport services are provided across the countries, it requires the cooperation of governments. Since Delhi is the main centre of Indian Government, there is a great need of both domestic and international airports to provide for the huge crowd of passengers

as well as goods. The international airport at Delhi is popularly known as Indira Gandhi International Airport or IGI airport. This airport has two terminals with major airlines from all over the world having flights twenty-four hours, seven days a week (24/7) to and from it. Among the two terminals one is the Domestic Terminal which is 3 km away from the International Terminal.

Facilities at Delhi airport:

It provides almost all facilities like bus services within every 30 minutes from one terminal to the other. There are well-equipped modern facilities with resting rooms, banks, cafes, restaurants, Internet facilities and duty free shopping areas. ATMs are also made available at Terminal 1A and also in the arrival area of the International Airport. Best accommodation facilities are provided in the hotels near Delhi International Airport.

(the text is borrowed and modified from <https://travel2cities.wordpress.com/2013/02/06/the-importance-of-indian-airport-industry/> as of 03 November 2016)

6. Home-task:

1) Transportation in tourism includes not only air travel. There is also: transportation by train (when tourists either reach the place where their tour starts by train or the entire tour is train-based), coach/bus transportation (again, when tourists either reach the place where their tour starts by tourist coach or the entire tour is tourist coach/bus-based), transportation by ship (sea or river cruises) and car tourism.

Divide into six groups.

Group A is expected to search the Internet and find information about air travel in tourism. They are supposed to prepare a 6-7-minute presentation on this type of transportation and get ready to deliver it during the next class. They should also get ready to answer other students' (listeners') questions.

Group B does the same concerning railway transportation in tourism.

For group C the subject matter is transportation by tourist coaches/buses.

Group D is supposed to discuss sea cruises.

Group E is expected to talk about river cruises.

Finally, group's F subject is car tourism.

Step 3. Presentations and their discussion



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1. As your home task you were preparing some small group presentations about different types of transportation in tourism that you have researched on the Internet. Now deliver those small group presentations that you have prepared. Every small group has *6-7 minutes* for the presentations and *three minutes* for answering other students' questions. *The total time for the task is 60 minutes.*

2. Now in the same small groups write a 100-word abstract of one of the presentations that you have heard. Group A is expected to write an abstract of the presentation on railway transportation in tourism, group B on sea cruises, group C on air travel in tourism, group D on car tourism, group E on transportation by tourist coaches/buses and group F on river cruises (only one abstract for every small group written in the team-writing mode). After checking your abstracts, hand them in to your teacher for checking and grading. *You have time until the end of the class.*

3. *Home-task:*

1) Read the text about water-based transportation in tourism and on its basis write a report to the director of your travel agency

suggesting that your agency starts promoting sea and river cruises as one of the principal directions of your activities. Find the text in the *Home Assignment Section, Unit 4, Step 3*.

2) Use the text about water-based transportation in tourism and some additional Internet search for writing a 150-180-word report to the director of your travel agency suggesting that your agency starts promoting sea and river cruises as one of the principal directions of your activities. Look up the instruction on writing your report in the *Home Assignment Section, Unit 4, Step 3*.

Home Assignment Section, Unit 4, Step 1

1. Read the text below and include the information from it into your report.



Travel by water is as old as civilization itself. However, the industry as we know it began when Thomas Newcomen invented the steam engine in 1712. The first crossing of the Atlantic by steam engine took place in 1819 aboard the *SS Savannah*, landing in Liverpool, England, after 29 days at sea. Forty years later, *White Star Lines* began building ocean liners including the *Olympic-class* ships (the *Olympic*, *Britannic*, and *Titanic*), expanding on previously utilitarian models by adding luxurious amenities.

A boom in passenger ship travel toward the end of the 1800s was aided by a growing influx of immigrants from Europe to America, while more affluent passengers travelled by steamship for pleasure or business. The industry grew over time but, like rail travel, began to decline after the arrival of airlines. Shipping companies were forced to change their business model from pure transportation to “an experience,” and the modern cruise industry was born.

The Cruise Sector

We’ve come a long way since the *Olympic* class of steamship. Today, the world’s largest cruise ship, MS *Oasis of the Seas*, has an outdoor park with 12,000 plants and a high-diving performance venue. It’s 20-storey tall and can hold 5,400 passengers and a crew of up to 2,394. A crew on a cruise ship will include the captain, the chief officer (in charge of training and maintenance), staff captain, chief engineer, chief medical officer, and chief radio officer (communication, radar, and weather monitoring).

Cruise Lines International Association (CLIA) is the world’s largest cruise industry trade association with representation in North and South America, Europe, Asia, and Australasia. CLIA represents the interests of cruise lines and travel agents in the development of policy. CLIA is also engaged in travel agent training, research, and marketing communications.

Cruising the World

According to CLIA, 21.7 million passengers were expected to travel worldwide on 63 member lines in 2014. Given increased demand, 24 new ships were expected in 2014-15, adding a total capacity of over 37,000 passengers.

Over 55% of the world’s cruise passengers are from North America, and the leading destinations (based on ship deployments), according to CLIA, are:

- the Caribbean (37%)
- the Mediterranean (19%)
- Northern Europe (11%)
- Australia/New Zealand (6%)
- Alaska (5%)
- Asia (4%)
- South America (3%)

River Cruising



While mass cruises to destinations like the Caribbean remain incredibly popular, river cruises are emerging as another strong segment of the industry. The key differences between river cruises and ocean cruises are:

1. River cruise ships are smaller (400 feet long by 40 feet wide on average) and can navigate narrow passages.
2. River cruises carry fewer passengers (about 10% of the average cruise, or 200 passengers total).
3. Beer, wine, and high-end cuisine are generally offered in the standard package.

The price point for river cruises is around the same as ocean trips, with the typical cost ranging from \$2,000 to \$4,000, depending on the itinerary, accommodation, and other amenities.

From 2008 to 2013, river cruises saw a 10% annual passenger increase. Europe leads the subcategory, while emerging destinations include a cruise route along China's Yangtze River. As the on-board experience differs greatly from a larger cruise (no play areas, water parks, or on-board stage productions), the target demographic for river cruises is 50- to 70-year-olds. According to Torstein Hagen, founder and chairman of Viking, an international river cruising company, "with river cruises, a destination is the destination," although many river cruises are themed around cultural or historical events.

(the text is borrowed and modified from <https://opentextbc.ca/introtourism/chapter/chapter-2-transportation/> as of 10 November 2016)

2. Use the text above and some additional Internet search findings for writing a 150–180-word report to the director of your travel agency suggesting that your agency starts promoting sea and river cruises as one of the principal directions of your activities.

Instructions for writing the report

In the introductory paragraph titled “*Introduction*” indicate that you have prepared the report on your own initiative and say what sources you have used for studying the issue.

In the second paragraph titled “*General Characteristics of Sea and River Cruises*” list and explain such characteristics.

In the third paragraph titled “*Advantages*” explain the principal advantages of those cruises.

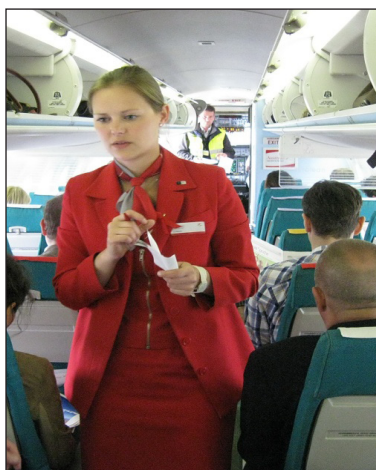
In the last paragraph titled “*Conclusion*” recommend that your travel agency starts promoting sea and river cruises among your customers and explain what benefits it will bring.

Step 4. Continuous simulation and project work



A tourist coach

1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing all the preceding continuous simulation tasks. Now you are going to discuss what kinds of transportation in tourism your travel agency is going to rely on and promote. Why? You may choose all the types of transportation in tourism that you have been discussing when working on this Unit, but now you must consider those types in relation to the work of your agency and the benefits that promoting some particular types of transportation will bring the agency. Take notes of all your decisions and prepare a presentation on that. *You have 40 minutes for the small group discussion.*



On board a plane

2. Now every small group is expected to give a ten-minute presentation to the rest of the class to outline everything concerning the kinds of transportation in tourism that your travel agency relies on and promotes. Every member of each of the small groups should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

3. *Home-task:*

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in

writing) the fourth part of your travel agency's prospectus. This part will need to be not less than 250-300 words. State what kinds of transportation in tourism your travel agency relies on and promotes. Discuss each of the types of transportation in detail and say why you are promoting it among your customers.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 5. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the fourth part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last

for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking



At an international airport

1. Listen (two times) to a conversation between a travel agent and a caller booking an international flight. After listening, answer the questions below choosing your answers out of three alternatives:

1. What is the caller's destination?
 - A. Salt Lake City, USA
 - B. New York City, USA
 - C. Helsinki, Finland
 - D. Stockholm, Sweden
2. When is the caller's departure date?
 - A. the twenty-first
 - B. the twenty-second
 - C. the twenty-third
 - D. the twenty-fourth
3. What is the flight number for the second half of the journey?
 - A. 555
 - B. 90
 - C. 1070

D. 830

4. How long is the caller's layover between flights?
 - A. less than an hour
 - B. less than two hours
 - C. less than three hours
 - D. more than three hours
5. What request did the caller make regarding the flight?
 - A. He asked for a specially-prepared dinner
 - B. He wanted an aisle seat
 - C. He requested a baby bassinet
 - D. He asked for a seat near the front of the plane

(borrowed and modified from the Internet at <http://www.esl-lab.com/flight/flightrd1.htm> as of 4 November 2016)

You have 10 minutes to do this task.

2. *Role plays.* Work in pairs. One of you is a travel agent, another is a customer. Role play a conversation in which the customer books a flight for himself or herself. Follow the model of the dialogue that you have just heard. Then, change the roles (the customer becomes a travel agent and the travel agent becomes a customer) and the conditions of the flight and role play the conversation again. *You have 10 minutes.*

3. Read the text about car, coach and rail travelling. After reading, in three written sentences formulate what you believe to be the principal advantage of each of these types of travelling. When you finish writing, give your written work to the teacher for checking and grading. *You have time until the end of the class.*

Car travelling is usually an independent mean of transport. The driver decides where, when and how he is going to get to a destination. It is usually cheaper since roads fees are not directly paid but rather from taxes. It is the only transportation mode that does not require transfers, in the sense that the whole journey from door to door can be achieved without even stopping. Car transport is the dominant mode in world tourism (77% of all journeys), notably because of advantages such as flexibility, price, and independence. Tourists will often rent cars to journey within their destinations, which

has triggered an active clustering of car rental companies that have emerged adjacent to main transport terminals (airports, train stations) and touristic venues.

Coach travelling uses the same road network as cars. Coaches are well suited for local mass tourism but can be perceived as a nuisance if in too large numbers since they require a large amount of parking space. They can be used for short duration local tours but also can be set for multi-days journeys where the coach is the means of conveyance.

Rail travel was the dominant form of mass public transport before the age of the automobile. Even if trains are very fast, the network is not too flexible, pre-established routes have to be followed. The railway network usually reflects more the commercial needs of the national economy than the holiday tourist flow which can make it a second choice as a travelling mode. The railway systems of several countries, notably in Europe, have seen massive investments for long-distance routes and high speed services. Due to the scenery or the amenities provided, rail transportation can also be a touristic destination in itself. Several short rail lines that no longer had commercial potential have been converted for tourism.

(the text is borrowed from <https://people.hofstra.edu/geotrans/eng/ch7en/appl7en/ch7a3en.html> as of 3 November 2016)

4. **Home-task:**

1) Search the Internet for more details on car, coach and rail travelling and write a 200-word essay on these types of travelling and their advantages. Introduce your topic in the first paragraph and write about each of the three types of travelling and their advantages in the second, third and fourth paragraphs. In the concluding paragraph, summarize the advantages of these three types of travelling over air and water-based travel.

Unit 5

TOURIST ACCOMMODATION

Step 1. Introductory definitions

1. Hand in your project works and essays written at home to your teacher for checking and grading.



2. In the picture, above you can see “Marina Bay Sands” – one of the biggest, most luxurious and original hotels in Singapore and not only there. Of course, you know that tourists mostly stay in hotels. But do you know what other types of accommodation are offered to tourists by tour operators and travel agents? Discuss this in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. Read the text (*15 minutes*) and say what types of accommodation discussed in the text you have not mentioned at all. Which of them you would like to stay in and why? Discuss that in a *15-minute* whole-class discussion.

Different Types of Accommodation in Tourism

How many accommodation types are really there? We don't know exactly, but there's certainly one to fit every budget and taste. They fall into many categories and vary widely in size, style, services, and characteristics, sometimes from one country to another, and sometimes from city to countryside.

Hotel – An establishment that provides travelers with paid accommodation and other guest services. Depending on size, location, and amenities, hotels are generally rated from one-star to five stars, but letter grading (from “A” to “F”) and other rating schemes are also used to categorize hotels across the world.

Hostel – Ideal for budget travelers and backpackers, a hostel is an inexpensive type of accommodation, usually with shared bedrooms and communal facilities.

Motel – Originally designed for motorists, motels are roadside hotels equipped with minimal amenities and ample parking areas for motor vehicles.

Cottage – In today's tourism sector, the term cottage is used to describe a small vacation house, typically in a rural area.

Chalet – Chalets are wooden Alpine-style buildings commonly found in and around mountain resorts.

Boutique Hotel – Often furnished in a themed, individual style, boutique hotels are intimate in size and focus on providing guests with high-quality, personalized experiences.

Mansion – Usually built for the wealthy, mansions are large, opulent houses that generally pay homage to a historic architectural style.

Lodge – Although the word ‘lodge’ has many different meanings, one of them refers to a small rural house used by people on holiday or occupied seasonally by sports enthusiasts (ski lodge, hunting lodge).

Resort – Although a resort is primarily known as a destination frequented by vacationers in search of relaxation and entertainment, the term is also used to describe a full service lodging establishment that offers extensive guest services and recreational facilities.

Villa – Originated in Roman times, a villa is often described as a luxurious country residence.

Ice Hotel – An ice hotel is a non-permanent hotel constructed from ice and snow in areas with sub-freezing temperatures.

Camp – A collection of tents, huts, or other temporary structures used for travelers to lodge in.

Bed and Breakfast – A Bed and Breakfast (B&B) is an intimate, independently run lodging establishment, where breakfast is included in the room rate.

Penthouse – An apartment situated on the highest floor of a building, commonly appointed with luxury amenities.

Pension – A type of guesthouse or B&B, where in addition to lodging and breakfast, guests are also offered lunch and dinner. Pensions are usually family-run and cost less than other accommodation options.

Yacht – A type of luxury recreational boat offering every modern convenience. They are classified as sailing yachts and motor yachts, and are available in a vast range of sizes, styles, and functions.

Extended Stay Hotel – Extremely popular throughout the US, extended stay hotels offer the comforts of a traditional home along with discounted rates for guests interested in long-term stays.

Private Island Resort – Ideal for honeymooners and travelers in search of luxury and seclusion, private island resorts are some of the most exclusive accommodation types.

Cave Hotel – Cave hotels are exactly what the name implies – hotels built into natural cave formations, commonly with underground rooms. Many cave hotels can be found in Turkey (Cappadocia) and Greece.

Guesthouse – A guest house or guesthouse is a private house offering inexpensive accommodation to tourists.

Business Hotel – Catered primarily to business travelers, business hotels are strategically located (downtown, in business districts, or close to major business centers) and come equipped with corporate facilities such as meeting and conference rooms, Internet access, and catering options.

Capsule Hotel – A big hit in Japan, the capsule hotel is a unique type of hotel that usually provides cheap, basic overnight accommodation in a number of tiny functional rooms called “capsules”.

Aparthotel – A smart choice for long-term accommodation, aparthotels or apartment hotels combine the comfort and independence of a private apartment with the services of a hotel.

(the text is borrowed and modified from the Internet

at <http://www.luxuryaccommodationsblog.com/post/114961446726/different-types-accommodation-tourism> as of 21 October 2016)

4. Different types of accommodation for tourists are most broadly classified into serviced and non-serviced accommodation. How do you understand this difference? Discuss it in a *10-minute* whole-class discussion and formulate a definition of serviced and non-serviced accommodation.

5. Read the text (*5 minutes*) and decide how your definitions differ from those in the text. Talk over in a *10-minute* whole-class discussion the differences between what you said and the information in the text. Also discuss what the advantages and disadvantages of each type of accommodation are.



Classification of Accommodation

There are two major classifications of accommodation: the serviced accommodation and non-serviced accommodation.

Serviced accommodation is purely business oriented and is primarily built to provide lodging. They also provide all the expected services which the tourist/visitors have paid for. In addition, on the provision of such accommodation, the visitor has to pay for all the services at once for the stipulated time and must not be required to pay additional money while there. Serviced accommodation includes the following; Hotel accommodation, Motels, Guest houses and Inns, and Bed and Breakfast. Hotel accommodation can be classified

into stars depending on their facilities and amenities. It ranges from five star hotels, four star, three star, two star and one star hotel.

Non-serviced accommodation is otherwise called partial tourist accommodation. Although it provides accommodation to tourists, it is primarily established for non-commercial purposes. Among them are:

- **Free accommodation:** this type of accommodation is available to tourist at no cost and usually from friends, relations or family members.

- **Second home:** this is an accommodation owned by a tourist in form of apartment, house and villas in a destination, which serves as his second home while away from home.

- **Rented home:** this form of accommodation is available to tourists on temporary basis. It is the temporary renting of private houses as a whole by tourists while on tours in such destinations. These forms of accommodation allow the tourists to provide him/her with self-catering.

- **Rented rooms:** the tourist in this case rents a room in a family house where the owners are also living. This is the type of accommodation that is mainly used by educational tourists because it is cheap and affordable.

Other forms of non-serviced accommodation include caravans, tents, hostels, dormitories, and churches.

(the text is borrowed and modified from the Internet at <http://enugustatetourismboard.com/p.php?t=accommodation-a-vital-component-in-touri&id=51as> of 21 October 2016)

6. Home-task:

- 1) Read the text about different kinds of hotels in *Home Assignment Section, Unit 5, Step 1*. Use the information from the text for doing home-task 2.

- 2) Choose one type of hotel that has interested you and appealed to you most in the text you will read when doing the preceding task. Research the Internet and find examples of such hotels with their description. On the basis of the information found, write a 200-word essay on the hotels of your choice. Look up the instruction on writing your essay in the *Home Assignment Section, Unit 5, Step 1*.

Home Assignment Section, Unit 5, Step 1

1. Read the text below and use the information from it for doing the next task.

Hotel Types

Accommodation from low budget lodges/hotels to world class luxury hotels is available at all the major tourist destinations to provide the tourist a home away from home. These are establishments that provide a place for the tourist to stay, i.e. lodging facilities which are paid for the duration of the stay. There are various types of hotels which are being used by tourists regularly. Travel agents and tour operators generally include one of the following types in the itinerary.

Hotel:

Hotels are a vital and essential part of the tourism industry. Today, hotels not only provide accommodation and meals but also offer a variety of other services as per the needs of the tourist/guest. For example, many hotels offer a health club, crèche, etc. as per the changing needs of the customer.

International or Star Category Hotel:

They are the modern western style hotels, found mostly in big cities and at major tourist destinations and that are located at prime locations in the city. These hotels are classified on the internationally accepted star grading which ranges from five stars to one star. The grading is given to the hotel depending on the facilities and services which the hotel provides. The facilities which are provided by five star hotels are an information desk, conference centre, travel desk, multi cuisine restaurants, banquet halls, room service, swimming pool, gymnasium, health clubs, shopping arcades, beauty parlours, entertainment or cultural programmes, etc.



5 Star Hotel: Taj Palace, Mumbai

Motels:

They are located on highways and expressways. The tourists who are on transient mode and cost conscious prefer to stay in these kinds of accommodation. These motels not only provide parking space but also certain amenities such as television, restaurants, a swimming pool, etc.



A Motel in Bjerka, Norway

Non Star or Commercial Hotels:

These hotels are located mostly near the business or commercial centres and mainly serve the business tourists and middle income tourists. Most of these hotels are equipped with parking space, restaurants, and facilities for their business clients/guests such as convention centers and meeting rooms.

Floating Hotels:

These types of hotels are located on the surface of the water which may be the sea, river, or lake water. The floating hotels have facilities which are similar to a regular hotel. For example, the house boats of Kashmir and Kerala or some old cruise liners have been converted into hotels.



A Kashmir House boat

Capsule Hotels:

These were first opened in Osaka, Japan in 1979. Such hotels serve mostly the business tourists. The rooms in the capsule are lined similar to that of a 'double-decker', or sleeping compartment of a two tier train. Common washrooms, vending machines, and a lounge area are located on each floor. Facilities such as a bed, a television, flexible lighting, a box for valuables, etc. are provided in each capsule room.

**Heritage Hotels:**

These are the old properties like castles, forts, and palaces which have been renovated and converted into hotels. Here, tourists enjoy the majestic grandeur and splendor of the olden days.



Resorts:

These cater to the tourists who look for rest, relaxation and recreation. They are located mostly at the sea side, hill stations, wild life sanctuaries, etc. Apart from facilities provided by hotels, resorts provide additional facilities to guest for recreation and relaxation which includes indoor and outdoor games, gambling, spa, etc.



(the text is borrowed and modified from the Internet at http://oer.nios.ac.in/wiki/index.php/Tourist_Accommodation as of 21 October 2016)

2. Choose one type of hotel that has interested you and appealed to you most in the text you have just read. Research the Internet and find examples of three such hotels with their description. On the basis of the information found, write a 200-word essay on the hotels of your choice.

Instruction for writing the essay:

In the *Introduction* of one paragraph state what type of hotels you have chosen and the reasons for your choice.

In the *Body* of three paragraphs describe three hotels of the chosen type using the information found on the Internet (one hotel is to be described in one paragraph).

In the *Conclusion* list the principal advantages of the hotels that you have described.

Step 2. Information processing



1. Work in pairs. Tell your partner orally about what you have written in your essay and listen to what he or she has written (share your ideas about the type of hotels of your choice). Then, discuss your written essays. Read the essay written by your partner and let him or her read your essay. After reading, in turn, summarize orally what you have heard from your partner and read in his/her essay. Let your partner confirm that you have rendered his/her information right or let him/her correct you if you were inaccurate in rendering some information. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 20 minutes for pair work.*

2. You certainly know that the best way of ensuring accommodation for the time of your holiday is to book it in advance. You can do it either yourself or through a travel agent. Read the text below (*15 minutes*) and then discuss in small groups of three or four students what you consider to be the best and safest way of booking accommodation. Why? Present your conclusions to the other students in class in a *3-4-minute* presentation (every member of the small group is expected to speak in that presentation). *You have five minutes for small-group discussions and up to twenty minutes for presentations from all the small groups.*



Booking in Advance

Booking in advance gives the traveler peace of mind that they will have somewhere to sleep once they arrive at their destination. It is also a good idea when travelling to a popular tourist destination.

Booking can be done in a number of ways:

- over the Internet
- through a travel agent
- over the telephone

However, hotel managers have to fill beds, so it's not uncommon for travelers having booked a room, particularly at the lower end of the cost scale, to arrive to find that it has been resold.

Online

You can book accommodation online, either at hotel's own web site or at the web site of an agency. Depending upon where you are going, this can be extremely useful. Yet if you are travelling to somewhere a bit more out of the way, for example, a small city or town, you may find something, but there will be accommodation options not listed on the Internet.

Meta-search (price comparison) websites are very useful. They offer an online service which searches and compares numerous accommodation websites at once to return the cheapest price across them all. This saves time as they do the searching and comparison for you.

Another frequent situation is that hotel has its own web site, but doesn't publish which dates it is not busy. Then filling a "Contact us" form or sending an email are equal choices for inquiring every detail you need.

While online is increasingly becoming the most common way of booking accommodation (sometimes the only way), unfortunately the downside is that a credit card is required to process the reservation so you will be out of luck if you don't have one (sometimes getting a debit or prepaid VISA/Mastercard may work). Moreover, you will need to check the rate being offered if payment is needed immediately or upon arrival/departure. Discounted rates would usually require that payment to be made immediately but regular rates will allow you to pay upon arrival to or check-out from the property. In the case of the latter, you do not need to settle payment with the same credit card used for reserving; in fact, you can pay using cash. However, you may still be required to present the credit card used during booking (especially for pre-paid/advance purchase bookings) to verify your identity so bring that with you.

Some hotel booking sites will now allow you to pay with a variety of payment methods – including PayPal or debit cards.

Email

For booking by email, the sequence of events is roughly the same, with some steps omitted when not applicable:

- first, ask whether your dates are available;
- ask for up-to-date prices;
- inquire on your preferred rooms and other essential details;
- ask to reserve for your dates;
- ask for confirmation for visa purposes and provide all personal details (passport details of every visitor, etc.) they may need to issue the confirmation;
- in the end, ask for cancellation policy, directions to the hotel and other practical details that don't affect your decision to stay there.

Avoid giving sensitive financial information such as credit card details through email. Use the website's booking engine for that.

Travel agent

Travel agents often have deals with specific hotels, although you may find it possible to book other forms of accommodation, like camping grounds, through a travel agent. Travel agents usually offer packages that include breakfast, transportation arrangements to/

from the airport or even combined flight and hotel packages. They can also hold the reservation for you if you need time to think about the offer or procure other documents for your destination (e.g., visa). Any amendments or requests though should be coursed through the travel agent first and not directly with the hotel.

(the text is borrowed and modified from Richard Sharpley. (2006) Travel and Tourism. London, New Delhi: SAGE Publications, Thousand Oaks)

3. Listen (two times) to a person booking accommodation at a hotel and answer your teacher's factual questions about the conversation heard (whole-class work). *You have 10 minutes for doing the task.*

Questions:

1. *For whom is the accommodation is arranged?*
2. *How many stars does Queen's Hotel have and where is it located?*
3. *What are the catering facilities at the hotel?*
4. *What about the swimming pool and sauna?*
5. *How long will the visitors stay at the hotel and what kind of room was booked for them? What are the facilities in the room?*
6. *What variant of food service was chosen?*
7. *What is the room number and the price of the room per night?*

4. *Role play.* Following the sample of the dialogue just heard, in pairs book hotel rooms by telephone. First, one of you is a hotel manager and the other is a person booking a hotel room for himself/herself or for somebody else. Then, change roles. After that, change roles again, so that each student in the pair plays the roles of a hotel manager and a person booking hotel accommodation at least two times. In every dialogue of yours change the situation, hotel, its facilities, price, duration of guest's (guests') stay, the kind of room booked, food service alternatives, etc. *You have time until the end of the class.*

5. *Home-task:*

1) Work in pairs. First, try to book a hotel room for yourselves online. For this purpose, choose the country and a real hotel's website (websites in English only) for your experiment on the Internet. Pass through all the booking process stages (supplying from your imagination the dates of stay, the number of guests, the conditions of stay, etc. – everything that the online booking requires). Stop the process when payment is required or, if it is not required before actual

arrival, cancel everything immediately after you have completed your booking following the cancelling procedure recommended by the hotel or the booking agency. After having done this part of the task, role play booking accommodation in the same hotel via e-mail. One of you is a hotel manager and the other a person booking a hotel room. Exchange e-mails in the order recommended in the text that you have read in class to book a hotel room. After having completed this part of the task, prepare a joint *5-minute* presentation on your experience in booking a hotel room online and via e-mail.

Step 3. Presentations and their discussion



1. As your home task you were experimenting with hotel booking online and via e-mail. Now every pair should deliver the presentation that they have prepared on the basis of their experience – to share that experience with the other students. After your presentation, you are expected to answer other students' questions. Every pair has five minutes for the presentation and three minutes for the question-and-answer session. *The total time for work is 55 minutes.*

2. *Case study.* The presentations that you have been just listening to were, in fact, cases. In a whole-class discussion, discuss every case

and decide whether each pair was successful or not in their booking attempt. What were the causes for their success or the lack of it? Which pair was the most successful in their booking attempt and why and which was the least successful and why? In the process of discussion, you may ask additional questions of the pair whose case is being discussed. *You have time until the end of the class.*

3. Home-task:

1) Read an additional text on cancelling a hotel reservation in *Home Assignment Section, Unit 5, Step 3*. Use the information from the text in writing your essay (see home-task 2).

2) On the basis of everything you have done, read and discussed in this and the preceding class, write a 150-180-word abstract summarizing the procedure and options on booking and cancelling an accommodation reservation. Look up the instruction on writing your abstract in the *Home Assignment Section, Unit 5, Step 3*.

Home Assignment Section, Unit 5, Step 1

1. Read the text below and use the information from it for doing the next task.



Cancelling a Reservation

You might have to change or cancel a reservation. It happens, for example, if your plane/train/bus is delayed or cancelled and you, therefore, arrive a day later.

Depending on how you booked the accommodation, you may be able to contact the hotel or pension directly by phone or Internet to make the necessary change/cancellation. If it was booked through a travel agent, you may need to go through them.

Pay attention to the cancellation policy when you make the reservation. Most hotels will require a credit card number to guarantee the room. They will usually charge you for one night if you cancel less than 24 hours before arrival. In some popular tourist destinations such as Hawaii or Las Vegas, this minimum notice may be as long as 72 hours, or you may be charged for the entire stay. Availing of the special/promotional rates also impacts on your ability to cancel your reservation. If your accommodation, as they often do, requires payment at the point of booking, then the rates are usually non-refundable if cancelled. Even if they don't require payment upfront yet, your reservation may still come with strings attached as far as cancellations are concerned, so read the cancellation policy carefully. For instance, the cost of your stay will unlikely be refunded if you wish to cut your trip short.

This can happen even when you make reservations through a travel agent and your delay is caused by transportation also arranged by that travel agent.

Staying at apart-hotels or bed and breakfasts have tighter cancellation deadlines: sometimes going up to 30 days before your check-in. Make sure you clarify the exact time or number of hours before check-in you need to cancel the reservation by.

(the text is borrowed and modified from Richard Sharpley. (2006) Travel and Tourism. London, New Delhi: SAGE Publications, Thousand Oaks)

2. On the basis of everything you have done, read and discussed in the two preceding classes, write a 150-180-word abstract summarizing the procedure and options on booking and cancelling an accommodation reservation.

Instruction for writing the abstract:

Title your abstract "*The Procedure and Options on Booking and Cancelling an Accommodation Reservation.*"

In the first paragraph describe how to book accommodation online.

In the second paragraph describe how to book accommodation via e-mail.

In the third paragraph describe how to book accommodation over the telephone.

In the last paragraph describe how to cancel accommodation reservation.

Step 4. Development

1. Hand in your abstracts written at home to your teacher for checking and grading.

2. Read the text about chain hotels below (*10 minutes*). After reading, brainstorm in groups of three or four students the following points:

a) Is it a good idea to have quite similar hotels under the same name (chain hotels) all over the world – why or why not and what advantages and disadvantages do you see in chain hotels?

b) Would you prefer to stay in one of the chain hotels or in a hotel which is unique and can be found only in a certain place (country or town) – why and what advantages and disadvantages do you see in unique hotels?

c) If you plan to stay in a chain hotel or a unique hotel, would you choose a more or less expensive one – why?

Report your ideas and conclusions to the class. *You have five minutes for brainstorming and three minutes for reporting. 25 minute for the entire task.*



Chain Hotels

You should not be surprised at seeing hotels under one and the same name in many cities of the world. *Carleton, Hilton, Hyatt, Marriott, Sheraton, Holiday Inn, Quality Inn, Ramada* and others can be met in a lot of countries. These are the so called *chain hotels* owned by giant hotel companies. They bear not only the same name which is a kind of company's trademark but also have some common standards of service, prices, etc. – and, not infrequently, even look alike.

The most important differences between all the hotels is the price for a room. Of all the chain hotels with a “standard» name mentioned above, 5-4-star *Carletons, Hiltons, Hyatts, Marriotts, Sheratons* more often than not belong to the expensive price range category. There are certainly even much more expensive hotels (the *very expensive* category) – those with not standard but individual names famous the world over, like *The Carlyle, The Plaza, The Waldorf-Astoria* in New York, *the Ritz* in London and Paris and some others. All the hotels of the expensive and very expensive type usually look quite big and impressive.

Chain hotels like *Holiday Inns, Quality Inns, Ramadas* as a rule belong to a 3-star moderate price range category – with *Ramadas* not infrequently being more of a motel than a hotel style and, therefore, sometimes even less expensive (an inexpensive price range category). Such hotels look less grand and impressive – though they are often more cozy. A good example may be one of the *Holiday Inns* in London shown in the picture above. Less expensive hotels are not always chain hotels; they may also be unique and found in a certain location only – country or town.

The price that you pay for your room at a hotel depends on what services, amenities, and even luxuries it has to offer. For instance, if there is a swimming-pool that you can use free staying at this particular hotel, the price will be higher (it will also depend on whether the pool is an indoor or outdoor one, i.e., whether it can be used round-the-year or only in warm seasons). If your room has a fine view from the windows (sea, mountains, downtown area), it will cost you more than an identical room but giving out into the backyard. If the room or the hotel as a whole is furnished with some antique furniture, period pieces, or especially something having historic or artistic value, the price will certainly be higher than if furnishings are

standard and mass-produced. The price will also depend on whether breakfast is included into it.

(the text is borrowed and modified from O. Tarnopolsky, N. Sklyarenko (2003). Lifestyle Communicative Behavioral Patterns in the USA. Kyiv: INKOS, pp. 76-77)

3. Listen two times to a conversation between a travel agent and a customer who wants to book a hotel. After listening, your teacher will ask you a number of questions concerning the facts (where the customer plans to go, with whom, what the time and duration of the stay in the hotel is going to be, what kind of accommodation is required, what food service scheme is going to be booked, what the hotel facilities are, what activities are offered, what the price of the hotel is and how the customer is going to pay, what his contact information is, etc.). After answering your teacher's questions, work in pairs. In your pairs, role play a similar conversation twice – first, student A is a travel agent and student B is a customer and then change roles. In every role play change the situation and the conditions (the place to visit, the requirement to the hotel, prices, the mode of payment, etc.), though you may keep to the scheme of the conversation that you have heard. *You have half an hour to do the task.*

4. Read the text about the minimum conveniences, amenities and services that any hotel with stars has to offer (*10 minutes for reading*). Then, *in the 20 minutes remaining until the end of the class*, write a 100-word abstract "*Hotel Conveniences*" where you are expected to summarize (on the basis of everything you have read, heard and discussed) what minimum conveniences a guest can expect to get in a normal respectable hotel with stars.



Hotel Amenities, Conveniences and Services

It should be first taken into account that in all hotels there are three main types of rooms – single (for one person), double (for two) and suites. Suites are always very expensive and very different in different hotels. On the other hand, single and double rooms are more standardized and differ only in small details (double rooms are bigger and may have two beds, though one big – *king size* – bed is also quite frequent).

In a typical single room you will always see a big bed. There is sure to be a telephone and a TV-set in your room. The room can also have a refrigerator and/or a mini-bar. You will usually find some drinks there, maybe some chocolates, crisps and biscuits or something of this kind. But it should be remembered that if you drink or eat something you find in your refrigerator or mini-bar, you will have to pay for it separately. Your room will also have a bathroom with a toilet, a bath and a shower – or sometimes only a shower (in less expensive hotels).

Some words should also be said about hotel services.

The first thing that may interest you in hotel services concerns meals. Many hotels provide breakfasts for their guests included in the price of the room. Such breakfasts are usually of two kinds – a buffet breakfast and a Continental breakfast. A buffet breakfast is what in this country is called “*the Swedish table*”. Having a buffet breakfast, you can eat a lot of delicious things without any limitations as to how much and what you take. You pick all the food and drinks yourself from a special counter and take them to your table – though sometimes it is the waiter who comes and pours out tea or coffee. A Continental breakfast is very modest – tea or coffee (your choice), a bun (or a roll, or a croissant), a packet of butter, a small box of jam (or honey), a glass of juice and one fruit (either a banana, or an orange, or an apple).

A hotel guest can also often find something hot to drink free in his or her own room too, besides drinks in the mini-bar that are to be paid for. If you see in your room a water-boiler and packets of instant tea, coffee, packets of sugar, cups, saucers, and tea spoons, it means that you can make your own tea or coffee. Using tea, coffee, sugar packets will not be charged. You will also find other free things in your bathroom that will be replaced at no charge as soon as you

use them – small packets of soap and hair shampoo, shower caps, something to shine your shoes with, etc.

As to other services at your hotel, you should keep in mind that some of them are charged while some others are free. To have any additional service inside the hotel, you should call the hotel *Room Service*. But for information, inquiries, or services outside the hotel (for instance, if you want a taxi called for you) you should turn to the *Reception*. One of the kinds of services you can expect from the *Room Service* is bringing food and drinks to your room at your order. It is rather an expensive service. On the other hand, if something is wrong with the things in your room (air-conditioning is out of order, a water tap leaks, light switches do not function properly, the TV-set shows no colour or anything of this kind) and you call with a request to have it repaired, it will cost you nothing. It is also the *Room Service* that you call when you want your shirts or underwear washed and pressed. In many hotels you do not need even to ask for it – just put what you want washed into a special bag and it will be picked up by a chambermaid and brought back next day (or in a few hours) already washed and ironed. Pressing your suits, skirts, dresses, dry-cleaning of your clothes or mending them if there is a need are also the concern of *Room service*. But such services are rather expensive too.

(the text is borrowed and modified from O. Tarnopolsky, N. Sklyarenko (2003). Lifestyle Communicative Behavioral Patterns in the USA. Kyiv: INKOS, pp. 78–83)

5. *Home-task:*

1) Divide into three or four small groups of four or five students in each of the groups – the same small groups in which you were doing continuous simulation tasks when working on all the preceding Units. You were earlier periodically discussing tours to what countries your travel agency specializes in. Now assign one country of those to each member of your group (e.g., Thailand to one, Turkey to another one, etc.). He or she should research the Internet for hotels of various categories in the most popular tourist destinations of the country assigned to him or her. All possible information in as many details as possible about not less than five hotels should be collected by each group member and set down in writing to be reported to the other group members when you are doing a continuous simulation task in the next class.

Step 5. Continuous simulation, role playing and project work



1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing continuous simulation tasks when working on all the preceding Units. Now you are going to discuss what hotels (and why) your agency is going to recommend to its tourists in every tourist destination that the agency specializes in. Listen (in turn, one after the other) to the report of every member of the group who was researching hotels at this or that particular destination and choose two hotels out of five that he or she suggests. One of them should be for tourists who are planning luxury tours for themselves, the other – for tourists with a limited budget. Give reasons for your choices and in this way compile a list of hotels to be recommended for every tourist destination that you specialize in. Prepare a presentation on your decisions. *You have 30 minutes for the small group discussion.*

2. Now every small group is expected to give a five-minute presentation to the rest of the class to outline everything concerning the hotels that you are going to recommend to tourists who have chosen those tourist destinations which your agency specializes in. Every member of the small group should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have 25 minutes for the task.*



3. *Case study in continuous simulation.* In the same small groups brainstorm and role play the following case. A family with three children have turned to your travel agency. They want a two-week holiday in July with maximum comfort but on a limited budget. It is not too important for them which of your destinations to choose as long as it is a beach holiday and the hotel is cheap enough for the five of them. First, brainstorm what you can offer to those people. Then, role play a conversation between one or two representatives of your agency and the three members of the family in question (the husband, the wife and the elder son or daughter). Try to stimulate the family to accept one of your offers and leave satisfied. *You have 15 minutes for the task.*

4. *Role playing in continuous simulation.* In pairs:

a) Act out a telephone conversation between a hotel (motel, aparthotel) manager and a representative of your travel agency booking a room for your customer.

b) Act out a telephone conversation between a representative of your travel agency and a customer who wants to book a bed-and-breakfast.

You have time until the end of the class.

5. *Home-task:*

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the fifth part of your travel agency's prospectus. This part, just as the preceding ones, will need to be not less than 300–400 words. State and discuss what hotels (and why) your agency

recommends to its tourists in every tourist destination that the agency specializes in.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the fifth part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (5 minutes) outline what you have written there. Then, for the next five minutes the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for 10 minutes. After that, the members of the second small group will present their project for ten minutes in the same manner, etc. Depending on the number of small groups, the entire time for this task is from 30 to 40 minutes.

Concluding and checking



1. You are going to hear (twice) two telephone conversations. In the first, a man is calling the reception of a hotel to find out about their rates (prices). In the second, he is calling again to inquire about the method of payment and finally book the room. After listening, summarize both conversations in writing. Design your summary in the following manner: *"In the first conversation the man asks the receptionist The receptionist answers ... and suggests The man In the second conversation ... , etc."* Write your summary of not more than 100 words and after writing, hand it in to your teacher for checking and grading. *You have 25 minutes.*

2. In pairs, act out two similar dialogues changing only the factual information in them. *You have 5-7 minutes,*



3. In the picture above you can see the logo of the famous *Hilton* hotels and a room in *Double Tree by Hilton* hotel in Orlando, the USA. Read a short text about the chain of *Hilton* hotels in which all the numbered sentences are mixed up. Put them in their proper and logical order (the first two sentences under number 1 are in their proper place). *You have time until the end of the class.*

Hilton Hotels

(1) The ownership of this organization is private. *Hilton* is a successful organization and they aim to make profit. (2) All of *Hilton* hotels attract a lot of inbound and domestic tourists.

(3) *Hilton* organization owns lots of high class hotels throughout the world. These hotels are located in many places in the UK and there are different price ranged hotels, for example, the *Double Tree* which is for people who have a lower budget.

(4) All of the *Hilton* hotels aim to meet all tourist needs by offering overseas holidays, budget holidays, business holidays or just hotels. (5) All over the world, there are different hotels for different budgets to suit different customer needs. They provide *Top notch* service and have guest rooms, such as *Queen Hilton guestrooms* and *twin Hilton guestrooms*. Also they have executive rooms, such as the *King executive plus* and the *King Hilton executive*. They have different bars and restaurants to visit too.

(6) The *Hilton* group was originally started by Conrad Hilton in 1919 and has slowly grown over the past 94 years. Nowadays, the *Hilton* is the most recognized name in the industry. It may be said that *Hilton Hotels & Resorts* are a globally recognized company.

(7) Outside the UK, the *Hilton* doesn't just have hotels; it also has resorts overseas in places such as Canada, the Caribbean, America, Egypt, Europe, Asia Pacific and the Arabian Peninsula.

(the text is borrowed and modified from the Internet at <http://travellandtourismindustry.weebly.com/accommodation.html> of 21 October 2016)

4. Home-task:

1) You have read the text with general information about the *Hilton* hotels. Search the Internet and find information about some particular *Hilton* hotel in whatever country or city in the world. On the basis of the information that you have found, compile a 150-word advertisement leaflet for that hotel that could appeal to tourists and stimulate them to book rooms there.

Unit 6

CATERING

Step 1. Introductory definitions

1. Hand in your project works and advertisement leaflets written at home to your teacher for checking and grading.



Ratskeller restaurant in Munich, Germany

2. Catering is serving people who eat out of home either regularly or from time to time. Discuss what catering is and what makes it successful in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation on the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. Read the text (*15 minutes*) about restaurant business and speak about the differences between what was said in the text and in your discussions and presentations. Summarize those differences in a

whole-class discussion and make a full list of features that make catering/restaurant business a success. You have *15 minutes* for your whole-class discussion.

Six Essentials to Serving up a Successful Restaurant Experience

By Ashley Breedon

The restaurant industry in Canada is booming, and for those with the dream of one day running the show as a manager or owner, there's never been a better time to go after it than now. With more than 91,000 restaurants, pubs and other eateries across the country, it's an industry that's seen steady growth for the last 25 years, generating more than \$75 billion annually. With *Centennial's new Restaurant Operations Certificate Programme*, you'll be able to take that dream and make it a reality! Offered through *Part-time Learning*, you'll get to know the ins and outs of running an establishment and what really goes on behind the scenes. So, to help get things cooking, here are six of the most vital ingredients for operational success:

1. Staff

First and foremost, it's critical to select the right people. If you don't have the staff, you don't have a functioning restaurant, and great staff are your best brand ambassadors. But before you send them out there, ensure they're properly trained, provide guidance and promote from within. Qualities to look for in the right candidate include enthusiasm, commitment, and the ability to multi-task.

2. Management

To be a great manager is to have extraordinary balance, and that means being one part coach, one part quarterback and one part cheerleader. This person needs to be the connection between customers, employees and the overall business, ensuring that the needs of all three are met. It's definitely not a job for everyone. The late Jim Rohn, personal development coach and author of *"The Keys to Success"*, said it in the best way: "The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humour, but without folly."

3. Teamwork

Restaurants absolutely need to be leaders in teamwork. By their very nature, they wouldn't exist without the relationship between hostesses, servers, barkeep, kitchen staff and management. These relationships are vital in ensuring happy customers and continual growth, and when teamwork is emphasized in a supportive environment, everyone wins. The Vice-President at Jamba Juice says: "By creating an environment where teamwork is one of the top priorities, restaurants can retain valued employees, increase customer satisfaction, and exceed sales goals."

4. Technology

It's important to keep up with changing technology for a number of reasons, but it ultimately boils down to meeting (and hopefully exceeding) customer's expectations. From the integration of mobile applications, order kiosks and tablet-style menus, technology is taking the industry by storm. Although it may be costly to introduce in the beginning, it can pay off in the long run. For example, by introducing digital menus for customers to place their order directly, there's less wait time, a decreased chance of incorrect orders and, therefore, minimal food waste. This saves money and means the customer is not only getting fast and efficient service, but the table will turn quickly for the next guest.

5. Menu

While you might be tempted to offer a lot of different dishes on your menu, it's imperative not to overwhelm your customers, or your kitchen! You can't be everything to everyone, so focus on your target market and keep menu items at a manageable number. The Restaurant Manager's Handbook suggests offering between 18 and 24 options, as research shows the same eight to 12 items are sold between 60 and 75 per cent of the time. By limiting the menu, you'll also be able to better control inventory costs, food preparation will be faster and easier, and your guests will get their food sooner (and that's service excellence!)

6. Patience

In delivering great customer service, there will be times when something goes wrong, or a guest just isn't in tune with what you have to offer. It happens. But as anyone working in the restaurant and hospitality industry will tell you, it's extremely important to be patient, fix issues immediately and not take anything personally.

Listen, take action and let it roll off you like water off a duck's back. Because ultimately: "patience, persistence and perspiration make an unbeatable combination for success" (Napoleon Hill).

(the text is borrowed and modified from the Internet at <http://www.centennialcollege.ca/school-of-hospitality-tourism-and-culinary-arts-blog/2016/july/19/six-essentials-to-serving-up-a-successful-restaurant-experience> as of 22 January 2017)

4. There are many types of places designed for serving people who want to eat (or drink) out: restaurants of different categories and with very different menus and prices, fast food restaurants, cafés, pubs (mostly in Great Britain), bars and even taverns, like in the picture below, characteristic of some Southern European countries.



A tavern in Athens, Greece, specializing in lamb dishes

Divide into groups of two-three students in every group and discuss those different places for eating that were mentioned above (one group or pair is supposed to discuss different kinds of restaurants, another fast food restaurants, the third cafés, etc.). In your *10-minute* discussion, you should decide what the peculiarities of the place for eating you are talking about are and what distinguishes it from other places for eating. Present your conclusions to the other students in a *3-minute* presentation. *You have time until the end of the class.*

5. *Home-task:*

1) Read the text about medium-price restaurants in the USA in *Home Assignment Section, Unit 6, Step 1*. Use the information from the text for doing home-task 2.

2) Write a 150-200-word essay about the differences between medium-price restaurants in the USA and a similar type of restaurants in your home country (use the information from the text in home-task 1 and your own knowledge about restaurants in your home country). Look up the instruction on writing your essay in the *Home Assignment Section, Unit 6, Step 1*.

Home Assignment Section, Unit 6, Step 1

1. Read the text below and use the information from it for doing the next task.



A typical medium-price restaurant

All kinds of places for eating in the USA may be divided into the following main categories:

1. Cheap fast food restaurants and snack bars;
2. Medium-price restaurants;
3. Expensive high-class restaurants.

Fast food restaurants and snack bars are specific and should be discussed separately.

In what concerns medium-price restaurants, they are certainly more expensive than fast food restaurants but never over-expensive; there is always a great number of them in every city; often they are the most original ones, and not infrequently with the best food you can taste. They range from very small to quite big ones, but they are never of the self-service type; customers are served by waiters who expect to be tipped for their service. The amount of the tip should be about 15% of the price of the order, with the minimum of 10%. But before giving a tip, you should better see the check, or bill², that you receive at payment time – if “service” is included in the price, it means that the total already comprises the tip for your waiter and there is no need for the second tip.

As to prices at such restaurants, they depend on what meal you are having. Breakfast is the cheapest meal and you can have a good big breakfast for about six-ten dollars (often even with the tip). Lunch is more expensive, and you cannot count on a good lunch for less than \$15-\$20. The most expensive meal is dinner, and for dinner you should set aside not less than \$25-\$30 or even more. Certainly, a lot depends on what food you take and whether you include strong drinks into your order. In every restaurant’s menu-card you will find food that will make your meal either cheaper or more expensive than the average prices indicated above. Strong drinks are also rather expensive. Besides, it should not be forgotten that in America respectable people take strong drinks only in the evening – at dinner time but never at breakfast and hardly ever at lunch. Only beer is permissible in daytime and not too much of it. Remember that America is taking great care of its health and drinkers are ostracized. It is the same with cigarette-smokers by the way, and all restaurants are non-smoking.

The price of a meal may be made cheaper not only by choosing cheaper foods. A lot of medium-price restaurants have *meals* with the fixed choice of food and drinks. The price of such a *meal* is also fixed and it is usually cheaper than choosing the same food from a la carte menu³. Another thing to make your meal cheaper is to use

² The word “bill” is rarely used in America in relation to paying in restaurants. The standard word is “a check”.

³ A la carte menu is the restaurant menu from which every kind of food or drink is chosen and paid separately according to the price indicated in the menu – so that the total price of the meal is the sum of all the separate items of food and drink ordered by the customer.

the salad-bar found in many restaurants. If you see a long counter with a lot of vegetable salads and simply vegetables ready for eating, it is a salad bar. In a number of restaurants customers who have ordered some paid food and drinks, for instance, a main course⁴ and coffee, can use the salad-bar for free. But it is done without the services of a waiter. A customer should go to the salad-bar herself or himself, take one of the empty plates that are always provided on the counter and pile as much vegetable salads and vegetables on it as she or he likes – returning with the filled plate to her or his own table. There are no restrictions in the number of trips a customer may take to the salad-bar.

Finally, restaurants often organize *brunches*. A brunch usually starts in the morning and is over at about 2 PM – that is the reason why it bears such a name (breakfast + lunch = brunch). Brunches are buffet type meals when a customer herself or himself takes foods and drinks from a big counter and brings them to her or his table to eat. There are no limitations as to what food and how much of it will be taken. The price of the brunch is fixed and the customer pays this fixed price (irrespective of how much or how little he or she has eaten) on leaving. Buffet style is the most frequent type of organizing brunches but sometimes they are served by waiters from brunch menus. In that case the fixed brunch price remains unchanged but waiters expect to be tipped as usual.

If you want to know the prices and the menu in a certain restaurant before entering it, you should see a special board by the entrance where all this information can be found. In better restaurants all the outside information is printed, but you will often see it simply written in chalk on a blackboard hanging on the wall or standing on a special trestle by the restaurant door.

The portions of food that you get in an American restaurant are always very big, and quite often a person with a moderate appetite will not be able to eat it all. But there is one convenient custom connected with it that is peculiar to the USA. It is the so called “*doggie bags*”. If you cannot eat everything you have ordered and do not want to leave it, ask the waiter to give you a doggie bag. The waiter will pack all the food that you have not eaten for you to take away.

The service is usually rather quick. It is practically instantaneous at breakfast time when people are in a hurry, but it is much more leisurely at dinner.

⁴ The main courses are usually called “*entrees*” (in French) in American menu-cards.

When you are approaching the end of your meal or have already finished it, ask for a check – the waiter will not usually bring it without your asking.

In what concerns food, all moderate price restaurants may be divided into three categories:

1) those that specialize in some definite foods – pizzas, pancakes, barbecue, etc.;

2) those that specialize in some national food – Chinese, Mexican, Italian, Indian, or whatever;

3) those that do not have any food specialization.

(the text is borrowed and modified from O. Tarnopolsky, N. Sklyarenko (2003). Lifestyle Communicative Behavioral Patterns in the USA.

Kyiv: INKOS, pp. 95-103)

2. Write a 150-200-word essay about the differences between medium-price restaurants in the USA and a similar type of restaurants in your home country (use the information from the text in home-task 1 and your own knowledge about restaurants in your home country).

Instruction for writing the essay:

In the *Introduction* of one paragraph state what restaurants belong to the medium-price category and what distinguishes them from cheap fast food restaurants and luxurious expensive restaurants.

In the *Body* of three paragraphs discuss: 1) the peculiarities of medium-price restaurants in the USA; 2) the peculiarities of medium-price restaurants in your home country; 3) the main differences between such restaurants in each of the two countries.

In the *Conclusion* summarize what was said in the *Body* and state whether you believe the difference between medium-price restaurants in both countries to be great or not (Why?).

Step 2. Information processing

1. Work in pairs. Tell your partner orally about what you have written in your essay and listen to what he or she has written (share your ideas about the differences between medium-price restaurants in the USA and in your home country). Then, discuss your written

essays. Read the essay written by your partner and let him or her read your essay. After reading, in turn, summarize orally what you have heard from your partner and read in his/her essay. Let your partner confirm that you have rendered his/her information right or let him/her correct you if you were inaccurate in rendering some information. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 20 minutes for pair work.*



2. You are going to listen to six short dialogues in which customers at a restaurant are greeted and seated by a waiter or waitress. After listening (two times) to every dialogue in turn, discuss in a whole-group discussion what was the situation or problem in each case. How was the situation or problem solved and was the waiter or waitress polite and helpful enough? After discussing every dialogue, role play it in pairs two times (alternatively changing roles of a customer and a waiter/waitress). After discussing and role-playing all the six dialogues, remember a situation from your own life when you came to a caft or restaurant and there was a problem with seating. Role play that situation in pairs too. *You have time until the end of the class.*

3. *Home-task:*

1) Individually, search the Internet and find information, advertisements, descriptions, etc. of some good restaurants in English-speaking countries (your teacher will help you organize your

Internet-search in such a way that every student explores a different restaurant). On the basis of the information found, every student is expected to prepare a *five-minute* “promotional presentation.” He or she is supposed to describe the restaurant, demonstrate all its advantages and give his/her recommendations as to visiting it.

Step 3. Presentations and their discussion



A restaurant in Thessaloniki, Greece

1. As your home task you were preparing individual promotional presentations about some good restaurants in English-speaking countries that you have researched on the Internet. Now deliver those presentations that you have prepared. Every student has *five minutes* for the presentations and *one-two minutes* for answering other students' questions. *You have time until the end of the class.*

2. Home-task:

1) Read the information concerning menu-cards in English in the *Home Assignment Section, Unit 6, Step 3*. Try to remember all the items since you will need them in your class work. Do the matching exercise placed at the bottom of the information that you are expected to remember.

Home Assignment Section, Unit 6, Step 3



1. Read attentively the information below concerning menu-cards in English. Try to remember all the items since you will need them in your class work. Do the matching exercise placed at the bottom of the information that you are expected to remember.

Menu Sections

section	also known as	example items
Appetizers	Appies, Finger Food, Combo Platters, Snacks, Starters	Garlic Bread, Cheese Plate, Nachos
Starters – sometimes called Salads and Soups	Garden Fresh, Greens, Light Fare, Lighter Favourites, Low Calorie Choices, Low-fat Selections	Tossed Salad, Caesar Salad, Soup of the Day
Sandwiches	Burgers, From the Deli, From the Grill, Lunch Menu, Wraps	Grilled Chicken Sandwich, Veggie (Garden) Burger, Steak Sandwich
Italian	Noodles, Pasta, Pizza	Spaghetti, Pepperoni Pizza, Fettucini
Main Course	Entree, Dinners, Main Dish, Main Event	New York Steak, Chicken Stirfry, Hearty Stew
Sides	Accompaniments, On the Side, Side Dishes	French Fries, Rice, Grilled Veggies

Seafood	Catch of the day, Fish, Fresh from the Sea	Fish and Chips, Battered Shrimp, Smoked Salmon
Mexican	South of the Border, Tex-Mex	Fajitas, Nachos, Enchilladas
Specialties	Signature items, Favourites, Pleasers, 5 Stars	BBQ Ribs, Hot Wings, Chicken Cordon Bleu
Desserts	Sweets, Treats, For the Sweet Tooth	Apple Pie, Mocha Cheesecake, Banana Split
Beverages	Drinks, Non-alcoholic beverages, Refreshments	Soda Pop, Juice, Milk
Wine and Beer	Coolers, Draft, Liquor, Specialty Drinks, Spirits, From the Bar	House Wine, Jug of Beer, Peach Cider
Kids Menu	Juniors, Kids Stuff, Little Tikes, For the Munchkins	Spaghetti and Meatballs, Cheeseburger, Chicken Fingers

Descriptive Words and Expressions on a Menu

Menus often contain special language to make items sound delicious. These words and expressions can also convince the guests to order more food, such as appetizers or dessert. It is useful for servers to learn these expressions in order to sound more knowledgeable and achieve better sales. In many English speaking countries, especially North America, having higher sales means earning better tips.

description	meaning	example item
available with	Guests can have this food served with other items.	All burger selections are available with whole wheat buns
bottomless, free refills	Guests can have more without paying.	Coffee and tea are bottomless
chunky	many large pieces of meat or vegetables	A steaming bowl of chunky vegetable soup
coated in, glazed	covered in a sauce (often before cooking)	Breast of chicken coated in teriyaki sauce

crispy	makes a crunchy sound when you chew	Caesar salad with fresh lettuce and crispy croutons
drizzled with	a small amount of liquid poured over top	Apple pie and vanilla ice cream drizzled with butterscotch
finished with	final step of the food preparation	A generous portion of spaghetti and garlic tomato sauce, finished with homemade meatballs
fresh	just off the farm/ out of the garden/	All omelettes are made with three fresh egg whites
garnished with	decorated with	Our dinners are garnished with fresh parsley and seasonal fruit
generous portion, heaping, loaded with	a large amount of	All sandwiches are served with a generous portion of fresh cut fries
home style, homemade, made from scratch	from a recipe (not a package)	Try our chef's homemade chilli with fresh baked bread
juicy	with liquid remaining for taste	Garden salad with juicy tomatoes, cucumbers, and onions
lightly breaded, battered	rolled in bread crumbs, eggs, or other mixture and cooked	Our fish is lightly battered in beer
marinated in	left in fridge to soak up sauce/juice/ flavouring	Our steaks are marinated in a rich peppercorn sauce
medley	variety, mixture	A vegetable medley tossed in olive oil and served over rice
mouth-watering	appearance causes mouth to salivate	Finish your meal off with one of our mouth-watering desserts

on a bed of	on top of a layer of	A ginger chicken stir fry served on a bed of rice
seasonal	produce varies at different times during the year	Ask your server about our seasonal fruit pies
seasoned with	herbs and spices added	Roasted chicken seasoned with fresh basil and oregano

Matching Exercise

Match the menu items a-j with the menu section 1-10 they belong in:

1. Dessert	a. <i>Big Daddy's Hamburger with fresh cut fries</i>
2. Starters	b. <i>Homemade Iced Tea</i>
3. Specialties	c. <i>Junior Spaghetti and Meatballs</i>
4. Refreshments	d. <i>Peach pie a la mode</i>
5. Seafood	e. <i>Mouth-watering garlic cheese toast</i>
6. Sides	f. <i>Loaded mashed potatoes</i>
7. Kids Menu	g. <i>Chef Brian's home-style chilli</i>
8. Sandwiches	h. <i>Lemon and herb glazed Salmon</i>
9. Spirits	i. <i>Seasonal tossed greens</i>
10. Salads	j. <i>1/2 litre house wine</i>

Step 4. Development

1. In the two pictures you can see a sample menu from an exotic American restaurant "*Cock of the Walk*" in Natchez, the State of Mississippi. Using it as an outline and, more important, the information from your home-task, write your own restaurant menu. Divide it into all the sections that you have read about and put only your favourite food and drinks into every section. But make sure that there are at least four-five choices for a customer in each of the sections. Do not forget to add descriptive words and expressions (also from the information in your home-task) to most of the items in your menu. *You have 35-40 minutes to compile the menu.* Your teacher

will circulate among you while you are working to help you, as well as to check and correct the results.

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RIVERBOAT SPECIAL

CATFISH FILET
DOWNRIVER CHICKEN
FLATBOAT SHRIMP
COMBINATION REELER

ABOVE DINNERS SERVED WITH RICE/FRIS, HUSH/PUPPUS, COLE SLAW, PICKLED ONIONS

BARREL (CATFISH)
ELMONLINE
CHAR-GRILLED CATFISH OR CHICKEN
BLACKENED CATFISH
FRIED OYSTERS

ABOVE DINNERS SERVED WITH BAKED POTATO, MUSHROOMS, COLE SLAW, PICKLED ONIONS

WINE & SPIRITS

CATFISH FILET OR CHICKEN DINNER
CHILDREN UNDER 10 ONLY

ROLLIN' RIVER RECIPES

PREPARED THE RIVERBOAT WAY



"THE MIGHTY MUDDY"
FANCY STUFF MIXED
DRAFT BEER
HARD STUFF MIXED

FINE WINE
GLASS
SMALL CAFE
LARGE CAFE

SERVING LUNCH AND DINNER

2. Now that your menu is ready, listen to a sample dialogue between a waitress and a customer who is ordering dinner. After listening (two times), you should be able to say (in whole-class work under the guidance of the teacher):

- 1) what the customer ordered for a starter;
- 2) what the temperature of that food is;

- 3) what bread the customer will take with that starter;
- 4) what main course has been chosen;
- 5) what the characteristics of that food are and what it is served with;
- 6) what the customer's decision about the dessert is;
- 7) whether the customer is going to have any wine with the meal.

You have *15 minutes* for listening and then discussing and answering all the questions above.



A restaurant in Beijing, China

3. Now *until the end of this class*, you will be *role-playing* in pairs using the conversation between the customer and the waitress that you have just heard as a model. Give your partner the menu compiled by you and take the menu compiled by him/her. Study the menu-card that you have received attentively for *three minutes*. One of you is going to be a customer and the other a waiter/waitress. The customer is supposed to order his/her meal from the menu that he or she was given and the waiter/waitress is supposed to take the order and answer questions. The order should be for three or four courses (the appetizer, starter, main course and dessert) and for something to drink. The customer is expected to ask a number of questions about everything he or she is ordering (like it was done in the sample dialogue). After the first role play, change roles. You are expected to do such a change of roles at least once more so that every

partner in a pair plays the roles of a customer and a waiter/waitress not less than twice (thrice if the time allows).

4. *Home-task:*

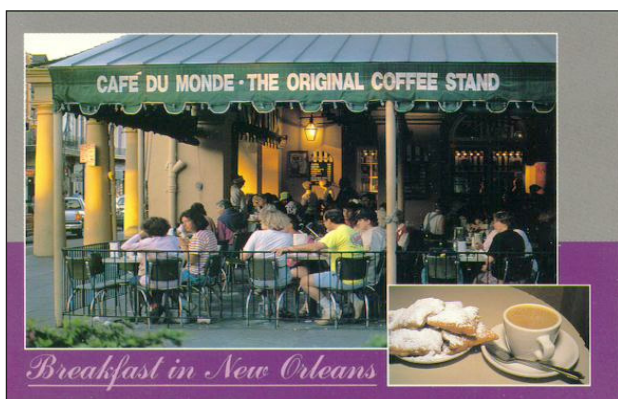
1) In the same small groups that you were doing continuous simulation tasks when working on all the preceding Units decide which restaurant or cafi from your home city every one of you will be exploring as a home-task (each of the students should explore a different restaurant or cafi). At home, every student should research on the Internet, using all the available sources (including customers' comments), the full information on the restaurant or cafi that he/she was given to research. Everything should be taken into account: food, setting, furniture, dcor, service, prices, etc., as well as all the advantages and disadvantages that customers indicate in their comments. On the basis of the information found, prepare a *five-minute* presentation to be delivered to the members of your small group during the next class. Besides describing the place, the presentation should also focus on your ideas as to whether that particular restaurant or cafi is worth including into the list of places for eating that your travel agency is planning to recommend to tourists coming on tours to your city. Why yes or why not? Prepare to answer the questions of other students from your small group.

Step 5. Continuous simulation and project work



"Zeughauskeller" restaurant in Zurich, Switzerland

1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing all the preceding continuous simulation tasks. Now you are going to discuss the restaurants or cafés worth including into the list of places for eating that your travel agency is planning to recommend to tourists coming on tours to your city. Each of you should deliver for the benefit of your small group the presentation on what he or she has found when doing research at home. Discuss all the suggestions and take decisions. Take notes of all your decisions and prepare a 7-8-minute group presentation on them. The presentation should contain the descriptions of all the restaurants and cafés that you have chosen and the reasons for choosing them. You should also say what restaurants and cafés you've decided not to include into your list and why. *You have 40 minutes for the small group discussion and preparing your joint small group presentation.*



Breakfast in New Orleans

"Café du Monde" in New Orleans, USA

2. Now every small group is expected to give a ten-minute presentation (6-7 minutes for the presentation and 3-4 minutes for answering questions from the other students) to the rest of the class to outline everything concerning the restaurants or cafés included into the list of places for eating that your travel agency is planning to recommend to tourists coming on tours to your city. Give the descriptions of all the restaurants and cafés that you have chosen and the reasons for choosing them. You should also say what restaurants and cafés you've decided not to include into your list and why. Every

member of each of the small groups should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

3. *Home-task:*

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the sixth part of your travel agency's prospectus. This part will need to be not less than 250-300 words. State what restaurants or cafés are included into the list of places for eating that your travel agency recommends to tourists coming on tours to your city. Give the descriptions of all the restaurants and cafés that you have chosen and the reasons for choosing them.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



"Mobile Steak" restaurant in Bangkok, Thailand

1. *Project work.* Each of the small groups has written at home the sixth part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (5 minutes) outline what you have written there. Then, for the next five minutes the students from the other small groups are

supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking



1. Listen to one more dialogue between a customer placing an order and a waiter. After listening two times, write a short (50 words) summary of the dialogue indicating in your summary: 1) what food the customer was first interested in and what that food came with; 2) what food was the second point of interest for the customer and what that food consisted of; 3) what the customer insisted on adding to the food she ordered; 4) how long preparing that food takes. *You have 15 minutes for listening and writing the summary.* After finishing writing, hand in your summaries to the teacher for checking and grading.
2. Read (*10 minutes*) the text about healthy eating and then work in pairs (the teacher will, in turn, join every pair to listen to your pair discussions, help, check and grade you). Discuss what healthy

eating means for you, what you do for eating healthily, whether you agree with the author's recommendations and which of them you are going to follow. Why? Which of the recommendations you will not follow? Why? *You have time until the end of the class.*

Healthy Eating on a Budget Doesn't Have to Be Impossible

By Ashley Breedon

Healthy eating is expensive. Take it from me, a humble penny-pincher who rants about the price of produce almost every weekend after scouring the flyers and weekly specials. But even though I agree it can be costly, there are ways to make it more affordable, including learning how and when to buy food, as well as what and how to cook it. And as luck will have it, you can discover your inner "Master Chef" through part-time learning, in the "*Healthy Culinary Arts Certificate Programme*" at Centennial College. So, before you start aimlessly walking up and down the grocery store aisles, read this (and get yourself enrolled in a few courses in the *School of Hospitality and Culinary Arts!*)

Buy seasonal to your location

Take advantage of natural bounty and buy your fruits and veggies locally. Certain produce is available at different times of the year, and if you purchase them when they're in season, prices are generally lower as there's an abundance to sell. The summer months are prime-time for almost anything grown, including berries, beans and leafy greens, but things like eggplant, nectarines and squash make their debut closer to the autumn. And if you want to stock up, but don't want any of it go to waste, learn how to freeze fruits and vegetables for later use in your desserts, soups, salads and side dishes throughout the year.

Make more food

"But wouldn't that be more expensive," – you ask? Not necessarily. If you can find ingredients on sale for things like casseroles, soups or stews, why not stock up, double (or triple) the serving size, and freeze portions for later? You'll not only save money by taking advantage of some great deals, but you'll also save yourself a load of time for those nights when you really don't feel like cooking. And having pre-cooked, frozen meals might even prevent you from hitting up the McDonald's drive-through, thereby helping you maintain a healthier diet.

Learn to cook healthy foods in a variety of ways

There are a number of healthy foods you can buy that are generally inexpensive, including bananas, carrots, cabbage, eggs, legumes and tuna. They don't sound like much on their own, but if you learn how to use these ingredients to make more than a tiresome tuna sandwich, you'll be rocking and rolling with a stock-pile of meal options. Take the humble egg, for example. A simple search on the popular recipe-sharing site yields over 18,000 results. There's got to be at least a few there you'd eat for breakfast, lunch or dinner. And if you're still at a loss, don't forget the "*Healthy Culinary Arts Certificate Programme*," which includes courses such as "*Healthy Breakfast & Brunch*" that will show you how to rock the kitchen in no time!

Utilize coupons

I remember the first time I saw one of those popular coupon-clipping shows, in which people loaded their carts to the brim and walked out having spent very little on food. It was ridiculously amazing and I couldn't wait to try it!

So there you have it. Healthy eating on a budget is not impossible, but the key is definitely in the planning. Be sure to have a list or weekly menu written out before you grab a supermarket trolley!

(the text is borrowed and modified from <http://www.centennialcollege.ca/school-of-hospitality-tourism-and-culinary-arts-blog/2016/june/28/healthy-eating-on-a-budget-doesnt-have-to-be-impossible/> as of 19 April 2017)

3. Home-task:

1) Revise the materials from all the three Units that you have been working on in this Module and get ready for your *Module 2 Progress Check* in the next class.

Module 2

PROGRESS CHECK



1. Read the text about the hotel industry and write its 150-word abstract. You have *45 minutes* for reading and writing. After finishing writing your abstract, hand it in to your teacher for checking and grading.

The National/International Hotel Industry

While it is important to consider accommodation within the broader context of the tourism system, you should also have some understanding of the accommodation sector as an industry in its own right. There are two levels at which the industry can be assessed, namely, from the macro perspective (the industry as a whole) and the micro perspective (managing hotel operations). Despite the enormous variety of types of accommodation, attention is paid primarily to the commercial hotel sector, this being the most significant in business terms.

A fundamental characteristic of the hotel industry is the distinction between **independent hotels** and **chain hotels**; the former being more common, for historical reasons, in Europe, the latter more dominant elsewhere. Therefore, an important theme is the structure of the hotel industry, both domestically and internationally, in terms of ownership and the resultant characteristics of supply. Whereas independent hotels may

be associated with individuality, chain hotels imply greater standardisation, potentially contributing to the process of globalisation. It is important to note that, in international hotel chains, the global supply of accommodation remains largely dominated by American and European businesses.

Try to remember that, whether independent or chain, the objectives of commercial hotel operations are to optimise returns (i.e. to maximise profit!). Frequently, hotels and/or hotel chains are owned by large corporations or investment companies and, therefore, their structure and strategies are driven by the need to make a return on stakeholders' investment. The structure or ownership of hotel chains is more complex than might be imagined. For example, just because a hotel is called Marriott it does not necessarily mean it is owned (or even managed) by the Marriott organisation. Two issues are, therefore, important to consider – models of ownership/operation and branding.

Models of ownership/operation

An important distinction exists between the ownership and management of a hotel. A hotel chain does not necessarily own all, or even any, of its properties and, commonly, larger hotel chains are characterised by a combination of ownership or operational structures. These may also reflect the corporate strategy adopted by the organisation.

Independent hotels often become members of a hotel consortium in order to compete more effectively with chains while retaining the advantages of independent operation and the individuality of their products and service.

Branding

Related to ownership and operational structures, branding has become an increasingly important strategic tool for hotel groups. As a form of market segmentation, it is a process whereby hotel companies develop recognizable brands to meet the needs of particular markets, usually based on price and levels of service. A current trend is towards the development of budget hotel brands, such as Formule 1, Campanile and Travelodge.

Demand issues

Related to occupancy levels, the demand for accommodation is influenced by the location of the premises, the fixity of premises and seasonality/periodicity.

Quality issues

As customers become more quality and value conscious, service quality management is playing an increasingly important role.

Technology issues

As with most sectors of the travel and tourism industry, technological advances are having a significant impact on operations. Within the accommodation sector, Internet booking has had a positive impact on demand.

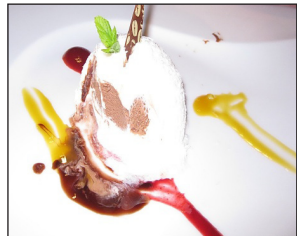
Environmental issues

The accommodation sector has become more aware of environmental issues for both efficiency and ethical reasons. The International Hotels Environment Initiative is a good example of a sector-wide programme.

Budget hotels

Budget hotels have become increasingly widespread and popular in recent years, meeting the needs of budget-conscious travellers who do not require a range of services. Their attraction, of course, lies in their price, although there are disadvantages related to location, the lack of services, etc. Nevertheless, non-budget hotels/chains will need to develop more targeted brands and to promote their benefits to specific markets in order to compete, as well as developing their own budget brands.

(the text is borrowed and modified from Richard Sharpley. (2006) Travel and Tourism. SAGE Publications. London Thousand Oaks New Delhi)



2. *Role-plays.* In pairs, role play three situations:

1. A tourist is talking to a travel agent booking hotel accommodation in Miami Beach, USA for two weeks beginning from 18 July for the family of three (a husband, a wife and a 13-year old daughter). A four-star hotel is requested, close to the beach (the first line); the requested food plan is half-board (breakfast and dinner).

2. The same tourist is talking to the same travel agent booking a flight for the same three people to Miami Beach, Florida, USA for 17 July with a flight back for 31 July. Preferred seating: in one row of three seats.

3. A customer is talking over the telephone to a restaurant manager booking a table for two persons for Saturday 8 pm. A menu is discussed and the customer orders food and drinks in advance.

You have 15–20 minutes for all the three role plays.



“Schtiftskeller” restaurant in Innsbruck, Austria

3. Listen (two times) to a customer ordering food at a restaurant. After listening, in whole class work answer the following questions:

- 1) How does the restaurant do children’s portions?
- 2) What does the customer order for the child?
- 3) What are today’s specials at the restaurant?
- 4) What does the customer choose?
- 5) How is the stew made?
- 6) What is the customer’s last request?

You have time until the end of the class.

4. Home-task:

There is no home-task because work on a new module will start in the next class.

Module 3

**BEING SAFE
AND HAVING
FUN WHEN
TRAVELLING**

Unit 7

MEDICAL CARE AND INSURANCE IN TOURISM

Step 1. Introductory definitions



1. In the picture above you can see a mineral water pump room in the famous thermal and mineral water spa of Karlovy Vary in the Czech Republic. Going for several weeks to such spas is a typical example of medical tourism. In groups of three or four students discuss what medical tourism is, what its varieties are (there are many others besides going to thermal and mineral water spas), what the reasons for medical tourism are and give examples, especially if someone in your group has been on a medical tour (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

2. Read the text (20 minutes) and decide how your ideas concerning medical tourism differ from those in the text. Talk the differences over in a 10-minute whole-class discussion and decide whether what you have said and what is said in the text complement or contradict each other. Why?

“Medical tourism” means travelling to another country to receive medical care.

For most people needing medical care, the last thing on their minds is travel but a growing number of American medical tourists are setting out for India, Thailand and Latin America for everything from dental work to breast implants to major heart surgery. Rising health care costs in the US push people to seek medical treatments elsewhere, while medical facilities in developing countries have not only caught up to western standards but also in many ways exceeded them. These tourists are usually surprised to find brand new facilities and equipment as hospitals and medical tourism destinations around the world join in the fierce competition for this fast growing market.

There are many reasons for going overseas to get medical care. While price is the major factor that first leads patients to look overseas for health care, there are a number of other benefits that often escape notice, though the *price difference* remains the prime motivator for most people. However, such benefits as *better service*, *better quality* and *better availability* should not be forgotten either.

Medical tourism has its perils, however, and the aspiring tourist should be familiar with possible problems and have a good idea about which medical trip is right for them long before planning the details of that trip.

Medical tourism is often as much about the tourism as the medicine. For those undergoing major surgery, there is no better place to recover than a bungalow with a view of the beach while receiving your physical therapy (or massage). Similarly, for family accompanying a patient a week at the beach or a shopping spree can clear up a lot of stress following a surgery. South Africa offers safari medical tourist packages, where a family visits for treatment followed by a wildlife safari. Individual hospitals will often have

associated travel agents that will arrange all manner of getaways following an operation.

For those not going under the knife, there is even more incentive to be a medical tourist. Given the cost of dentistry, the savings for even minor work can cover the cost of the trip. Many regular medical tourists will plan their physical exams, dental work and other minor services, like cosmetic surgery, and bundle them in with a weeklong beachside vacation in the tropics. Overall, their vacation is still cheaper than having the services in the US. Many companies are also appreciating this strategy, sending employees on vacations to save on medical costs and saving on health insurance while giving their workers care they otherwise might not have access to.

(the text is borrowed and modified from the Internet at http://www.business-in-asia.com/asia/medical_tourism.html as of 12 January 2017)

3. In the text you have just read it is mentioned that medical tourism has its perils and problems. In the same small groups that you were doing task 1, discuss what these perils and problems can be (*five minutes for discussion*). After that, share your ideas with the other small groups (also *five minutes*).

4. Read a short text about such perils and problems (*seven minutes for reading*) and after reading, in a whole class discussion decide whether you have mentioned all of them or there are some that you have not thought of in your small group work. Maybe, some perils and problems discussed by you were not mentioned in the text? Which? *You have time until the end of the class.*

Reasons Not To Travel...

1. Language and Culture Barrier

While good English can be expected from your doctor and hospital staff, many medical tourists have little experience travelling overseas and especially in non-English speaking countries. While some people enjoy travelling and experiencing new cultures, patients about to undergo major surgery are rarely among them. For those with little experience travelling, staying at home may be the

less stressful, if more expensive, alternative. Otherwise, having an agent book your entire trip from airport to hospital with little need to stray or interact with the locals is another option. Many hospitals will actually arrange your entire trip including airport pickup and hotel, if required.

2. No Legal Recourse

The fact of the matter is that medical tourists have few options if there is a major problem. While the treatment for complications is also low-priced, there will be effectively no opportunity to get financial compensation either to pay for more treatment or for emotional distress. There is no way around this issue, though the kind of incompetence that leads to lawsuits in the US is rare in the major tourism hospitals due to less hectic work shifts and a surplus of staff. This makes it vitally important to choose a reputable hospital or agent to deal with.

3. Who to deal with?

Finding the right hospital or travel agent is often a stumbling block for medical tourists. For basic procedures like a check-up and some dental work, simply booking the flight and calling the hospital a week ahead of time is usually sufficient. For more complicated procedures or first-time tourists, more in-depth consultations with the hospital or the use of a good agent are recommended.

(the text is borrowed and modified from the Internet at http://www.business-in-asia.com/asia/medical_tourism.html as of 12 January 2017)

5. Home-task:

1) Read the text "*Benefits of Medical Tourism*" in the **Home Assignment Section, Unit 7, Step 1** to get more detailed information about such benefits of medical tourism as better price, better service, better quality and better availability.

2) Use the text on benefits of medical tourism and the other information on that kind of tourism that you have discussed in class for writing a 200-word summarizing essay. Look up the instruction on writing your essay in the **Home Assignment Section, Unit 7, Step 1**.

Home Assignment Section, Unit 4, Step 1

1. Read the text below and include the information from the text into your essay.



Reasons to Go Overseas

1. Price

This is the main reason most people initially cite for their decision to go overseas for medical treatment, but the situation is actually even better than the bare numbers suggest. Figures that are normally thrown out range from one quarter to one tenth the price of US care, with dental work firmly occupying the one-tenth corner. These estimates are based on India, which is commonly the lowest priced option of sufficient quality for Westerners. While there is considerable variation, as a rule of thumb Thailand, India's major competitor, is approximately 20% more expensive while the South American and other medical tourism destinations weigh in at 50-100% more than India. Dental work is the biggest saver with medical tourism – 90% savings are standard in India and Thailand with excellent facilities.

2. Service

Beyond simple costs, many people appreciate the superior service found in foreign hospitals. Whereas in the US and EU many

tasks are performed by orderlies, in the medical tourism destinations there is a plentiful supply of registered nurses. Where in the west a patient might be told where to go to collect medications or see another doctor, a medical tourist can expect to be escorted. US doctors are often harried with too many appointments and rush in and out, whereas doctors in major tourist hospitals have much easier work schedules and emphasis is placed on spending time on each patient, both as a matter of patient care and to stress a point of superiority over western hospitals. Upon check-out, medical tourists are treated courteously, sometimes reverentially to the point of embarrassment depending on the country, and billing is often performed with less bureaucracy than in the US.

3. Quality

One of the major issues that prospective medical tourists grapple with is accepting a reduction in quality, not just in facilities but also in the physicians themselves. It is natural to assume that if something is cheaper then it must be of lower quality, but for a well-planned medical tour the situation is the opposite. When going to the average facility in the US, you will almost certainly have an average doctor – it not being possible, after all, that every doctor available be “above-average.” If you plan your trip carefully, however, it is possible to ensure that you will have eminent, very experienced physicians – effectively the best that country has to offer.

4. Availability

Medical tourists also have greater access to different treatment types than those who choose not to travel. Stem cell-based therapies are the most common treatments that are not available to Americans, often because of restrictive government regulations. Most stem cell therapies are frauds, both within the US and without, however, there are several legitimate programs that offer a high-tech alternative to painful or dangerous therapies.

(the text is borrowed and modified from the Internet at http://www.business-in-asia.com/asia/medical_tourism.html as of 12 January 2017)

2. Use all the information on medical tourism that you have read and discussed in class, as well as the information from the text above to write a 200-word summarizing essay on this issue.

Instructions for writing the essay

In the introductory paragraph define what medical tourism is and list its benefits and risks.

In the second paragraph discuss in greater detail the benefits of medical tourism.

In the third paragraph discuss the risks of that kind of tourism.

In the concluding paragraph emphasize why medical tourism is such an important part of the tourism industry nowadays.

Step 2. Information processing

1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss if there are any differences in your ideas. Then, if you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*



2. Above you can see a picture of travel health insurance. This is what you are going to speak, read and listen about today. First, in small groups of three or four students discuss and answer the three questions below (*5 minutes for discussion*):

1. *Why do all tourists have to have travel health insurance, especially if they are travelling abroad?*

2. *What problems can travel health insurance help you to solve on a foreign trip and what should you do with your insurance when travelling abroad?*
3. *What should you look for in insurance?*

After the discussion, every small group makes a two-minute presentation giving their ideas to the other students. After all the small groups have delivered their presentations (*not longer than 10 minutes for all the small groups*), in a whole-group discussion for 5 minutes discuss the differences in ideas of different small groups and how these different ideas complement each other. *You have 20 minutes for the task.*

3. Read the text below (*20 minutes*) and check whether you have missed something when discussing insurances. Define for yourself what you and your group-mates have not mentioned.

Obtain Travel Health Insurance

Don't rely on your provincial or territorial health plan to cover costs if you get sick or are injured while abroad. Provincial and territorial health plans don't always cover out-of-country travel. They may cover only part of the bill, and will not pay up front. A medical evacuation could cost more than \$50,000, so it's best to make sure you have travel health insurance to cover unexpected expenses.

Purchase the best private travel health insurance you can afford, even if you're taking a day trip to the United States. It's your responsibility to obtain and understand the terms of your travel health insurance policy. Your credit card company may offer health and travel insurance, but don't assume that coverage is automatically included or that the card alone provides adequate coverage. Some companies charge an additional premium for travel coverage. Others require that you use their card to pay for your travel arrangements. Verify the conditions, limitations and requirements before departure.

Ask your health care provider to fill in the portion of the insurance questionnaire on pre-existing conditions to avoid future problems. For example, you may have a pre-existing condition, such as borderline diabetes or high blood pressure, that doesn't require you to take medication at this time. If you fail to indicate all pre-existing conditions on the form and then need the coverage while abroad, the insurance company may refuse to pay your medical bills.

Always carry proof of your insurance coverage when travelling. Also, tell your travel agent, a friend or relative at home or your travel companion how to contact your insurer.

If you receive medical care while travelling, get a detailed invoice from the health care provider or hospital before you leave the country, as it may be difficult to get the proper paperwork from thousands of kilometres away. Most insurance companies won't accept copies or faxes of receipts, but you should keep copies for your own files.

What to Look for...

When assessing a travel health insurance plan, ask if it:

- provides continuous coverage before departure and after return, particularly if you plan to stay abroad long enough to become ineligible for a provincial or territorial plan;
- offers coverage renewal from abroad and for the maximum period of stay;
- has an in-house, worldwide, 24-hour/7-day emergency contact number in English or French and/or translation services for health care providers in your destination country;
- pays for hospitalization for illness or injury and related medical costs outside the home country (treatment for some injuries may exceed \$250,000);
- provides coverage for health care provider visits and prescription medicines;
- provides direct payment of bills and cash advances abroad so you don't have to pay out of your own pocket;
- covers pre-existing conditions (get an agreement in writing that you have recovered);
- provides for medical evacuation to the home country or the nearest location with appropriate medical care;
- pays for a medical escort (health care provider) to accompany you during evacuation;
- covers premature births and related neonatal care, as needed;
- clearly explains deductible costs (plans with 100 percent coverage are more expensive but may save money in the long run);
- covers preparation and return of your remains to the home country if you die abroad (in most cases, costs will exceed plan coverage);
- covers emergency dental care;

- covers emergency transportation, such as ambulance services; and
- doesn't exclude or significantly limit coverage for certain regions or countries you may visit.

(the text is borrowed and modified from the Internet at <https://travel.gc.ca/travelling/publications/well-on-your-way> as of 12 January 2017)

4. On the basis of the text read, discuss in a whole group discussion what you have not taken account of when speaking about insurances while doing task 2. You have *10 minutes*.

5. Trip cancellation insurance allows you to cancel your trip (if there is a problem) without losing money. Listen two times to a conversation between an insurance agent and a client about obtaining trip cancellation insurance. After listening, answer your teacher's question given below:

1. *Can the client buy trip cancellation insurance as a separate insurance plan or is it only a benefit within a wider insurance plan?*
2. *What is "policy" in insurance?*
3. *On what full cost is the client supposed to purchase insurance?*
4. *How do you understand "premium" and "premium amount" in insurance?*
5. *Does the client need to include into the full cost all the travel arrangements including those that are refundable?*
6. *What do "cancellation penalties or restrictions" mean?*
7. *What is the "Cancel For Any Reason" and what benefits does it allow?*
8. *In what case does a client qualify for "Cancel For Any Reason" plan (what are the three conditions for it)?*
9. *What can be the reasons for flight cancellations and what does TravelSafe reimburse if the flight is cancelled?*

6. Home-task:

1) Divide into six small groups (two to three students in a group). Each group is expected to find on the Internet a case of a problem with insurance that a tourist or some tourists had while on a tourist trip. Find in the case the information how the problem was solved or if it was not, discuss with your partner(s) how you believe it should be solved. On this basis, prepare a five-minute presentation

of the case but do not include its solution into your presentation. Your case will be discussed by the other students in the group who will suggest their solutions. After listening to their suggestions, you will disclose how the problem was solved in reality (what solution to the problem you have found on the Internet) or what solution you yourselves suggest.

Step 3. Presentations (case studies) and their discussion

1. As your home task you were preparing some small group presentations (case studies) about problems with insurance that tourists have while on a tourist trip. Report your case to the other students (*five minutes*) without telling them about the solution to the problem. Let the other students suggest their solutions. After they have had their say, inform them what the real solution to the problem was (that you have read about on the Internet) or what solution you suggest. Every small group has *ten minutes* for delivering and whole-group discussion of their presentation. *The total time for the task is 60 minutes.*

2. Now in the same small groups write a 100-word abstract of one of the presentations (cases) that you have heard (not yours). After writing, hand in your abstracts to the teacher for checking and grading. The

presentation (case) on which most abstracts will be written will be considered the most interesting and will get additional high grades from the teacher. *You have time until the end of the class.*

3. *Home-task:*

1) Divide the class into two equal groups. Students from the first group will be (individually) reading *Text A* in the **Home Assignment Section, Unit 7, Step 3**. Students from the second group will be individually reading *Text B*. You have to understand your text (A or B) in all the details and get ready to present orally all the information from it to some of the students from the other group.

Home Assignment Section, Unit 4, Step 3

1. Read *Text A* below if you are from the first group or *Text B* if you are from the second group. Try to understand your text (A or B) in all the details and get ready to present orally all the information from it to some of the students from the other group during the next class.



Text A

Travellers often ask us what type of travel insurance they need for their particular trip. Essentially, there are three types of travel insurance plans: package plans, travel medical plans, and specialty plans that limit the coverage to specific options such as evacuation/repatriation, car rental, or flight accidents for example.

Most travellers think of travel insurance as the first type – a package plan, which is a comprehensive travel insurance policy that combines a lot of coverage options into a single plan that's intended to cover all the mishaps and disasters that could occur on a trip. Package plans are the most common type of travel insurance sold, but it's also the most expensive type of travel insurance – costing between 6 and 8% of a traveller's total trip cost.

Some travellers don't need the level of coverage in a package plan – they need a travel medical plan instead – and they can avoid the extra expense that comes with a package plan. The following explains how to determine what type of travel insurance plan you need.

1. You need a travel medical plan when ...

... your travel is domestic, relatively cheap, or outside your health insurance network.

Travel medical insurance plans cover your emergency medical care when you're travelling outside your health insurance network. Many U.S. based health insurance plans do not cover their members when they leave the U.S. and they apply out-of-network charges for travel outside the health insurance network area, which means the traveller pays a higher portion of the bill.

Essentially, you need a travel medical plan when you're not worried about recovering your non-refundable trip costs, your trip is relatively inexpensive, and you know you will be outside your health insurance network area (and therefore won't have coverage for medical care).

The following travellers need a travel medical plan:

- Business travellers who don't have to pay for their trip costs but know their health insurance doesn't extend to their destination.
- International student travellers who are not worried about trip cancellation and need coverage for injuries or illnesses while they're abroad.
- Families, couples, and individuals travelling outside their health insurance network who want the secondary coverage so they won't have to pay a huge medical emergency bill.
- Backpacking travellers who aren't worried about trip cancellation but need coverage for emergency medical care, trip interruption (in case they have to return home quickly), and want some coverage for their stuff.

- Missionary or volunteer travellers who are not concerned about getting their trip costs refunded, but know they need coverage for medical emergencies and evacuations.

- Senior citizens on Medicare travelling outside the U.S. (Medicare coverage does not cover treatment abroad although some supplement plans include a little medical coverage.)

- Workers leaving the U.S. for employment who need medical coverage until they can qualify as a legal resident and be a part of a national health care system.

- Visitors from other countries who need medical coverage while in the U.S.

Some travel medical plans include benefits that are similar to package plans like minimal trip interruption, coverage for lost or delayed luggage, and even some trip delays.

2. You need a package plan when ...

... your travel is expensive, once-in-a-lifetime, or you're on a budget.

Travel insurance package plans cover a wide range of travel risks, including trip cancellation, travel interruption, emergency medical care, baggage loss, and evacuations as well as features like travel delays, car rental, and more. Cancellations can occur for a number of reasons, and when you want coverage for trip cancellation, you'll need to buy a package plan.

The following travellers need a travel insurance package plan:

- Travellers taking an expensive trip, like a cruise or safari, who want to be able to recover their non-refundable trip costs if they have to cancel the trip.

- Travellers who are taking a once-in-a-lifetime trip, such as for a sporting event, an anniversary, a honeymoon, etc. If the trip must be cancelled for some reason, you'll want to recover your losses.

- Travelling families and seniors on a budget who can't afford to lose all their non-refundable trip costs in the event of an unexpected emergency like an illness, a car crash, or a job loss.

- Travellers taking an adventure trip. Most travel insurance plans exclude adventurous activities, but travellers can purchase adventure package plans or upgrades to a standard package plan to cover their medical emergencies on an adventure trip.

Travel insurance package plans include coverage for travel medical emergencies.

3. You need a speciality plan when ...

... you have an insurance gap you need to cover.

Travel insurance speciality plans are ideal for covering gaps in your insurance. Here are a few examples:

- If your travel medical care is covered when you're abroad through your health insurance and you don't need to recover your pre-paid trip costs, then you may only need evacuation and repatriation coverage. This is often called a 'med-evac' plan.

- If you're travelling within the U.S. and don't own a car but will be renting one for a trip, you can buy a car rental damage plan that's much less expensive than what you'll get at the rental counter.

- If you paid a lot for an airline ticket and are travelling where you won't need travel medical coverage and want to be able to recover your pre-paid ticket costs, you can buy airline ticket protection.

(the text is borrowed and modified from the Internet at <http://www.travelinsurancereview.net/tips-and-advice/travel-safety-tips/tips-to-buy-the-right-type-oftravel-insurance/> as of 12 January 2017)



Text B

7 Tips for Insuring Domestic Trips versus International

We all know international travel is very different from domestic trips, but what does it take to insure a domestic trip versus an international one? What qualifies as an international trip?

Any trip outside the borders of our home country is considered international. It doesn't have to be far away and involve many hours

of travel to qualify as an international trip. How to insure domestic travel versus international travel is a question many travellers have.

The following are some important tips to consider when insuring your next trip – international or domestic.

1. International Trips Involve Higher Pre-Paid Costs

Typically, but not always, an international trip will require higher pre-paid trip costs. Many of those expenses are non-refundable because even hotels and tour operators have got into the ‘no refunds’ game the airlines have been playing for many years. Most will give you a voucher for future travel, but if you can’t make that trip later, you’re out the money you spent.

Trip cancellation is important coverage whenever you have invested a significant amount of money you don’t care to lose. While you may not believe there will be any reason you have to cancel your trip, you simply cannot predict the future. Even domestic trips that are expensive are worth covering with trip cancellation protection because it’s cheap peace of mind.

2. International Trips Mean Higher Medical Risks

Travelling outside your home country typically means travelling outside your health insurance network, that is, where your health insurance coverage is not in effect. Essentially, it’s like having no insurance at all. If you’re a visitor in a foreign country, you don’t usually have access to ‘free’ medical care either, and many doctors and hospitals will expect payment for your treatment prior to treating you.

If you cannot pay, they’ll usually get you comfortable and wait until you can contact family and friends back home to raise the money you need. When you consider that most travellers can get travel medical insurance for less than a dollar a day, it really becomes an ideal solution when travelling outside your health insurance network.

3. Travel Medical Fills the Gaps for Hazardous Domestic Travel

Some domestic trips mean more hazardous travel – skiing and snowboarding, for example, SCUBA diving, is another. If you’re travelling outside your health insurance network and participating in a hazardous sports activity, having a travel medical insurance plan can fill in the gaps if you are outside your network and facing out-of-network costs, which can be far higher.

When you consider that medical care inside the U.S. is some of the highest in the globe, having plenty of protection is important –

even if you're travelling inside your home country. While your own health insurance plan will usually act as primary coverage, your travel health insurance can cover your out-of-pocket expenses up to the plan limit. Just be sure that you have coverage for hazardous activities you're planning to do with your travel insurance plan (not all plans include this coverage).

4. Evacuations Are Only for International Trips

If a traveller is injured or killed on their trip and an evacuation or repatriation (the return of the dead traveller's body) is necessary, that transportation can be very expensive. Travel insurance plans typically include this type of coverage, but it only applies when the traveller is outside their home country. If you're travelling domestically, this coverage won't be of much help to you at all.

5. Baggage Loss Could Mean an Expensive Shopping Trip

The coverage you get for lost or delayed bags through the airlines is limited, and travel insurance coverage for lost, destroyed or stolen bags can help offset the cost of replacing your clothing and personal items until you return home. This can be useful coverage for both domestic and international trips.

6. Travel Delays are Expensive – both Domestic and International

Travel delays come in all forms – weather delays, flight operation problems, mechanical situations – and the airlines don't provide a lot of support for waiting travellers. If the delay is for reasons of weather, you could be paying for unplanned-for hotel rooms, meals, and taxi rides all when your target destination is waiting for you.

Travel delay coverage with your travel insurance plan can reimburse you for those expenses if the delay reaches a certain number of hours. If you're stuck in a hotel in Germany waiting for a blizzard to clear, it's far nicer than waiting in the airport.

7. Ensuring the Kids are Safe is Critical

If you're travelling with your kids, you want to know that they will be safe even if something happens to you. If you are hospitalized and your children are left unattended, a good travel insurance provider will step in and make sure that the kids are cared for, returned to your home country into the hands of a relative or friend, and safe. If you're badly injured in a traffic accident and they come through unscathed, knowing someone has an eye on them is peace of mind.

Ultimately, it's important to think about what risks you face on any trip you take, verify the coverage you have for the trip you're taking, then compare plans and purchase travel insurance to cover those gaps when you need it.

(the text is borrowed and modified from the Internet at <http://www.travelinsurancereview.net/tips-and-advice/travel-safety-tips/insuring-domestic-versus-international-trips/> as of 12 January 2017)

Step 4. Development



1. Divide into pairs. In every pair there should be a student who has read text A from your home task and a student who has read text B. First, the student who has read text A tells his or her partner about all the details of that text contents. The partner should fully understand the contents of the text asking questions to clarify the details. Then, the roles are changed and text B is discussed in an identical manner. All this work is done with books closed and may take 20-25 minutes. After that, each of the partners is expected to write a 100-120-word abstract of the text read by the other partner (the student who has read text A is supposed to write an abstract of text B and vice versa). Finally, partners are requested to compare their abstracts and check them (the student who was reading text A is requested to check the abstract of this text written by his/her partner and vice versa) correcting possible mistakes. Having finished, hand in your abstracts to your teacher for checking and grading. This part of the task is planned for 30-35 minutes (not more than 55 minutes for the entire task).

2. *Role plays.* In pairs, using the dialogue that you heard in the last class as an example, role play several conversations between an insurance agent and a client who wants to get an insurance policy for his/her tourist trip and is discussing the details with the agent. Role play not less than four such conversations, *each of 5-6-minute duration*, changing roles in each of them (*you have time until the end of the class*). Every role play should be different in what concerns the details of insurance: not only different destinations, length and kinds of trips (domestic, foreign trips, cruises, adventure holidays, safaris, etc.) but also different kinds of insurance plans: a travel medical plan, a package plan or a speciality plan. In every conversation, the agent should ask the client what his or her budget for insurance is and recommend the best option for that particular budget.

3. *Home-task:*

1) Individually, get ready for the continuous simulation in the next class. You will be discussing what thermal and mineral water spas and international centres of medical tourism your travel agency will specialize in and recommend to your tourists, as well as what kinds of travel insurance you will recommend your clients to get and provide for them through insurance agencies - your partners. Do research on those spas, centres and insurance agencies on the Internet, find at least two of each of them to recommend to other people with whom you will be discussing these issues during continuous simulations in the next class.

Step 5. Continuous simulation and project work



1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing all the preceding continuous simulation tasks. Now you are going to discuss what thermal and mineral water spas and international centres of medical tourism your travel agency will specialize in and recommend to your tourists, as well as what kinds of travel insurance you will recommend your clients to get and provide for them through insurance agencies – your partners. Each of you should suggest his or her options, in accordance with what he or she has found doing research at home. Discuss all the options and make decisions. Take notes of all your decisions and prepare a presentation on them. *You have 40 minutes for the small group discussion.*



2. Now every small group is expected to give a ten-minute presentation to the rest of the class to outline everything concerning the thermal and mineral water spas and international centres of medical tourism that your travel agency will specialize in and recommend to your tourists, as well as concerning the kinds of travel insurance you will recommend your that clients get and will provide for them through insurance agencies-your partners. Give information who those partners are going to be and why you have chosen them. Every member of each of the small groups should deliver a part of your

joint presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

3. *Home-task:*

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the seventh part of your travel agency's prospectus. This part will need to be not less than 250–300 words. State what thermal and mineral water spas and international centres of medical tourism your travel agency specializes in and recommends to your tourists, what kinds of travel insurance you recommend your clients to get and provide for them through insurance agencies-your partners. Give information about those partners and why you have chosen them.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has written at home the seventh part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small

groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking



1. Listen two times to a conversation between a *TravelSafe* insurance agent and a client about obtaining insurance with different benefits. After listening, write a 70-word abstract of the conversation listing all the benefits of *TravelSafe* insurance and its advantages in comparison with other kinds of insurance. *You have 20 minutes for work.*

2. *Role plays.* In pairs, role play a conversation with a customer who has come to a travel agency wanting to book a holiday at some thermal and mineral water spa. Recommend one of the spas that you were discussing in your continuous simulation and answer the tourist's questions about prices, treatment, accommodation, meals, etc. *You have 5–7 minutes for the role play.*

3. Read the text below where five sentences or paragraphs have been omitted. The places where something is omitted are marked with figures from 1 to 5. The omitted sentences or paragraphs are under the text marked with letters from A to E. Put the missing sentences or paragraphs into their proper places matching the figures to the letters. Do the task in writing and after finishing, give the sheet with your answers to your teacher for checking and grading. *You have time until the end of the class.*

Travel Insurance Plans

For over 45 years our *TravelSafe* Insurance Plans protect travelers and their travel investments. Unexpected things can happen while travelling. With insurance benefits like Primary Medical, Trip Cancellation and 24-Hour Global Assistance, any traveller can travel with confidence. Anyone can *TravelSafe*.

TravelSafe offers 2 plans with important benefits included in each package:

- ***TravelSafe* Basic Plan** (1)
- ***TravelSafe* Classic Plan** (2)

How Does Travel Insurance Work?

Travel insurance is a collection of benefits and services designed to protect you in three key ways:

Coverage for Your Travel Arrangements (3)

Coverage for You (4)

Coverage for Your Belongings (5)

A. When we travel, we take baggage and other personal items on our trip. Travel insurance can reimburse travellers for the money spent to replace these items when baggage and personal effects are delayed, lost, or stolen.

B. Probably the most important coverage travel insurance can provide is coverage for you. Protection against the costs a traveller can incur from unexpected medical expenses, medical evacuation, and non-medical emergency evacuation can be high. Travel insurance can protect travellers from those costs, so they can focus on their health and safety. Not how it will affect their bank accounts.

C. – *TravelSafe's* most popular plan includes higher limits on all of the important benefits to expand your coverage. Add "*Cancel For Any Reason*" for even more coverage.

D. – A plan for those who want just the bare necessities.

E. Among the most frustrating experiences a traveller can have are trip cancellation, trip interruption, and travel delay. Should unforeseeable reasons force you to cancel, interrupt, or delay your trip, travel insurance aims to reimburse you for the cost of your travel arrangements.

(the text is borrowed and modified from the Internet at <https://www.travelsafe.com/why-travel-insurance/#how> as of 12 January 2017)

4. Home-task:

1) Search the Internet for finding more information some thermal and mineral water spa where you personally would like to have your holiday. Write a 150-200-word essay describing that spa and explaining why you would prefer it as a place for having your holiday and improving your health.

Unit 8

EXCURSIONS, CITY TOURS AND SIGHTSEEING

Step 1. Introductory definitions

1. Hand in your project works and essays written at home to your teacher for checking and grading.



Changing the guards at Buckingham Palace in London

2. In the picture above you can see one of the sights of London much visited by tourists on excursions or city tours. In groups of three or four students discuss what excursions or city sightseeing tours are and how excursion and sightseeing tour organizers and guides are expected to prepare for them (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. Read the text (*15 minutes*) and decide how your ideas concerning excursions or city sightseeing tours differ from those in the text. Talk

the differences over in a *10-minute* whole-class discussion and decide whether what you have said and what is said in the text complement or contradict each other. Why?

An **excursion** is a trip by a group of people, usually made for leisure, education, or physical purposes. It is often an adjunct to a longer journey or visit to a place, sometimes for other (typically work-related) purposes.

Short excursions for education or for observations of natural phenomena are called field trips. One-day educational field studies are often made by classes as extracurricular exercises, e.g. to visit a natural or geographical feature.

Here are some key steps to following when planning an excursion:

1. Build up your knowledge. Build up your own knowledge and resources relating to the site including: key sites, species, significant features, importance, National parks, agriculture, industry connections and tourism.

2. Health and Safety Issues. An excursion is a highly valuable experience. However to ensure the safety and well-being of clients and staff important considerations must be made. You must accept full responsibility for taking clients on excursions and we recommend that you do a site visit and risk assessment for excursion sites.

3. Visit the site. It is essential that you visit and investigate your excursion site prior to your excursion. This will enable you to plan your excursion effectively, complete a risk assessment and ensure you have a good knowledge of the site. No sites should be visited unseen.

4. Timing. When planning your excursion, consider the timing of your excursion. March to October are key times for excursion with more reliable weather that also avoids extreme heat and cold.

5. Costs. Consideration must be given to the cost of the excursion.

6. Arrange transport. Collect permission forms and excursion money.

7. Take the equipment, especially if it is an out-of-town excursion or a field trip:

1. Binoculars;
2. Digital cameras for records;

3. First aid kits;
4. Charged mobile phone;
5. Emergency contact list;
6. Excursion risk assessment;
7. Whistle;
8. Hats and sunscreen;
9. Rain jacket.

Careful planning will create a more rewarding experience for everyone. Have a great time!

(the text is borrowed and modified from the Internet at <http://www.city-sightseeing.com/info/about-city-sightseeing.htm> and <http://ourriverourfuture.org/excursions/how-to-organise/> as of 17 February 2017)

4. In the same small groups that you were doing task 1 discuss what a tour guide should do and what qualities he or she must have. Make a written list of requirements to a tour guide. After that, read the text on this issue and add to your list those requirements to a tour guide that you have failed to notice and record. Use the list for doing your home task. *You have time until the end of the class.*

What Does a Tour Guide Do?

Tour guides basically introduce visitors to a particular place. They provide interesting information about museums, historical landmarks and public establishments to tourists, students and other visitors. Aside from providing significant data about a landmark, tour guides also regale visitors with stories about it. They use their wit and charm to share anecdotes that make visitors smile and even enable them to learn a lesson or two. As such, tour guides often possess excellent communication and people skills. They know how to facilitate a lively discussion that will not bore visitors.

Tour guides who work in stationary establishments, such as historical places and museums often have to do multiple tours in a day. They typically address different groups of people. The challenge in this work lies in still presenting repetitive information to each group in an interesting and fresh manner. This often entails getting different bits and pieces of data and sharing different anecdotes to each group while still sharing the core information about a place with each tour.

A part of the job of tour guides is in tailoring their presentation to the age and interest of the visitors. For example, the tour given by a guide of a castle would be slightly more fact-based when delivered to adults compared to a tour of the same castle given to a younger population like high school students. The latter are more easily captivated by stories of war and romance that have taken place in the castle walls in the past years so the tour guide must have a repertoire of these under his belt.

On the other hand, tour guides who are employed by a travel firm may be assigned to accompany and guide a group of guests in their tour of a particular region or locality. These types of tours often take several days or even weeks and it is expected of tour guides to provide extensive information about the place or locality. Because these kinds of tours have the tendency to be boring since tourists stay together with the same group for the duration of the journey, tour guides need to arm themselves with a lot of information, stories and anecdotes about the place where they are bringing their guests. They also need to have substantial knowledge about the establishments in the area so as to be able to answer questions that the tourists may pose.

Tour guides need to possess quick thinking skills that will allow them to continue stimulating a group during long trips. The ability to make people laugh and encourage them to share stories and jokes to others during the tour is a valuable skill that all tour guides must have. This comes in handy during moments of total inactivity that are bound to happen in any tour.

Because of the nature of their work, tour guides need to have a lot of energy and enthusiasm. They must be ready to meet all types of people and be able to handle a tour skillfully no matter what a particular group's temperament is. For instance, there will be groups that will be so quiet that no amount of prompting will make them participate. The tour guide will then try to make the tour more interesting through other ways, such as by infusing more jokes and stories.

In addition, tour guides have to be physically fit and healthy. Whether doing multiple tours or just one weeklong tour, they need to have the energy to walk, present the place and answer questions from visitors at the same time. Moreover, they also need to be able to manage their time well. For those doing multiple tours, making sure that each tour is finished at a particular period ensures that they are able to lead more groups afterwards and earn more. For those who

are leading private tours, good time management skills will enable them to finish a tour on time and satisfy visitors that all items that should be included in the itinerary are included in the tour.

Finally, tour guides must be ready to understand the practices and beliefs of people from various cultures. In the course of their career, they will no doubt encounter various nationalities that may have questions and perhaps, even behavior, throughout the tour that will reflect their culture. Tour guides have to understand and respect these differing perspectives and not make any judgments.

(the text is borrowed and modified from the Internet at http://www.hotelresortinsider.com/news_story.php?news_id=13946 as of 17 February 2017)

5. Home-task:

1) Read the text about tourist destinations from the *Home Assignment Section, Unit 8, Step 1*. You need to understand the text in detail.

2) Write a 200-word abstract of all the three texts that you have read and summarize in your abstract: what excursions or sightseeing tours are and how excursion and sightseeing tour organizers and guides are expected to prepare for them; what a tour guide should do and what qualities he or she must have; how the place or destination of travel affects the tourism business.

Home Assignment Section, Unit 8, Step 1



1. Read the text below and include the information from the text into your abstract.

What Is a Tourist Destination?

The place or destination of travel affects the tourism business to a great extent. If the destination is of great historical or cultural significance then tourists will certainly like to visit the place for seeing monuments, castles, forts, ancient architecture, sculptures, caves, antic paintings and utensils, clothes, weapons, ornaments, and other allied heritage. For example, the world famous places of historical and cultural importance are Taj Mahal (India), Pyramids of Giza (Egypt), Bagan City (Burma), Acropolis (Athens, Greece).

The places of religious importance or worship are always flooded with tourists. At these places, tourism is at its peak at particular time periods in a year. The tourists often go on pilgrimage to find inner peace and invoke blessings of the deities they worship and to cleanse their sins before death. The good examples are Mecca or Bethlehem.

Destination is the basic component of tourism. If an attractive place is turned into a destination, the place generates high revenue from tourism.

A tourist destination can be a city, town, or other area. It is dependent on the revenues accruing from tourism. It is marketed or markets itself as a place for tourists to visit. It may contain more than one tourist attractions.

A tourist destination has certain characteristics that attract tourists to spend time there. It can attract tourists for its inherent or exhibited natural or cultural value, historical significance, flora and fauna, natural or built beauty, offering leisure, adventure and amusement.

Tourists are enjoying the benefits of Internet. While planning a tour, the tourists try to get the idea about the places they are going to visit, the quality of amenities and services, and the attractions at the destination. After visiting a destination, the experienced tourists share their opinions on various platforms of the Internet.

The Internet can boost as well as bring down the tourism business.

The tourists' experience can be divided into four phases:

- **Dreaming of travel** – Anticipating holidays or breaks and finding out information of dreamed destination.
- **Choosing the destination** – It takes place under the influence of cost, climate, first-hand information, Internet, and amenities at the destination.
- **Visiting the destination** – Experiencing the place and forming of opinions, perception about the destination. Generating the feelings of satisfaction/dissatisfaction.
- **Post-tour phase** – The visitors share pictures and experiences with relatives and friends, recommend to visit or not to visit the destination.

Destination branding is nothing but describing the visitors' experience in terms of facilities, amenities, attractions, activities, and other resources to the people to turn them into the tourists.

A strong destination brand creates an image about the destination, modifies peoples' perception about a place, influences decision-making, and delivers a memorable experience.

(the text is borrowed and modified from the Internet at <http://www.city-sightseeing.com/info/about-city-sightseeing.htm> as of 20 February 2017)

Step 2. Information processing

1. Discuss your written abstracts in pairs. Read the abstract written by your partner and let him or her read your abstract. After reading, first, discuss the differences. Then, if you see any faults in your partner's abstract (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own abstract. After that, you are recommended to make changes in your own abstract according to your partner's comments if you agree with them. Then, hand in your abstracts to your teacher for checking and grading. *You have 15 minutes for pair work.*



The Royal Palace in Bangkok, Thailand

2. Read the text below about the art of guiding tours (*7 minutes*). After reading, in groups of three or four students discuss the five most important skills and requirements to a tour guide from all those mentioned in the text. Add at least two more skills or requirements that have not been mentioned and prepare a 3-minute presentation explaining your small group's views (*13 minutes*). Present those views to all the other students and answer their questions (*not more than four minutes for the presentation of each of the small groups; 35 minutes for all the task*).

The Art of Being a Tour Guide

A tour guide – who is it?

A tour guide is a person who guides groups or individual tourists to show them and interpret the cultural and natural heritage of the area they visit; a person who also possesses knowledge of contemporary social and political life of a specific area.

In many European countries it is necessary to complete a special course to become a guide. In some countries qualifications are national and sometimes they are broken up into regions.

While conducting a tour, tourist guides have to possess their IDs or badges to show who they are.

The art of guiding

Guiding is a skill of:

- Selecting and varying information for different audiences;
- Presenting information in a simple and precise way;
- Allowing visitors to see and understand.

It is a skill – when well performed, it is invisible but influences tourists and makes them think.

How to give a good guided tour?

Be well prepared for the tour;

Be friendly and polite;

Show enthusiasm;

Try to be a good team leader and don't be a dictator;

Be professional (punctual and organised);

Inform tourists of locations, times and any special considerations;

Organise reasonable breaks;

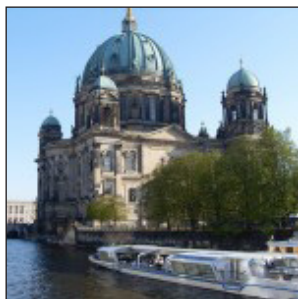
Inform tourists of things unique to a region;

Structure the information you give;

Use interesting language;

Be objective.

(the text is borrowed and modified from the Internet at <http://youthfortourism.eu/meetings/trikala/how-to-be-a-good-tour-guideas> of 20 February 2017)



The sights of Berlin: The Cathedral and Brandenburg Gate

3. Listen (two times) to three appreciations of a Berlin tour guide's work. After listening, in a whole-class discussion decide what

qualities of a good tour guide are reflected in those appreciations (*five minutes for listening and 10 minutes for whole-class discussion*). After that, individually write a 50-word characteristic of Tom's, the Berlin tour guide, strong points. Hand in your written work to your teacher for checking and grading. You have time until the end of the class.

4. *Home-task:*

1) A travel agency in your city has announced a vacancy for the position of a tour guide to conduct tours of the city sights. They want every applicant to give them a presentation in which he or she will discuss his or her plan of the city tour, what places of interest will be shown to tourists and why, how the tour will be organized (time limits, transport, logistics, costs, what museums to visit, whether there's going to be a lunch break, free time for tourists, etc.). They also want each of the applicants to explain why he or she considers himself/herself to be the best for the position of a guide conducting such tours. Search the Internet for your city's places of interest (the web-site in English) and then prepare such a presentation for the next class (*five minutes for the presentation, two minutes for answering other student's questions*).

Step 3. Presentations and their discussion



Gardens by the Bay in Singapore

1. As your home task you were preparing some individual presentations for applying for the vacancy of a tour guide at one of the travel agency in your home city. In your presentation you were supposed to state your views on conducting a tour of the city sights. Discuss your plan of the city tour, what places of interest will be shown to tourists and why, how the tour will be organized (time limits, transport, logistics, costs, what museums to visit, whether there's going to be a lunch break, free time for tourists, etc.). Explain why you believe yourself to be the best candidate for the vacancy in question. After each of the presentations has been delivered and the questions to the presenter answered, all the listeners, including the teacher, will assess the presenters' performance with points from 1 (the lowest grade) to 5 (the highest). Count the total number of points of every presenter and the presenter who has scored the greatest number of them will be proclaimed the winner of the competition and "given the job of a tour guide." *You have time until the end of the class.*

2. Home-task:

1) Study attentively a tour guide's vocabulary for a walking tour (*Home Assignment Section, Unit 8, Step 3*). Using this vocabulary, individually develop a five-minute guided tour of some place(s) of interest in your city or any other city you know well. In the next class you will be requested to do your tour with the other students in the group (as a group of tourists) and answer their questions.

Home Assignment Section, Unit 8, Step 3

Tour Guide's Vocabulary for a Walking Tour:

Welcoming tourists and introducing yourself:

Good morning. My name is and I will be your guide for this tour.

Hello everyone. I'm, your guide for this tour.

On behalf of ... I would like to welcome you all to ...

Dear guests; let me introduce myself. My name is and I'm your guide.

Indicating position:

In front of you is...
On your right/left you will see...
Up ahead...
As we turn the corner here, you will see...
In the distance...
If you look up you will notice...
Off to the north...
Look to the east...
To your west...
In a few minutes we'll be passing...
We are now coming up to...
As you will see...
You may have noticed...
Take a good look at...
I'd like to point out...
Keep your eyes open for...

Superlatives:

... is one of the finest castles in ...
... more beautiful sights in the world...
...most famous towns in ...

Passive:

... was founded by (person)
...was painted in (date) ...
... were restored ...

Invite questions (optional, depends on a group):

Have you got any questions?
Are there any questions?

Get ready to move on:

If you are ready, let's go inside.
Follow me, please.
Let's go.

Phrases used to describe rules and safety:

It is forbidden to ...

No is allowed ...
You mustn't ...
You can't ...
Please realise that it is against the law to ...
Please do not ...
Make sure that ...
Please be careful of ...
Look after your ...
I do not recommend ...
I suggest ...
For your own safety ...
Please stay with your group
Please stay on a marked path
Please take my advice and ...

Sample of a guided walking tour in a city (Estonia):

http://www.saaremaa.ee/index.php?option=com_content&view=article&id=574&Itemid=331 (borrowed and modified from the Internet at <https://www.english-for-work.com/tour-guide> and <http://youthfortourism.eu/meetings/trikala/how-to-be-a-good-tour-guide> as of 20 February 2017)

Step 4. Development



Edinburgh Castle

1. *Role plays.* Students in turn give their prepared guided tours of their home city (or some other city) places of interest. In all the “tours,” all the other students, except the “tour guide,” play the roles of “tourists.” After the end of the tour, they ask questions of their tour guide. *The duration of every tour is five minutes. The total time for this task is 60 minutes.* Some sample questions that may be used are given below:

- Where is the _____ from here?
- How long has _____ been here?
- Where are we headed (going) now?
- What time does _____ stay open until?
- What else is there to do here?
- Which _____ do you recommend?
- Are we allowed to take pictures?
- What’s that over there? (tourist points)
- Where’s the best place to buy _____?
- My son wants to know if _____? (parent asking a question for a shy child)
- Do you know where the nearest washroom is?
- Could you tell us where the nearest bank is?
- You don’t happen to have a first-aid kit, do you?

(borrowed from the Internet at <https://www.english-for-work.com/tour-guides> of 20 February 2017)

2. Read the text about the hop on hop off tours in London. After reading (10 minutes), in a whole-class discussion discuss what hop on hop off tours are and what their advantages are. *You have time until the end of the class.*



A London Bus Tour is one of the most iconic ways to experience London. See the sights from the comfort of your seat as you're driven through the streets of the city and have your pick of 5 routes and 60 stops in London, meaning you can create your own sightseeing agenda. Your ticket is valid for 1 calendar day so make the most of a full day of sightseeing, passing top sights and attractions such as Tower of London, Buckingham Palace and Trafalgar Square.

- 1 day hop on hop off ticket
- 5 bus routes around London
- 60 hop on/off tourist stops
- See top London attractions and landmarks

Live English guide – audio guides available also in French, German, Spanish, Italian, Chinese (Mandarin), Portuguese (Brazilian) & Russian

Highlights:

- Buckingham Palace
- Tower of London
- Tower Bridge
- Trafalgar Square
- Big Ben
- River Thames
- Westminster Abbey

Routes:

The Essential Tour (Blue route): Covering all the main Central London sights, this route includes a live English speaking guide! See Buckingham Palace, Trafalgar Square, Tower Bridge, Big Ben, St Paul's Cathedral and so much more, as your live guide informs and entertains every step of the way.

The Classic Tour (Red route): Covers all the main Central London sights and visits London's Museum Quarter.

The Grand Tour (Orange route): This route passes Madame Tussauds and Kings Cross, as well as many other Central London sights.

The Pick Up (Yellow route): Operating in the morning, this route travels from the popular hotel districts to Central London.

The Drop Off Route (Green route): Operating in the Evening, this route travels from Central London to the popular hotel districts.

Where to hop-on and hop-off:

Tower of London;

London Eye;
Westminster Abbey;
Tower Bridge;
Buckingham Palace;
Trafalgar Square and many, many others.

(the text is borrowed and modified from the Internet at <https://www.londonpass.com/london-attractions/hop-on-hop-off-bus-tour.htm> as of 23 of February 2017)

3. **Home-task:**

1) Individually, get ready for the continuous simulation in the next class. You will be discussing what walking tours and hop on hop off tours of your home city your travel agency will organize for foreign and domestic tourists who come to that city. You need to prepare suggestions as to what itineraries and routes for both kinds of tours should be chosen, what places of interest are to be offered to tourists, what the requirements to tour guides to be employed should be and how many of them you are going to need, in what languages you are going to conduct your tours, etc. Do Internet research on some web-sites in English on the information that you lack and get ready to discuss your suggestions in the next class.

Step 5. Continuous simulation and project work



Sagrada Familia Temple by Gaudi in Barcelona, Spain

1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing all the preceding continuous simulation tasks. Now you are going to discuss what walking tours and hop on hop off tours of your home city your travel agency will organize for foreign and domestic tourists who come to that city. You need to discuss suggestions as to what itineraries and routes for both kinds of tours should be chosen, what places of interest are to be offered to tourists, what the requirements to tour guides to be employed should be and how many of them you are going to need, in what languages you are going to conduct your tours, etc. Each of you should make his or her suggestions that he or she has prepared at home. Discuss all the options and make decisions. Take notes of all your decisions and prepare a presentation on them. *You have 30 minutes for the small group discussion.*



Times Square in New York City

2. Now every small group is expected to give a five-minute presentation to the rest of the class to outline everything concerning the walking tours and hop on hop off tours of your home city your travel agency will organize for foreign and domestic tourists who come to that city. Every member of each of the small groups should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have 30 minutes to do the task.*

3. Listen to a speech of welcome by a tour guide. While listening (two times), note down in writing the most important points the guide makes. After listening, arrange your written notes and hand them in to your teacher for checking and grading. *You have time until the end of the class.*

4. **Home-task:**

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the eighth part of your travel agency's prospectus. This part will need to be not less than 250-300 words. Outline everything concerning the walking tours and hop on hop off tours of your home city that your travel agency will organize for foreign and domestic tourists who come to that city.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



One of Amsterdam canals

1. *Project work.* Each of the small groups has written at home the eighth part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking



Faro, the Columbus Memorial and Tomb in Santo Domingo, the Dominican Republic

1. Listen to a conversation between a city tour guide and a tourist. After listening (two times), summarize in writing (50-60 words) the essence of tourist's questions and guide's answers. On finishing, hand in what you have written to your teacher for checking and grading. *You have 15 minutes.*

2. *Case study.* You are a guide and have to conduct a tour. Choose a place of interest in your city or country and introduce your tour to the other students in your group. You have *three minutes* to think it over and *two minutes* to introduce the tour in a very short presentation. *The presentations of all individual students will continue until the end of the class.*

3. **Home-task:**

1) Read the text in *Home Assignment Section, Unit 8, Step 6* and write its 100-word abstract. Hand the written abstract to your teacher during the next class for checking and grading.

Home Assignment Section, Unit 8, Step 6



A Mosque in the United Arab Emirates

1. Read the text in below and write its 100-word abstract. Hand the written abstract to your teacher during the next class for checking and grading.

Tour Categories

Family tours

What better way to travel with your children or grandchildren than on an escorted tour? All of your hotel accommodations, transportation, baggage handling, sightseeing, activities and many meals are pre-arranged, so you can simply focus on enjoying what's most important to you: your family.

Religious tours

Even though travellers have been making spiritual journeys to religious sites for centuries, the popularity of faith-based vacations has exploded in recent years. On an escorted tour featuring historic religious landmarks in the Middle East, Europe, Great Britain and Mexico, you can renew or deepen your faith with like-minded travellers.

Adventure tours

Hiking Peru's Inca Trail... scuba diving in Belize... climbing the highest peak in Southeast Asia... surfing in Costa Rica... if any or all of these adrenaline-charged activities appeal to you, consider making adventure travel part of your next vacation. With an adventure tour, not only are you enjoying the great fresh air in the outdoors while exercising your body, you're making some pretty incredible memories with your travelling companions, too.

Special event tours

If you've ever wanted to enjoy the fanfare of Pasadena's Rose Bowl Parade, experience the excitement of the Calgary Stampede or admire the majesty of Edinburgh's Military Tattoo, you might consider booking a tour specifically centred around one of these well-attended annual events. After all, when you book a special event tour, your travel agent has already handled all of the logistics. Your accommodations, transportation and tickets to the event (often with the best seats or other VIP treatment) are all arranged for you ahead of time. Not only do you know the price of your vacation up front, but you don't have to do any of the planning!

National Parks tours

U.S. National Parks contain some of the most breathtaking landscapes you will ever see, from the desert landscapes of Bryce National park to the awe-inspiring canyon lands of the Grand Canyon to the lush scenery in Yosemite National park. Prepare to be inspired by the vast beauty that the treasured National Parks have to offer.

Themed Vacations

Themed vacations give you the perfect opportunity to indulge yourself in your favourite hobby, interest or past time. Choose from a wide variety of themed tours that fits the interest of even the most discerning traveller. Themed vacations can be anything from fine dining, wine, music, history, sports or culture based tours. Enjoy special guest speakers that are experts in their field, themed sightseeing adventures, special presentations, performances and distinctive locales.

(the text is borrowed and modified from the Internet at <http://www3.affordabletours.com/search/Category/> as of 17 February 2017)

Unit 9

SPORTS, ATTRACTIONS AND ENTERTAINMENT IN TOURISM

Step 1. Introductory definitions

1. Hand in your project works and abstracts written at home to your teacher for checking and grading.



2. In the picture above you can see a tourist playing golf. In groups of three or four students discuss what sports tourism is and into what categories it can be divided and classified (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. Read the text (*15 minutes*) and decide how your ideas about sports tourism differ from those in the text. Talk the differences over in a *10-minute* whole-class discussion and decide whether what you have said and what is said in the text complement or contradict each other. Why?

Sports tourism refers to travel which involves either observing or participating in a sporting event staying apart from home. Sports tourism is a fast-growing sector of the global travel industry and equates to \$7.68 billion.

Classification of sports tourism

There are several classifications on sport tourism. Gammon and Robinson suggested that the sports tourism can be defined as *Hard Sports Tourism* and *Soft Sports Tourism*, while Gibson suggested that there are three types of sports tourism including *Sports Event Tourism*, *Celebrity and Nostalgia Sport Tourism* and *Active Sport Tourism*. https://en.wikipedia.org/wiki/Sports_tourism - cite_note-4

Hard and soft sports tourism

The “hard” definition of sport tourism refers to the quantity of people participating at competitive sport events. Normally, these kinds of events are the motivation that attracts visitors who visit the events. Olympic Games, FIFA World Cup, F1 Grand Prix and regional events such as NASCAR Sprint Cup Series could be described as hard sports tourism.

The “soft” definition of sports tourism is when the tourist travels to participate in recreational sporting or signing up for leisure interests. Hiking, Skiing and Canoeing can be described as soft sports tourism. Perhaps the most common form of soft sports tourism involves golf in regards to destinations in Europe and the United States. A large number of people are interested in playing on some of the world’s greatest and highest ranked courses, and take great pride in checking those destinations off of their list of places to visit.

Sport events tourism

Sport event tourism refers to the visitors who visit a city to watch events. https://en.wikipedia.org/wiki/Sports_tourism - cite_note-Hall-5 The two events that attract the most tourists worldwide are the Olympics and the FIFA World Cup. These events are held once every four years, in a different city in the world. Sports tourism in the United States is more focused on events that happen annually. The major event for the National Football League is the Super Bowl, held in different city at the end of every year. The National Hockey League started the annual NHL Winter Classic game in 2008, and this annual New Year’s outdoor hockey game has become a huge hit, rivalling Stanley Cup Tournament in popularity. The newest trend in college basketball is to start the season off with annual tournaments such

as the Maui Invitational held in Hawaii, and the Battle for Atlantis which is played in the Bahamas. This idea of pairing quality sports events with the Bahamas attractions raised the islands' profile and brought in more visitors and dollars to the country. The Battle for Atlantis brought more than 5,000 fans in during the Thanksgiving week for the three-day tournament. The event helped increase hotel capacity from what is typically around 60 percent this time of year to 90 percent. Sports tourism is a growing market and many different cities and countries want to be involved.

Celebrity and nostalgia sport tourism

Celebrity and nostalgia sport tourism involves *visits to the sports halls of fame and venue and meeting sports personalities on a vacation basis.*

Active sport tourism

Active sport tourism refers to those who participate in the sports or events.

(the text is borrowed and modified from the Internet at https://en.wikipedia.org/wiki/Sports_tourism as of 30 April 2017)



Singapore Flyer – one of the greatest tourist attractions in Singapore

4. How would you define a tourist attraction and/or entertainment and what tourist attractions/entertainments do you know? Categorize them when discussing this issue in the same small groups that you were doing task 1. Make a written list of such attractions. After that, read the text classifying tourist attractions and add to your list those of them that you have failed to notice and record. Use the list for doing your home task. *You have time until the end of the class.*

Attractions and Entertainment

Without attractions there would be no need for other tourism services. Indeed, tourism as such would not exist if it were not for attractions. (Swarbrooke, 2002, p. 3).

When the Canadian Tourism Commission planned a survey of Canada's tourist attractions in 1995, there was no official definition of **tourist attractions**. After consultation, federal, provincial, territorial, and industry stakeholders agreed on a working definition: "places whose main purpose is to allow public access for entertainment, interest, or education" (Canadian Tourism Commission, 1998, p. 3).

Five major categories were established:

1. Heritage attractions: focus on preserving and exhibiting objects, sites and natural wonders of historical, cultural and educational value (e.g., museums, art galleries, historic sites, botanical gardens, zoos, nature parks, conservation areas).

2. Amusement/entertainment attractions: maintain and provide access to amusement or entertainment facilities (e.g., arcades; amusement, theme and water parks).

3. Recreational attractions: maintain and provide access to outdoor or indoor facilities where people can participate in sports and recreational activities (e.g., golf courses, skiing facilities, marinas, bowling centres).

4. Commercial attractions: retail operations dealing in gifts, handcrafted goods and souvenirs that actively market to tourists (e.g., craft stores listed in a tourist guide).

5. Industrial attractions: deal mainly in agriculture, forestry, and manufacturing products that actively market to tourists (e.g., wineries, fish hatcheries, factories).

Although the data is more than two decades old (the survey was never repeated at a national level), the overall findings help to outline the importance of tourist attractions to Canada's tourism industry. The 1995 survey found:

- Just over half (51%) of attractions charged admission (49% did not).

- Surveyed attractions saw 200 million visitors with 50% of volume in the summer.

- The majority (80%) reported visits lasted under three hours.

Major revenue sources for attractions include admission, merchandising, food and beverage sales, parking, grants, and

donations. Major expenses include staff, land, insurance, permits and fees, marketing, equipment, and buildings.

(the text is borrowed and modified from the Internet at <https://opentextbc.ca/introtourism/chapter/chapter-6-entertainment/> as of 25 April 2017)

5. *Home-task:*

1) Read the text describing different categories of tourist attractions in Canada – see the **Home Assignment Section, Unit 9, Step 1**. You will need the text for doing the following writing task.

2) Write a 200-word abstract of all the three texts that you have read and summarize in your abstract: what sports tourism is and how it is categorized; what categories of tourist attractions are known; what the features of some of such attractions are.

Home Assignment Section, Unit 9, Step 1



Elephant show in Thailand National Gallery in London

1. Read the text describing different categories of tourist attractions in Canada. You will need the text for doing the writing task (writing a 200-word abstract of three texts – the two texts that you have read in class and the text that follows).

Cultural/Heritage Tourism

The phrase **cultural/heritage tourism** can be interpreted in many ways. The Canadian Tourism Commission has defined it

as tourism “occurring when participation in a cultural or heritage activity is a significant factor for travelling. Cultural tourism includes performing arts (theatre, dance, and music), visual arts and crafts, festivals, museums and cultural centres, and historic sites and interpretive centres.”

Performing Arts

Performing arts generally include theatre companies and dinner theatres, dance companies, musical groups, and artists and other performing arts companies. These activities and entities contribute to a destination’s tourist product offering and are usually considered an aspect of cultural tourism.

In 2011, the majority of small and medium-sized performing arts companies in Canada were profitable (86.3%). The average annual net profit was \$28,300.

British Columbia was home to 166 performing arts groups in 2012, and 103 of these were considered micro groups, indicating that this sector of the industry is dominated by small organizations with one to four employees.

Art Museums and Galleries

Art museums and galleries may be public, private, or commercial. According to the Canadian Art Museum Directors Organization (CAMDO, 2014), both art museums and public galleries present works of art to the public, exhibiting a diverse range of art from more well-known artists to emerging artists. Exhibitions are assembled and organized by a curator who oversees the installation of the works in the gallery space.

Art museums collect historical and modern works of art for educational purposes and preserve them for future generations. **Public galleries**, on the other hand, do not generally collect or conserve works of art. Rather, they focus on exhibitions of contemporary works as well as on programmes of lectures, publications, and other events.

A few examples of the art museums and public galleries in British Columbia (BC) in Canada are the Vancouver Art Gallery, the Art Gallery of Greater Victoria, Two Rivers Gallery in Prince George, and the Kelowna Art Gallery.

Museums

The term *museum* covers a wide range of institutions from wax museums to sports halls of fame. No matter what type of museum

it is, many are now asking if museums are still relevant in today's high-tech world. In response, museums are using new technology to expand the visitor experience. One example is the Royal BC Museum, which hosts an online Learning Portal, lists recent related tweets on its home page, and is home to an IMAX theatre playing IMAX movies that relate to the museum exhibits.

Botanical Gardens

A **botanical garden** is a garden that displays native and non-native plants and trees. It conducts educational, research, and public information programmes that enhance public understanding and appreciation of plants, trees, and gardening.

Canadian botanical gardens host an estimated 4.5 million visitors per year and are important science and educational facilities, providing leadership in plant conservation and public education.

Zoos

Zoos all over the world are facing many challenges. There is growing opposition to zoos from organizations such as PETA, who claim that zoo enclosures deprive animals of the opportunity to meet their basic needs and develop relationships.

Amusement and Theme Parks

While cultural and heritage attractions strive to present information based on historic and evolving cultures and facts, amusement parks are attractions that often work to create alternate, fanciful realities. Today, it is hard not to try to compare any amusement park destination to Disneyland and Disney World. Opened in 1955 in sunny California, Disneyland set the standard for theme parks. The Pacific National Exhibition (PNE) in Vancouver is considered one of BC's most recognizable amusement parks and recently celebrated its 100-year anniversary.

Motion Picture and Video Exhibitions

The film industry in Canada, and particularly in BC, has gained international recognition in part through events such as the Toronto International Film Festival, Montreal World Film Festival, and Vancouver International Film Festival.

(the text is borrowed and modified from the Internet at <https://opentextbc.ca/introtourism/chapter/chapter-6-entertainment/as> of 25 April 2017)

Step 2. Information processing

1. Discuss your written abstracts in pairs. Read the abstract written by your partner and let him or her read your abstract. After reading, first, discuss the differences. Then, if you see any faults in your partner's abstract (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own abstract. After that, you are recommended to make changes in your own abstract according to your partner's comments if you agree with them. Then, hand in your abstracts to your teacher for checking and grading. *You have 15 minutes for pair work.*



Stadium on water in Singapore

2. Listen (twice) to a dialogue about watching football matches. After listening, in whole-class discussion explain: a) what kind of football the man likes and what kind of football the woman prefers; b) how often they go to watch their favourite sport – who does it more often: the man or the woman and why; b) what is the difference between American football and soccer. *You have 15 minutes.*



Sports for the elderly in China

3. *Case study.* Sports tourism is becoming more and more popular and widespread these days, and tour operators and travel agencies are more and more involved in organizing sports tours. Why? Discuss the reasons for that in groups of three or four students and present your ideas to all the other students (10 minutes for small group discussions and 15 minutes for the presentations of all the small groups).

4. Read the text on the issue that you have just been discussing (10 minutes). After reading, decide what has been said in the text that has not been mentioned in your presentations and vice versa. Discuss that in your whole-class discussion until the end of the class.

Why Sports Tourism is Important

Aside from the obvious and vast benefits of travel (culture and other things), sports tourism is great for the economy for one simple reason: it brings in money; a good amount of it, too. Sports tourism is a rapidly growing niche in the travel/tourism industry. In fact, it has been identified as the fastest growing segment within the travel industry today. From weekend tournaments to a weekend getaway in March to see the favourite American football teams playing, this kind of tourism brings in tens of thousands, even hundreds of thousands of viewers. And guess what? Those people need to eat, and they need places to stay (probably a good souvenir, too). That means more money to hotels, restaurants,

sports facilities, and gift-shops alike, which, in turn, means more money for the city. Money aside sports tourism also integrates two pretty neat things that are integral in the grand scheme of life: travel and physical health. You can see the world (sports tourism is global) and be healthy all at the same time. Or at the very least watch somebody else be healthy while you travel the world. And that's pretty neat too.

(the text is borrowed and modified from the Internet at www.sportadvisory.com as of 1 May 2017)

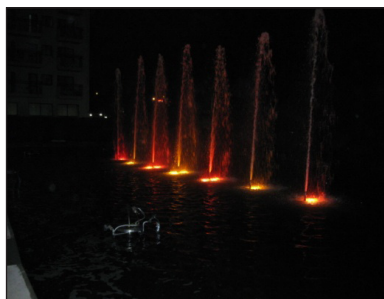
5. **Home-task:**

1) Below you can see a list of sports events, entertainment events and attractions where tourists flock in tens of thousands:

- a) the Summer Olympic games;
- b) the Winter Olympic games;
- c) the Tennis Championships, Wimbledon, the UK;
- d) the World Football Cup;
- e) the Carnival in Rio de Janeiro, Brazil;
- f) the Carnival in Venice, Italy;
- g) the Mardi Gras Carnival in New Orleans, the USA;
- h) Edinburgh Theatre Festival;
- i) Oscar Award Ceremony. Los Angeles, the USA;
- j) Cannes Film Festival, Cannes, France;
- k) visiting the famous Paris art museums (like the Musée du Louvre or the Musée d'Orsay);
- l) visiting the Metropolitan Museum in New York city, the USA;
- m) visiting the Tower of London;
- n) visiting the Great Wall of China;
- o) visiting the Egyptian Pyramids;
- p) visiting the Dancing Fountains in Dubai, UAE;
- q) visiting the Dancing Fountains in Protaras, Cyprus;
- r) visiting theme parks, like Disney World in Orlando, USA.

Every student should choose one of those sports events, entertainment events or attractions and at home do Internet-search on what visiting this event or attraction promises for tourists and what the conditions for such visiting are. Prepare a presentation on the event or attraction that you have researched for the next class (*five minutes for the presentation, two minutes for answering other student's questions*).

Step 3. Presentations and their discussion



The Dancing Fountains in Dubai, the UAE and in Protaras, Cyprus

1. As your home task you were preparing some individual presentations on some famous sports events, entertainment events and attractions where tourists flock in tens of thousands. Deliver your presentations and answer the audience's questions (*five minutes for every individual presentation, two minutes for answering other student's questions*). *You have time until the end of the class.*

2. *Home-task:*

1) Read the text about events in *Home Assignment Section, Unit 9, Step 3* and, on its basis, prepare a 3-minute individual talk for the next class on some event in which you personally have participated. Classify the event according to the data in the text, tell the other student about the history of the event, how it was organized, what you liked or disliked about it, etc.

Home Assignment Section, Unit 9, Step 3

1. Read the text about events and, on its basis, prepare a 3-minute individual talk for the next class on the event in which you have participated. Classify the event according to the data in the text, tell the other student about the history of the event, how it was organized, what you liked or disliked about it, etc.



An event in Seville, Spain – flamenco performance

An **event** is a happening at a given place and time, usually of some importance, celebrating or commemorating a special occasion. To help broaden this simple definition, categories have been developed based on the scale of events. These categories, presented in the Table below overlap and are not hard and fast, but help cover a range of events.

Event Type	Characteristics	Examples
1. Mega-events: those that yield high levels of tourism, media coverage, prestige, or economic impact for the host community or destination.	So large that it affects economy Gains global media coverage Highly prestigious Usually developed with a bidding process Has major positive and negative impacts 1 million+ visits Capital costs in excess of \$500 million Considered “must see”	Olympic Games/ Paralympic Games Commonwealth Games FIFA World Cup World fairs and expositions Economic summits

Event Type	Characteristics	Examples
2. Special event: outside the normal activities of the sponsoring or organizing body.	One-time or infrequent Specific ritual, presentation, performance or celebration. Planned and created to mark a special occasion	National days and celebrations Important civic occasions Unique cultural performances Royal weddings Diamond jubilees
3. Hallmark event: possesses such significance in terms of tradition, attractiveness, quality or publicity that it provides the host venue, community or destination with a competitive advantage.	Identified with the location or synonymous with place name Gains widespread recognition/awareness Creates a competitive tourism advantage	The Carnival of Brazil (Rio de Janeiro) Mardi Gras (New Orleans) Oktoberfest (Munich)
4. Festival: (as defined above) public celebration that conveys, through a kaleidoscope of activities, certain meanings to participants and spectators.	Celebration and reaffirmation of community or culture Artistic content Religious or ritualistic Music, dance, and drama are often featured	Lollapalooza Junkanoo (Nassau, Bahamas)
5. Local community event: generated by and for locals; can be of interest to visitors, but tourists are not the main intended audience.	Involves the local population A shared experience to their mutual benefit	Fundraisers Picnics Barbeques

Data source: Getz, 1997, p. 6

Events can be extremely complex projects; this is why, over time, the role of event planners has taken on greater importance. The development of education, training programs, and professional designations such as CMPs (Certified Meeting Planners), CSEP (Certified Special Events Professional), and CMM (Certificate in Meeting Management) has led to increased credibility in this business and demonstrates the importance of the sector to the economy.

Various tasks involved in event planning include:

- Conceptualizing/theming;
- Logistics and planning;
- Human resource management;
- Security;
- Marketing and public relations;
- Budgeting and financial management;
- Sponsorship procurement;
- Management and evaluation.

(the text is borrowed and modified from the Internet at <https://opentextbc.ca/introtourism/chapter/chapter-6-entertainment/> as of 4 May 2017)

Step 4. Development



Theme parks: one of the attractions of Beijing, China – “Park of the World” and “Disney World” in Orlando, USA

1. Every student is expected to deliver a *3-minute* individual talk prepared at home on the event in which he or she has participated. In the talk, the event should be classified according to the data given in the text read at home, the history of the event should be discussed, how it was organized, what the narrator liked or disliked about it, etc. *Forty minutes for the task.*



The Globe Theatre in London

2. Listen (two times) to the interview about the restored Shakespeare's Globe Theatre in London. After listening, discuss (all together under the guidance of your teacher):

- a) the location and shape of the Globe Theatre;
- b) the history of the theatre in Shakespeare's time and how it was destroyed;
- c) what of Shakespeare's plays were put on at the Globe in Shakespeare's lifetime;
- d) the history of restoration of the theatre in our time.

You have 20 minutes to do the task.

3. *Work in pairs.* Every student in a pair should (in turn) tell his or her partner about a theatre in his/her hometown or anywhere else that he or she knows best: its history, repertoire, actors and the plays he or she has seen in that theatre sharing his/her impressions of those plays. Then, he or she is supposed to answer his or her partner's questions, after which the partners change roles. *You have time until the end of the class.*

4. *Home-task:*

1) Individually, get ready for the continuous simulation in the next class. You will be discussing what events (international sports and entertainment events) your travel agency is planning to recommend to your tourists and organize for them. Why? How you are going to organize their trips to those events? Also discuss what sport or entertainment event you will start preparing and

organizing in your home city to attract tourists from other cities and other countries. Every member of the small group should prepare a *five-minute* presentation on these issues with his or her suggestions. Every presentation should be listened to and discussed to be followed by a general thorough discussion of all the suggestions with taking decisions. Do Internet research on some web-sites in English on the information that you lack for preparing your suggestions for the next class.

Step 5. Continuous simulation and project work



A theatrical event in the Dominican Republic

1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing all the preceding continuous simulation tasks. Discuss what events (international sports and entertainment events) your travel agency is planning to recommend to your tourists and organize for them. Why? How you are going to organize their trips to those events? Also discuss what sport or entertainment event you will start preparing and organizing in your home city to attract tourists from other cities and other countries. Every member of the

small group should deliver a *five-minute* presentation on these issues with his or her suggestions. Every presentation should be listened too and discussed to be followed by a general thorough discussion of all the suggestions with taking decisions. Take notes of all your decisions and prepare a presentation on them. *You have 30 minutes for the small group discussion.*



Beijing Opera performance

2. Now every small group is expected to give a five-minute presentation to the rest of the class to outline everything concerning the events (international sports and entertainment events) your travel agency is planning to recommend to your tourists and organize for them and also concerning the sport or entertainment event that you will start preparing and organizing in your home city to attract tourists from other cities and other countries. Every member of each of the small groups should deliver a part of your joint presentation and be ready to answer questions from the other small groups. *You have 30 minutes to do the task.*

3. *Case study.* Read a short report about one of London film festivals. After reading, under the guidance of your teacher, discuss together why there are so many film festivals (do not forget to say which of them you know and are most interested in), why they are so popular and what their benefits for the organizers, the film industry, actors, directors, producers and the general public attending the festivals are. *You have time until the end of the class.*

This year welcomes the 50th London Film Festival! This British Film Institute festival is a truly international affair that focuses on great films rather than marketing big Hollywood movies. One of the best things the festival demonstrates is that there is originality and creativity to be found literally around the globe. This year we are still seeing really amazing work being produced in Latin America. Argentina continues to be quite strong, we have the new film by Pablo Trapero, we also have Adrian Caetano's new film – making it something like 7 or 8 really strong new films from Argentina.

Mexico is emerging too as very much one of the leading Latin American cinemas. East Asia also continues to be very strong. We're very happy obviously to have "Still Life," Jia Zhangke's Venice winning film. But there are films from Japan, Korea – actually, two or three films from the Philippines this year too, which are really a sort of new thing that we're seeing. Therefore, there is a diverse spread of work from really a huge range of countries.

As there are so many great films to see during the Film Festival, it's almost impossible to see them all. So how to decide which films are worth seeing? If you're going to a big film festival and you're trying to decide which films you want to see, read what they call a 'blurb' which is the little bit of information that's written underneath the film title and you'll usually find that they'll tell you what the story is, who the director is, who the actors are – and that usually gives you a pretty good idea if you're going to like the film.

(the text is borrowed and modified from the Internet at bbclearningenglish.com as of 14 April 2017)

4. Home-task:

1) *Project work.* At home, you will need to work in the same small groups that you were working in during the class time. Develop (in writing) the ninth part of your travel agency's prospectus. This part will need to be not less than 250-300 words. Outline everything concerning events (international sports and entertainment events) that your travel agency recommends to your tourists and organizes for them. Also outline what sport or entertainment event your agency organizes in your home city to attract tourists from other cities and other countries.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and

get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



The Museum-Theatre of Salvador Dali

1. *Project work.* Each of the small groups has written at home the ninth part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *30 to 40 minutes*.

Concluding and checking



Surfing simulator on the cruise liner "Freedom of the Seas"

1. You are going to hear an interview about such an extreme and dangerous sport as white-water rafting (rafting on foaming water with drops or rapids). Listen to the interview twice and after that, write a 50-word summary of the main points of the interview explaining what kind of sport white-water rafting is and what makes people take it up. *You have 15 minutes for doing the task.* After finishing writing, hand in your written summaries to your teacher for checking and grading.
2. Talk in pairs discussing the extreme sports that you know about and formulating your attitude to them (whether it is worthwhile to take them up or not – why yes or why not?). While you are talking, your teacher will join every pair in turn to help you, check and assess your work and give you grades. *You have 10 minutes for talking in pairs.*
3. Read the text below. The three last paragraphs from it (B, C and D) are in the wrong places. Only the first paragraph A is in the right place (A.1). Put the other three paragraphs in their proper places by adding the figure (2, 3 or 4), indicating the right place of the paragraph in the text, after the letter (B, C or D), indicating the number of the paragraph. After finishing the task, hand in the written results to your teacher for checking and grading. *You have time until the end of the class.*

Recreation and Entertainment

A.1. Attractions, adventure tourism and recreation offer a variety of employment opportunities within the tourism sector, with more than 46,000 people employed in the sector in 2011.

B. The Recreation and Entertainment industry includes myriad activities that range from bird watching and salmon fishing to horseback riding, white water rafting, golfing, wilderness trekking and educational visits to entertaining stops. Regardless of size, these venues need people to work in gift shops and restaurants, as well as help maintain the facilities, manage the operations and promote the attractions.

C. A key component of the tourism industry is attractions, which offer visitors a chance to explore the sights, facilities and wonders of their destination. Attractions generally include historic sites, heritage homes, museums, halls of fame, art galleries, botanical gardens, ski hills, aquariums, zoos, water parks, amusement parks, casinos and cultural attractions.

D. Recreation and Entertainment is expected to be the fastest-growing tourism sector, with an annual employment growth of 2.1 per cent. Anticipated labour demand by 2020 is 20,530 full-year workers.

(the text is borrowed and modified from the Internet <https://www.go2hr.ca/bc-tourism-industry/what-tourism/recreation-and-entertainment> as of 16 May 2017)

4. Home-task:

1) Revise the materials from all the three Units that you have been working on in this Module and get ready for your *Module 3 Progress Check* in the next class.

Module 3

PROGRESS CHECK



1. Read some travel health tips below. After reading, discuss every tip with a partner in pair work. Discuss: a) what every tip means and why it is important; b) what a tourist should do to follow just that tip for staying safe and healthy while travelling. *Culture shock* is mentioned among tips. Discuss separately what it means and how to avoid it. While you are talking, your teacher will join every pair in turn to help you, check and assess your work and give you grades. *You have 25 minutes for doing the task.*

Travel Health Tips

- Get a pre-travel individual health assessment from a travel health clinic or your health care provider.
 - Make sure you have full travel health insurance coverage for both illness and injury.
 - Be prepared to acclimatize to jet lag, altitude sickness, culture shock and the effects of heat.
 - Carry proof of your need for any prescription drugs.
 - Take precautions with food and water.
 - Wash your hands often.
 - Be sure to drink plenty of safe liquids to prevent dehydration.
 - Remember to take your anti-malarial medication, if prescribed.
 - Remember to take precautions against insects.
 - Use a sunblock with a minimum sun protection of 15.

- Never share needles and syringes.
- Remember that swimming in contaminated water poses risks, including exposure to parasites.

(the text is borrowed and modified from the Internet at <https://travel.gc.ca/travelling/documents/travel-insuranceas> of 12 January 2017)



Buda Castle in Budapest, Hungary

2. Listen (two times) to an introductory speech of a tour guide welcoming a group of tourists to Budapest, Hungary. After listening, try to remember and discuss (as the entire class talking under the guidance of your teacher):

- a) the safety precautions that the guide suggests;
- b) the three sights of Budapest that are included in the programme for this particular group of tourists.

Try to reproduce the descriptions of the three sights that were given in the guide's introductory speech. Was that guide the only one who was going to work with just that group of tourists or there was also some other guide? Who? When were the tourists supposed to see him or her? *You have 15 minutes for doing the task.*



Theatre in Dresden, Germany

3. Write a 150-word essay describing a tourist attraction or several such attractions that impressed you most of all among those that you have seen in your lifetime. Describe the attraction(s) in all details and explain what impressed you so much. After finishing the task, hand in your written essays to your teacher for checking and grading. *You have time until the end of the class.*

4. Home-task:

There is no home-task because work on a new module will start in the next class.

Module 4

JOBS IN TOURISM AND HOSPITALITY BUSINESSES, TOURISM AS AN INDUSTRY AND STUDYING TOURISM

Unit 10

JOBS AND CAREERS IN TOURISM AND HOSPITALITY BUSINESSES. HOW TO FIND EMPLOYEES (1)

Step 1. Introductory definitions



1. Can you name the most important reasons for choosing a career in tourism (not only your personal ones but for all people who choose this career)? Discuss these reasons in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*). The small group that will be able to name more reasons than the other groups will be proclaimed the best promoter of tourism as a profession.

2. Read the text (*10 minutes*) and decide what reasons given in the text for choosing a career in tourism you have not mentioned in your discussion and what reasons given by you were not mentioned in the text. List all such reasons in a *5-minute* whole-class discussion.

The Top 10 Reasons to Choose a Career in the Travel and Tourism Industry

1. Get started easily and advance quickly

One in three people get their start with a job in the tourism sector and if you're enthusiastic and driven, advancement is often faster and easier than in other sectors, meaning the potential to kick-start your career and climb up the ladder is great.

2. Career choices

The job prospects and choices in the industry are fantastic with endless opportunities. There are a huge range of jobs in a variety of sectors including Travel Agent, Wholesaler, Visitor Information, Tour Operator, Cruising, Transport, Events and Tourism Services.

3. Tourism is a growth industry

The tourism industry is one of the country's greatest strengths. The government has also launched the Tourism Employment Plan and a new Tourism Advisory Service, to help the industry overcome regional labour and skills shortages.

4. The travel industry is innovative

The travel industry is one of the most competitive and innovative industries in the world with international destinations all competing for top spot. This ensures that new creative ideas and services are constantly being developed to keep up with tourist's needs in order to stay ahead of the competition.

5. Variety

There's a job to suit everyone in the tourism industry. With such diverse jobs in the industry, you can work in any kind of environment you wish, whether it be a routine nine-to-five or a more glamorous and unpredictable role.

6. Transferable skills

The skills gained working in the travel and tourism industry can be used in a number of different sectors and positions, whether inside the industry or in other business.

7. Travel while you earn

If you're thinking of pursuing a career in the tourism industry then it's more than likely you are passionate about travel and one of the top reasons for choosing to work in the sector is that in many positions you can travel while you earn a living, whether locally, nationally or internationally.

8. Learning potential

Another great reason for working within the industry is the potential for learning about a number of tourism and travel subjects, including gaining local travel knowledge, learning about different cultures and nationalities and finding perfect travel destinations when you're ready to take a break.

9. Stay true to your ethics

The tourism industry has immense economic value for a country's economy and people, and greatly benefits local communities

through the creation of jobs with fair wages without exploiting the local environment.

10. Make people happy

Last, but certainly not least, is your potential to make people happy. There are a number of roles in the industry that are all about helping people to go on their dream holiday and creating an experience they'll never forget. According to Michael Owens, President and CEO of the Tourism Leadership Council, "My job is to make people happy."

(the text is borrowed on 29 March 2017 from <http://www.opencolleges.edu.au/blog/2014/02/10/10-reasons-start-career-travel-tourism-industry/>)

3. In the same small groups that you were doing task 1 discuss the reasons for choosing a career in hospitality (for instance, as a hotel manager). After *10-minute* small group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*). The small group that will be able to name more reasons than the other groups will be proclaimed the best promoter of hotel business as a profession.

4. Read the text (*10 minutes*) and decide what reasons and benefits cited in the text for choosing a career in hospitality (as a hotel manager) you have not mentioned in your discussion and what reasons and benefits cited by you were not mentioned in the text. List all such reasons and benefits in whole-class discussion. *You have time until the end of the class.*



Work as a Hotel Manager

What do hotel managers do?

Managers oversee everything and anything concerning the hotel, like catering, marketing, facilities and events – and of course the well-being of employees and guests!

In order to ensure that daily comings and goings run smoothly, managers need to have a good business brain, to keep a close watch on budgets, bookings and customer satisfaction.

A hotel that isn't keeping its guests happy will soon fail, so managers need to have an idea of what's happening from top to bottom, which can be tricky if you have hundreds of guests to look after on a daily basis.

Every city or large town will have many hotels dotted around, so it is a sector that allows you to work pretty much wherever you like and isn't just dominated by large urban areas.

What are the global opportunities and overseas jobs for managers?

With major global travel hotel companies like Marriott, Four Seasons and Hilton operating worldwide in many glamorous locations, you could have the chance to travel abroad and become a manager in an overseas branch – perhaps, by the beach somewhere. Yeah it's a tough job, but someone has to do it...

Working your way up to hotel management level will prove you can work at a senior level and deal with varied challenges.

The nature of the job means every imaginable type of person could make your hotel their home for a little while, so you never know what you'll be dealing with next.

What skills does every hotel manager need?

There are certain key skills you'll need to have in abundance to be a hit in travel and tourism jobs. Being great with people is definitely one of them, because your business relies on customers. A hotel without guests isn't a hotel...

The ability to run a business is crucial. You need to have a head for figures, a great work ethics and an ability to stay ice-cool under pressure.

What career opportunities do they have?

You can start in a junior role and work your way up, or you can take part in a hospitality management company's training scheme.

Whichever path you embark on, qualifying with a relevant degree from travel and tourism courses, business, hospitality or leisure will prepare you nicely for a job in this sector.

(the text is borrowed and modified on 29 March 2017 from <https://www.ratemyplacement.co.uk/industry/hospitality-leisure-travel-tourism/advice/career-focus-work-as-a-hotel-manager>)

5. *Home-task:*

1) Find on the Internet some information in English for what kinds of people (in what concerns psychology, mentality and features of character) the work in tourist and hospitality businesses would be the most suitable. Read this information attentively.

2) On the basis of everything you have discussed and read in class and what you have read on the Internet, write a 150-200-word essay on reasons, advantages and benefits of working in tourism and hospitality businesses. See the instruction on writing your essay in the *Home Assignment Section, Unit 10, Step 1*.

Home Assignment Section, Unit 10, Step 1



1. Find on the Internet some information in English for what kinds of people (in what concerns psychology, mentality and features of character) the work in tourist and hospitality businesses would be the most suitable. Read this information attentively.

2. On the basis of everything you have discussed and read in class and what you have read on the Internet, write a 150-200-word essay on reasons, advantages and benefits of working in tourism and hospitality businesses.

Instruction for writing the essay:

In the *Introduction* of one paragraph name the principal reasons, advantages and benefits for choosing a career in tourism and hospitality.

In the *Body* of three paragraphs: 1) discuss in greater details the reasons, advantages and benefits of working in tourism; 2) discuss in greater detail the reasons, advantages and benefits of working in hospitality business (as a hotel manager); 3) discuss for what kinds of people (in what concerns psychology, mentality and features of character) the work in tourist and hospitality businesses would be the most suitable.

In the *Conclusion* summarize what you have said in the *Body*.

Step 2. Information processing

1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss the differences in your ideas and, especially if there are few differences, summarize orally those ideas that you have in common. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*



2. Listen (two times) to an interview with Tim Jennings, a travel agent. The interview is used for promoting some organization. Which? What positive things are said about this organization in the interview? Discuss this in whole-class discussion. *You have 10 minutes to do the task.*

3. Now in pairs make similar interviews to promote either your imaginary travel agency or some real tourist organization in your home city. Discuss in the interview all positive features of that agency or organization. Conduct at least two such interviews changing the roles of the interviewer and the interviewee and the organization which is being promoted. *You have 15 minutes.*

4. Divide into three equal groups. You will read texts with jobs (in tourism and related fields) descriptions. Group A will read text A with a job description below. Group B will read text B with another job description, and Group C will read text C with the third job description (*5 minutes for reading*). After finishing reading, every student from all the groups will work in a group of three with the students from the two other groups, so that every student from Group A works with one student from Group B and one student from Group C. Each of the students describes the job that he or she has read about to his or her partners. Then, all the three students discuss the three jobs that they have learned about and choose one job that seems to be the most interesting and promising to all of them. After that, each of the groups of three report to the other students in class what job they have chosen and give reasons for their choice. Finally, the entire class decides which of the three jobs seems to be the most popular among the majority of students and discusses the reasons for that popularity. *You have 35 minutes.*

Text A

Travel Consultant

Full time

To be considered for a Travel Consultant role you'll need to meet the following minimum criteria:

- Experience in a sales environment/customer care environment;
- Solid academic background;
- A passion for travel, demonstrated by personal travel experience;
- Self-motivation with a desire to build your own client-base.

The sales experience and previous travel requirements are essential.

There is a huge focus on sales targets which is reflected in the wage structure.

Interested in this role? Email your CV and job reference number: **F110**.

Text B

Check-in Agent

Part-time (up to 35 hours)

Register now for the next intake of staff. Customer service staff are responsible for all passenger movements between the terminal and aircraft. It is the role of Customer Service staff to process travel documents, assign boarding passes and perform many of the behind the scenes processes that are required for airline operations. From the moment a passenger arrives on an inbound flight or at the departures terminal for an outbound flight, Customer Service staff are responsible for ensuring that their travel plans are carried out as seamless as possible.

Interested in this role? Email your CV and job reference number: **A110**.

Text C

Travel Expert

Full time

STA Travel is the world's largest travel agency for students and young people, with 16 stores in New Zealand and over 450 worldwide. When we say "We Know Because We Go" we mean it – our Travel Experts are full of industry knowledge, destination expertise and hunger to get out and see the world.

With our new store due to open soon, we're looking for a sales-savvy, travel-loving superstar to join our team. Our ideal candidate will have proven sales experience, the ability to consistently hit targets, confidence to speak to customers from all walks of life and, of course, an unwavering passion for travel.

You'll be organizing flights, accommodation, tours and more in all corners of the globe for your customers so you must be able to multi-task, be a customer service star and have a keen eye for

detail. You must also be able to work a seven days a week including weekends. If you're keen on travel advice and never stop bragging about your last trip, we want you!

This is an exciting time to join STA Travel as we continue to expand to new places and invest in our people. We offer a competitive remuneration scheme including commission, travel discounts, professional development opportunities and an exciting incentive and reward programme.

Interested in this role? Email your CV and job reference number: **S102**.

(the text is borrowed and modified on 29 March 2017 from <http://www.itc.co.nz/career-options/job-placement-opportunities/>)

5. In the table below you can see several jobs in hotel and tourism businesses (including those jobs that you were discussing earlier during this class). With the help of your teacher and *until the end of the class*, add other jobs in these two areas so that there is at least one job for every student in the group).

Tourism business – jobs	Hotel business – jobs
Travel agent	Hotel manager
Tour operator	Hotel receptionist
Tourist guide	Hotel restaurant chef
Travel consultant	Porter

6. Home-task:

1) Find on the Internet the detailed description of those jobs in hotel and tourism businesses that you have entered into the table when doing task 5 above. Every student is expected to work on only one job description according to the distribution of the jobs among all the students in class (your teacher will tell you what student is allocated which job to work on). Having found all the information on the Internet, prepare a *5-minute* presentation for the next class with the full description of the job allocated to you. Get ready to answer other students' questions on your presentation.

Step 3. Presentations and their discussion



1. As your home task you were researching some job descriptions. Now every student should deliver the presentation that he or she has prepared. After your presentation, you are expected to answer other students' questions. Every student has five minutes for the presentation and two minutes for the question-and-answer session. *You have time until the end of the class.*

2. *Home-task:*

1) Study two sample CVs (resumé) from the application papers of two men. One of them wanted to become an accountant in some business and the other one a travel agent in some tourist organization (see *Home Assignment Section, Unit 10, Step 3*). Compare the two CVs (resumé) and mark the differences. Then, find information on the Internet concerning the general rules for writing CVs (resumé). On the basis of all this, write your own CV (resumé) for applying for one of the jobs that you were discussing during this class. Get ready to use your CV (resumé) in the next class.

Home Assignment Section, Unit 10, Step 3

1. Study two sample CVs (resumé) from the application papers of two men. One of them wanted to become an accountant in some business and the other one a travel agent in some tourist organization. Compare the two CVs (resumé) and mark the differences. Then, find information on the Internet concerning the general rules for writing CVs (resumé). On the basis of all this, write your own CV (resumé) for applying for one of the jobs that you were discussing during the last class. Get ready to use your CV (resumé) in the next class.

Curriculum Vitae (Resumé) 1

Personal Details:

Name: Kamil Ashugara

Date of birth: April 1, 1975

Citizenship (Nationality): Bacardia

Marital status: Married, one child (daughter)

Address: 15 King George St.,

Lucia 45325

Bacardia

Telephone: 8030-333-3333

E-mail: ashugara @ bac.com

Available: April 1, 2000

Career objective: Full-time position as an accountant with a large commercial firm.

Education:

1998 – 1999 Advanced training program in using computers for accounting purposes. Certificate from Lucia Computer Skill Training Center.

1992 – 1997 – Lucia University. MBA in Finance and Accounting Studies.

Professional experience:

1997 to present – Lucia Enterprises Ltd.

Part-time accountant

Responsible for doing accounting jobs for the company and its small business clients.

Summer

1995 and 1996 – Two-month training period with Lucia Enterprises.

Ltd. Trainee accountant.

1994

(January-

December) – Shop assistant at the Lucia University bookstore.

Additional skills:

IBM PC user– MS Office; Windows 95, 97, 98; Microsoft Word.



Microsoft Excel; Adobe Acrobat; proficient Internet user.
Fluent in English and German, good working knowledge of
Spanish.

Driver's license (car).

Interests:

Sports: Hiking and running

Amateur painting

References (besides the enclosed):

Theodore Masagi Bill Kurosava

Professor of Finance Accountant

Lucia University Lucia Enterprises Ltd.

(the text is borrowed from the coursebook "Business Projects"
by O. Tarnopolsky, S. Kozhushko, et al. Kyiv: INKOS, 2002,
p. 56-57)

Curriculum Vitae (Resumé) 2



Deidre Jones

Address: 3228 N West Ave, Fresno, CA 93705

Phone: (559) 229-2635

Email: jonesj12@gmail.com

Current job: Travel Agent/Destination Specialist at Pro Travel
Fresno, California

Objective

To improve my career and hone my skills further as a travel agent by becoming a part of one of the top and most diverse travel agencies in the country; to provide excellent service to my clients so they can enjoy their vacation with the least possible hassle and worry.

Strengths

1. Extensive knowledge on geography;
2. Keen eye for details;
3. Ability to work efficiently under pressure;
4. Knowledge in Travel Booster Travel Agency System, a software for travel agencies;
5. A wide network of travel agencies in Asian and European countries;
6. Effective leadership skills;
7. Well-organized, with great time management skills;
8. In-depth knowledge about local and world history;
9. Excellent interpersonal and communication skills;
10. Thirst for adventure and challenge;
11. Ability to work for long hours;
12. Outgoing and friendly personality;
13. Superb writing and documentation skills;
14. Basic photography and first aid skills;
15. Language skills (English, Spanish, German, and French)

Experience

Travel Agent/Destination Specialist, 2009-present

Pro Travel Fresno, Fresno, California

Responsibilities:

- Make arrangements for tours, including but not limited to tourist attractions, transport, accommodation and car rentals;
- Provide advice on destinations and packages to tourists;
- Provide inputs/recommendations on tour and vacation packages being planned by the company;
- Make hotel and restaurant visits to improve accuracy on the information held by the travel agency such as cleanliness, range of services/facilities so that it can appropriately make recommendations to its clients;
- Get accurate and up to date fees and charges from hotels and various tourist attractions;
- Attend to client's queries made both on the phone and via the Internet;
- Provide recommendations on how the company website can be improved for ease of use, completeness, and marketability, if and when necessary;

- Check weather conditions and forecasts; coordinate with local government bodies for this purpose and during emergency cases;
- Do other errands or and chores assigned by supervisor from time to time.

Travel Agent, 2005-2009

Sam Ho Tour And Travel, Los Angeles, CA

Responsibilities:

- Provided customer support for clients;
- Prepared travel itinerary for clients;
- Acted as liaison between airline companies and customer;
- Trained new employees on customer service;
- Arranged accommodations for clients;
- Booked and arranged tours to Asia for clients.

Teacher in History and Geography, 2003-2005

Fresno High School, Fresno, California

Responsibilities:

- Taught world history and geography to high school students;
- Coached/guided students who are members of the History Club;
- Coordinated and assisted in the planning of school events like educational field trips and the like with various destinations like museums, national parks, industrial parks, zoological parks, and theme parks;
- Do other assignments like mentoring and personality development to students under supervision.

Education

College, California State University, Fresno, CA

BA Geography

1998-2002, 3.2 GPA

High School, Fresno High School, Fresno, CA

High School Diploma

1992-1996, 3.3 GPA

Courses

1. Volunteer at American Red Cross Central Valley;
2. Basic First Aid Skills;
3. Villa Specialist course;
4. Basic Phone Etiquette;
5. Customer Service;

6. Basic Photography.

Personal information

- Civil Status: Single
- Date of birth: January 3, 1976
- Interests: mountain climbing, swimming, historical movies, and photography.

(the text is borrowed and modified as of 5 April 2017 from <http://www.resumeok.com/travel-tourism-resume-samples/travel-agent-resume-template-sample/>)

Step 4. Development



1. Listen (two times) to a job interview with a person who wants to occupy a vacant position of a tourist guide at a tourist company. After listening, individually write a 100-150 word summary of the interview (what questions were asked and what answers were given). Then, divide the class into three equal groups and, in each of the groups, discuss all the summaries written by its members. Choose the summary that you believe to be the best in your group. Finally, the three best summaries from the three groups should be read aloud for the benefit of the whole class and, again, the best out of three should be voted. This summary will be used for doing the next task. *You have 40 minutes.*

2. *Role plays (job interviews).* Role play job interviews in pairs. One student is a job applicant who has applied for a vacant position for one of the jobs at a big tourist company (out of those jobs that you were discussing in the last class). The other student is a Personnel

Officer who is conducting a job interview with the applicant. The applicant should give the interviewer his or her CV, and the interviewer should conduct the interview in accordance with that CV. Build up the interview following the sample interview that you have heard at the beginning of the class and using the summary of that interview compiled by you and chosen as the best one. But make your interview longer (not less than *10 minutes*) using a number of additional questions of your choice not asked in the sample interview. After finishing the first interview, change roles and do a similar interview in a similar situation but concerning an application for a different job in another tourist company. Then, change roles again but this time change the situation as well. The interviewee is applying for a job at a big hotel and is being interviewed by a Personnel Officer of the company owning that hotel. Finally, change roles for the last time and role play a similar situation but with a different position in a different hotel being applied for. *You have time until the end of the class.*

3. Home-task:

1) Read two additional texts about jobs in tourism and hotel industry (see *Home Assignment Section, Unit 10, Step 4*). After reading, write one abstract (100-150 words) summarizing both texts and hand your abstract in to your teacher at the beginning of the next class for checking and grading.

2) Get ready for continuous simulation in the next class. You will need to tell your “colleagues” at the travel agency what three vacancies (for what jobs) you suggest that your agency advertises. Explain why you believe it is necessary to employ new people just for those jobs and what qualities they should have. Get ready to defend and prove your point.

Home Assignment Section, Unit 10, Step 4

1. Read two additional texts about jobs in tourism and hotel industry. After reading, write one abstract (150-200 words) summarizing both texts and hand your abstract in to your teacher at the beginning of the next class for checking and grading.

Text 1. Jobs at Hotels and Resorts

- **Bellhop, baggage handler** — This is the hotel employee who will open the front door for guests and carry their bags to their rooms.

- **Concierge, receptionist** — This is the hotel employee who is always at the front desk. They welcome all the guests, give out room keys, help guests make reservations and take payments for reservations. They need to be very friendly and polite, and they need to be able to answer any questions that guests might have.

- **Maid, housekeeper** — The main job of these hotel employees is to keep the hotel rooms very clean. They visit the hotel rooms every day to keep them clean and neat. When a guest checks out of (leaves) their room, the housekeepers will go to the room and prepare it for the next new guest who is arriving.

- **Janitor** — These employees are responsible for cleaning everything outside of hotel rooms. They sweep floors, clean common areas where all the guests can go (like the dining room and lobby) and they take care of all the garbage in the hotel. They will make sure the trash cans in the hotel are empty, and they often do some more difficult cleaning jobs.

- **Bartender** — Many hotels have bars so their guests can relax and talk. The bartender will serve drinks and sometimes some food to the guests in the hotel. This employee needs to know lots of vocabulary for drinks, especially cocktails.

- **Host/hostess** — Many hotels also have a restaurant where guests (as well as people who are not guests) can eat. The host or hostess is always standing near the front door of the restaurant to welcome anyone who wants to eat. The host or hostess will help people make reservations to eat on the phone and in person. They will also help people find seats at tables in the restaurant.

- **Server, waiter/waitress** — These jobs are all the same. The job is to serve customers who are eating at the restaurant. They need to know all the vocabulary that is on the menu so they can take orders.

- **Busboy** — The busboy makes sure that tables are clean and ready for customers. When people have finished eating and leave the restaurant, the busboy will go to their table to clean and prepare everything for more people.

- **Chef/cook** — The chef or cook will stay in the kitchen and prepare the food. If the food is extremely delicious, sometimes

customers will want to meet the chef! Then the chef should go to the dining room and be friendly with the customers.

- **Groundskeeper** — A groundskeeper's responsibility is to take care of all the plants outside the hotel.

- **Maintenance worker** — If anything stops working in the hotel and needs to be fixed, the maintenance person is the one who will fix it.

- **Manager/supervisor** — Managers and supervisors are the ones who make sure everything goes well at the hotel. They hire employees, teach new employees how to do their jobs and make sure that guests are happy.

- **Event planner** — Hotels have a lot of space and places for people to stay, so people often have big events at hotels. For example, there may be big business conventions (meetings) and weddings. The event planner must make sure the hotel is ready for these events.

Text 2. Jobs at Travel and Tourism Companies

There are many people travelling now, so there are entire companies that exist just to help travellers enjoy their trips. If you work for one of these companies, you will either work in an office or you will work outside the office helping travellers enjoy their time in your city or country.

- **Secretary/administrative assistant** — This is the employee who takes care of the whole office. They organize paperwork, make and receive phone calls, organize the office schedule and take reservations for tours and trips. They usually assist the boss in whatever they are doing. This person needs to be very organized and needs to work quickly!

- **Travel agent** — Many people like to have someone help them prepare a travel plan. A travel agent helps people find the most affordable flights, hotels and other necessary things. They also will help people buy tickets and make reservations before they travel.

- **Tour guide** — Tour guides are everywhere! They are the ones who go out with tourists and take them on adventures. Many people are needed to help tourists explore towns, cities, farms, mountains, jungles and more. Tour guides should know lots of English so they can explain to tourists everything that they see on their tours, as well as be friendly with tourists and help them feel comfortable.

- **Boat driver/taxi driver/shuttle driver/private driver** — These driving jobs are often important for tourism because tourists need to move around. Travel agencies like to work with drivers who are always dependable, safe and who arrive on time (not late) when they have someone to drive around. If you are a driver, you can find higher-paying jobs by working with tourists and travel agencies. For example, a **shuttle driver** will drive a large vehicle all day to transport many people between two busy places, such as a hotel and some popular tourist destinations, or between a hotel and the airport. A **private driver** may be needed to drive one person or one group to a specific place, or to take them on a longer tour in the area.

- **Airline agent** — An airline agent works at the desk of an airline, or a company that owns airplanes and provides transportation services with them.

- **Flight attendant** — Flight attendants take care of people on airplanes. They serve food and drinks, as well as give safety instructions. Flight attendants need to get special training, and they usually need to know excellent English.

- **Cruise attendant** — Cruise attendants take care of people on boats and ships. They do the same things as flight attendants, making sure that everyone is safe and calm. They give safety instructions and provide services like food and drinks.

- **Translator** — Can you translate English into your native language? Can you translate your native language into English? Great! Translators do this in writing. Many travel agencies and tourism-related businesses need professional translators.

- **Interpreter** — An interpreter translates between two languages by listening and speaking. This work is also sometimes known as live translation. Interpreters spend time with tourists and visitors and help them speak with and understand local people.

- **Recreational guide** — This job is the most fun! Recreational guides go with tourists to do activities like yoga, surfing, cycling (riding bicycles), running, hiking and climbing mountain.

(the text is borrowed as of 7 April 2017 from <http://www.fluentu.com/english/blog/english-for-tourism-and-hospitality/?lang=en>)

2. Get ready for continuous simulation in the next class. You will need to tell your “colleagues” at the travel agency what three vacancies (for what jobs) you suggest that your agency advertises.

Explain why you believe it is necessary to employ new people just for those jobs and what qualities they should have. Get ready to defend and prove your point.

Step 5. Continuous simulation and project work

1. Hand in your written abstracts of the texts read at home to your teacher for checking and grading.



2. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing continuous simulation tasks when working on the preceding units. Every student in the group should share with the other members of the group his/her ideas concerning the job vacancies that your agency should advertise. Discuss all the suggestions and decide what two or three vacancies out of all the suggested ones you will really advertise and why just those vacancies and not any others. Then role play five-minute-long job interviews with three applicants for these vacancies (one of you can play the role of the interviewer, the others the roles of interviewees). Then, simulate one more meeting at your travel agency to discuss the interviewer's report, listen to his/her recommendations and decide who of the applicants you are really going to employ and why. Prepare a three-minute presentation for the rest of the class on all the issues that you have discussed and on the decisions taken. *You have 60 minutes for your small group work.*

3. Now every small group is expected to give a three-minute presentation to the rest of the class to outline everything concerning your recruitment policy and your latest decisions on relevant issues. Every member of the small group should deliver a part of your joint

presentation and be ready to answer questions from the other small groups. *You have time until the end of the class.*

4. *Home-task:*

1) *Project work.* At home, you will need to work in the same small group that you were working in during the class time. Develop (in writing) the eleventh part of your agency's prospectus. This part will need to be not less than 200 words. State what people you employ to expand and develop further the work of your agency, what positions you can offer them, what qualities and professional qualifications you require from your employees and how you select them. Suggest that highly qualified professionals in tourist business join your team.

After writing this part, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present this completed part of the project to your classmates and listen to their critiques and criticisms.

Step 6. Discussing projects, concluding and checking



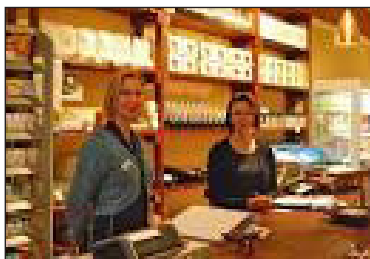
1. *Project work.* Each of the small groups has written at home the eleventh part of their agency's prospectus. Now every small group is expected to present this part of the prospectus to the other small groups. First, give them the printed out version of that part and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the part of the project that they have completed. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their part of the prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading.

Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *25 to 35 minutes*.

Concluding and checking

1. In the text below all the paragraphs, except the first one (A/1), have been mixed up. Read the text and place the paragraphs into their proper places putting the number of the paragraph (figure, like figure 1 in the first paragraph A – A/1) after the letter with a slash that designates the paragraph). *You have 10 minutes*. The teacher will check your answers.

Teamwork in Travel & Tourism



(A/1) Working in the travel and tourism sector, whether that's in something like hotel management, or for companies like tour operators or travel agents, will definitely require you to have teamwork and general all-round people skills, especially as you'll be engaging with customers daily.

(B/) Think about what your strengths are. Are you an ideas machine, or are you suited to being a leader, or maybe you're more of a peacekeeper?

(C/) "There's always value to be had from developing team working skills."

(D/) The nature of travel & tourism jobs in hotels, restaurants, hospitality and travel companies mean many of these businesses employ a lot of workers and rely on employees cooperating to provide customers with a great experience.

(E/) It's also important to understand that employers don't want identical people working for them; they want people with diverse skills who complement each other, meaning there's always value to be had from developing team working skills.

(F/) If you have teamwork skills, great! However, there's always room for improvement, or learning new ways to deal with situations.

(the text is borrowed and modified as of 7 April 2017 from <https://www.ratemyplacement.co.uk/industry/hospitality-leisure-travel-tourism/advice/career-focus-work-as-a-hotel-manager>)



2. Listen to an interview with Diana Swan, a student who has recently graduated from *The International Travel College (ITC)* and now works as a customer service representative of a tourist company. After listening twice, in a whole-class discussion orally summarize what she has said about: 1) the high and low points of her job; 2) what she gained from studying at ITC; 3) what advice she gives to international students at ITC. Since it is the second interview with a graduate from ITC that you have been listening to (the first was with another ITC graduate whose interview you heard when working on *Step 2* of this *Unit*), formulate in your whole-class discussion your ideas about that educational institution: *The International Travel College (ITC)*. Would you like to study there? Why yes or why not? *You have 15 minutes.*

3. In the time remaining until the end of the class, every student individually is expected to write a 100-150-word abstract summarizing what you believe to be the distinguishing features of a high-standard educational institution (like ITC if you think its standard is really high) for training those who plan to work in travel and tourism sector.

4. *Home-task:*

1) Find on the Internet some information on one of the educational institutions (not the one where you study) training future tourist managers. Summarize the information on that institution in a 150-word essay emphasizing its strong points that you believe make the institution especially attractive and of high standard. In the next class, hand in your essay to your teacher for checking and grading.

Unit 11

JOBS AND CAREERS IN TOURISM AND HOSPITALITY BUSINESSES. HOW TO FIND EMPLOYERS (2)

Step 1. Introductory definitions

1. Hand in your essays written at home to your teacher for checking and grading.



2. You have all chosen a career in tourism – to be either self-employed or to work for some tourist company. But are you ready for such a career and what does it mean to be ready for it: what knowledge, skills, attitudes and motivation you should have to succeed in tourism as a career? Discuss these issues in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

3. In the text below that you are going to read (*10 minutes*) there are some requirements to a person who plans to set up his or her own tourism business. Many of the requirements also relate to a person who does not plan to be self-employed in tourism but intends to work as an employee at a tourist company. After reading the text, discuss in the same small groups that you were doing task 2:

1) which of those requirements relate only to a self-employed person in tourism and why;

2) which of them relate both to a self-employed person in tourism and a person who is employed by some tourist company (and why).

You have *ten minutes* for your small group discussion and *three minutes* to share your ideas with the other students in class in a short presentation (*15 minutes for presentations of all the small groups*).

Are You Ready?

Running a small business is a huge commitment, both of your time and your energy levels. Are you ready to make this step?

Once you enter into the world of being a small tourism business operator, you will suddenly find that instead of having only one job, you are juggling a multitude! The best time to assess your skill level and resolve any difficulties you may face in the future is before your start.

What do you know about the tourism industry?

Deciding to become a part of the tourism industry is a major lifestyle and financial decision. Make sure you are making your decision for all the right reasons. Ask yourself the following questions and carefully consider your answers:

- Why do you want to be involved in this industry?
- What experience do you have?
- Do you relate well to people – can they relate to you?
- Are you prepared to give up taking holidays at the best times of the year?

Are you committed enough to make it work?

It is important to understand that there is a vast difference between you enjoying your weekend or holiday pastime and offering that same activity on a commercial basis to paying customers with a high expectation level. Test your level of commitment with these questions:

1. Are you prepared to work seven days a week if necessary?
2. How long do you intend on being in the tourism industry?
3. What level of commitment are you prepared to make – are you going to run the business on a full-time or a part-time basis?
4. Are you prepared to work long hours and be interrupted at any time of the day?

5. How will the business impact on your family?

Deciding to start up a touring business

- Which area of the touring industry do you want to work in?
- Who are your competitors? How will your business be different?
- How much will the operation realistically cost to set up?
- How much money do you have available to invest in the business?
- Can you cover operating costs from savings until the business becomes stable (typically 2–3 years)?

Are there enough of them?

- Where and how will you find your customers?
- What knowledge and budget do you have to market your business?
- Will your touring business represent quality and value for money?

(the text is borrowed and modified on 29 March 2017 from <http://www.tourismcouncilwa.com.au/are-you-ready>)

4. In the same small groups discuss what knowledge, skills, attitudes and motivation you should have to succeed in hotel business as a career (depending on the position in that business)? After the group discussion (*ten minutes*), one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*).

5. **Home-task:**

1) Read the text about different required skills for some professions in tourism industry (see **Home Assignment Section, Unit 11, Step 1**). Use the information from the text for doing the following home-task.

2) On the basis of everything you have discussed and read in class and the additional text that you will read at home, write a 200-word essay on what knowledge, skills, attitudes and motivation a person should have not simply to work but to succeed in tourism and hospitality businesses. See the instruction on writing your essay in the **Home Assignment Section, Unit 11, Step 1**.

Home Assignment Section, Unit 11, Step 1



1. Read the text below and use the information from the text for doing the following home-task.

Tourism Industry and Staff

Employees may receive free foreign travel as a perk of the job.

Typical employers: private touring companies, major international tour operators, tour designers.

Key skills: a demonstrable interest in travel, knowledge of key holiday destinations, foreign language skills, excellent interpersonal skills, communication skills, customer service skills, organizational skills, IT skills.

Job requirements: A foreign language, travel or tourism and business studies, marketing or geography degree may be helpful. Commercial experience and personality is often more important than qualifications. Relevant work experience is essential, and can be gained via seasonal employment, or by working as a volunteer or paid assistant. Fluency in languages may also be useful. Some evening, weekend and public holiday work may be required during peak tourist seasons.

Promotional opportunities are available. Most graduates enter the profession as junior staff (consultant), moving into managerial positions after several years experience.

What does a tourist information centre manager do? The work may include supervising staff, preparing publicity materials and displays, accommodation services, statistical and financial records, handling customer complaints, selling souvenirs and taking bookings.

What does a hotel manager do? Typical responsibilities include: recruiting, training and supervising staff, room bookings, handling customer complaints, health and safety regulations.

What does a tourism officer do? The role of a tourism officer is a combination of marketing, public relations and management. It also involves lots of planning and preparation: preparing tourist or visitor information, producing promotional material and displays, writing reports, business plans and press releases, making presentations, market research.

What does a travel agent do? Travel agents are responsible for helping clients select and organize their ideal holiday on a limited budget. A travel agents role is to help people plan, choose and arrange their holiday. They also offer advice and opinions on where to go and local tourist attractions, events and customs. Typical duties include: promoting and marketing the business, selling holidays and insurance, providing advice about visas or passports.

Tour operators are responsible for organizing and preparing holiday tours.

(the text is borrowed and modified on 12 April 2017 from <http://www.opencolleges.edu.au>)

2. On the basis of everything you have discussed and read in class and the additional text above that you have just read, write a 200-word essay on what knowledge, skills, attitudes and motivation a person should have not simply to work but to succeed in tourism and hospitality businesses.

Instruction for writing the essay:

In the *Introduction* of one paragraph name the principal qualities a person should have for a successful career in tourism and hospitality. In the *Body* of two paragraphs: 1) discuss in greater details the qualities that are required for a successful career in tourism; 2) discuss in greater details the qualities that are required for a successful career in hospitality business.

In the *Conclusion* summarize what you have said in the *Body*.

Step 2. Information processing

1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first,

discuss the differences in your ideas and, especially if there are few differences, summarize orally those ideas that you have in common. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*



2. *What can you do in tourism?* Interview each other in pairs. Every student is expected to ask questions of his or her partner in a pair and learn: 1) what he or she thinks he/she already knows about work in tourism; 2) what skills in that field he/she thinks he/she already has; 3) what jobs and positions in tourism he/she believes suit him/her best and in which of them he/she hopes to be the most successful and useful (why does he/she think so?); 4) what his/her personal attitude to such a job or position is; 5) what motivates (or demotivates) him/her to do just such a job or to occupy just such a position in tourism; 6) what he/she thinks his/her career aims and prospects are; 7) any other information that you may need for making your partner's job profile. After finishing interviewing each other (*10 minutes for both*), on the basis of your notes taken while listening to your partner's answers and on the basis of your own ideas, compile that profile and prepare a short (*2 to 3 minutes*) presentation on it. In such a presentation you should say everything that you have learned from your partner about his or her own ideas concerning his or her future job in tourism and your own ideas on that issue (whether you agree with what your partner said or think differently). Every student in a pair has *three to five minutes* to prepare the presentation. Next, every student delivers his or her short presentation for the benefit of the other students in class (*the time for all the presentations of all the students is not more than 35 minutes*).

3. The job that you can do in tourism depends on your type of intelligence. According to Gardner's theory of *multiple intelligences*, there are seven such types: *logical-mathematical intelligence*, *linguistic intelligence*, *musical intelligence*, *spatial intelligence*, *bodily-kinesthetic intelligence*, *interpersonal intelligence* and *intrapersonal intelligence*. Listen to a short lecture about what each of the types of intelligences means. After listening twice, in a whole-group discussion guided by your teacher decide what jobs and positions in tourism and hotel business a person with a certain type of intelligence as the dominant one can do or occupy. *You have time until the end of the class.*

4. *Home-task:*

1) Read attentively the checklist of multiple intelligences in ***Home Assignment Section, Unit 11, Step 2***. Use the checklist for assessing yourself. If you answer "yes" to most of the questions in the checklist concerning a particular type of intelligence, it indicates that your intelligence of this type is well developed. On the basis of such self-assessment, reconsider your own ideas about yourself that you expressed when you were interviewed by another student in this class and the ideas of that student about you expressed in his/her presentation (see task 2 above). Prepare a *five minute* presentation for the next class. In that presentation you are expected to formulate what the best job and position in tourism industry personally for you is. What your career prospects in that job and position can be? Prove all your points by the results of your self-assessment, your ideas about yourself and the ideas of your interviewer about you. In the next class you will have not more than *five minutes* for your presentation and not more than *two minutes* for answering other students' questions.

Home Assignment Section, Unit 11, Step 2

1. Read attentively the checklist of multiple intelligences below. Use the checklist for assessing yourself. If you answer "yes" to most of the questions in the checklist concerning a particular type of intelligence, it indicates that your intelligence of this type is well developed. On the basis of such self-assessment, reconsider your own ideas about

yourself that you expressed when you were interviewed by another student in the preceding class and the ideas of that student about you expressed in his/her presentation (see task 2 from the preceding class). Prepare a *five minute* presentation for the next class. In that presentation you are expected to formulate what the best job and position in tourism industry personally for you is. What your career prospects in that job and position can be? Prove all your points by the results of your self-assessment, your ideas about yourself and the ideas of your interviewer about you. In the next class you will have not more than *five minutes* for your presentation and not more than *two minutes* for answering other students' questions.



Multiple Intelligence Checklist

Linguistic intelligence

Do you like writing letters?
 Do you love reading?
 Do you always read signs or advertisements when you walk or drive?
 Do you love doing crossword puzzles?
 Do you like word games?
 Were languages and social studies easy for you at school?
 Do you like talking about what you have written or read?
 Do you own many books?
 If you hear a song several times, do you remember the words?

Logical-mathematical intelligence

Do you feel more comfortable believing the answer is correct if it's been calculated or measured?
 Do you easily calculate numbers in your head?
 Do you love playing cards or chess?
 Did you love math classes at school?
 Do you believe most things have a logical explanation? Do you like solving problems on your computer?
 Do you like brainteaser games?
 Are you interested in new developments in science?
 If and when you cook, do you measure things exactly?

Musical intelligence

Do you sing in the shower?
Do you hum or whistle a melody when alone?
Does it make you feel good to listen to the music you like?
Do you usually play or listen to the music when at home?
Do you remember a tune when you hear a new song once or twice?
Is it easy for you to follow a beat (rhythm)?
Do you know tunes of many different songs?
Can you tell if someone is singing off-key?

Bodily-kinesthetic intelligence

Do you like going on rides in amusement parks?
Do you like dancing?
Do you engage in at least one sport?
Do you like doing things with your hands: knitting, sewing, carving, building, mending, etc.?
Is it better for you to practice a new skill than to read about it first?
Do you often get your best ideas when doing something physical?
Do you love being out-doors?
Do you find it hard to sit for long periods of time?

Spatial intelligence

Do you pay attention to colours Do you wear colours other people wear?
Do you take lots of photographs on trips and vacations?
Is it easy for you to find your way in an unfamiliar city?
Do you like drawing?
Do you like reading texts with many pictures, graphs, charts, etc.?
Do you like doing puzzles and mazes?
Were you good at geometry at school?

Interpersonal intelligence

Do you prefer going to a party to spending the evening at home?
Do you often discuss your problems with friends?
Do people often come to you with their problems?
Are you involved in social activities?
Do you like organizing parties for your friends?
Do you consider yourself a leader and often assume leadership roles?
Do you love teaching or showing someone how to do something?
Are you comfortable at a party with people you don't know?

Intrapersonal intelligence.

Do you consider yourself independent?
Do you keep a journal and record your thoughts?
Do you start feeling yourself better quickly after being hurt or disappointed?

Do you have hobbies and interests that you enjoy doing on your own?

Would you like to attend seminars on personal growth?

Can you explain clearly the main values that govern your life and say which of your activities are in line with those values?

(the text is borrowed and modified from the coursebook "Business Projects" by O. Tarnopolsky and S. Kozhushko, Vinnytsa: Nova Knyha Publishers, 2007, pp. 45-46)

Step 3. Presentations and their discussion



1. As your home task, you were preparing a presentation on the best job and position personally for you in tourism on the basis of your self-assessment, your own and somebody else's opinions. Now every student should deliver the presentation that he or she has prepared. After your presentation, you are expected to answer other students' questions. Every student has five minutes for the presentation and two minutes for the question-and-answer session. *You have time until the end of the class.*

2. Home-task:

1) Read the text in *Home Assignment Section, Unit 11, Step 3*. Get ready to use the information from the text in your next class. Take your own CV that you compiled earlier (when working on *Unit 11*) with you to the next class.

Home Assignment Section, Unit 11, Step 3

1. Read attentively the text below and get ready to use the information from it in your next class. Take your own CV that you compiled earlier (when working on *Unit 11*) with you to the next class.



Advice for Your Travel Agent Job Interview

To ensure you make a significant mark on the interviewer's sheet, keep these tips in mind. You may have already thought of these given your extensive experience in the industry, but it pays to still prepare so as to ensure you have the most worthwhile meeting with your interviewer.

Know the job by heart

Since you would probably be asked how you are going to contribute to the business, make sure that you review the agency's strategy highlights. Dig deeper into its selling points. See to it that you also collect the necessary information about other promos and packages that the agency is offering. Familiarize yourself with the company's website. You must already know how to go over it prior to the interview.

Be prepared: the interviewer may ask you about what you can do to excel in your craft

Travelling nowadays has become easier due to the emergence of the Internet. People search and book their tickets online. The development is fast, and so it is essential that you keep up to these developments. If you are planning to continue studying to improve your craft further, be ready to provide which program you intend to enroll in. There are courses that are offered by *The Travel Institute*, for instance. If you are planning to get certified, determine which type of certification you are exactly aiming for.

Look your best and show your best

Travel agents are professional, courteous, and well-organized people. Show the interviewer that you have these attributes in all the interviews that you are about to go through. Be punctual, well-groomed and well-mannered.

Rehearse your answers to questions that are common or expected of your line of work

It is important that you look confident and knowledgeable when you respond to each question. If you need to write them down so that you can study them well and practice delivering them, then that is even better.

- Why did you want to be a travel agent?
- What are your weaknesses and strengths?
- How would you handle a customer who demands a refund from our travel agency?
- What would you do if a customer said they found a cheaper deal online?
- What is the most important skill or attribute that you think you have that makes you a good travel agent?
- What do you do to handle an unhappy customer who wants to write a bad review about us on the review websites?
- How do you tackle unexpected problems like delays or errors made in bookings and other related matters?
- Can you narrate an experience or scenario in your work as a travel agent that you are especially proud of?

Be ready with your own questions

After the interview, you may be given a chance to ask your own questions about the company and the job you are applying for. Here are some questions you might want to ask the interviewer.

- Which particular destination team or package you will be assigned to work on?
- What are the agency's expectations of you?
- How does the company conduct performance evaluation?
- What is the extent of computerization in the company? What software does it use to keep track its online booking?
- Do you plan to expand your travel agency online eventually?

Follow Up

It is important to make a follow-up on the progress of your application, but do not overdo it because they may find you annoyingly

desperate. When you do this, you have to be very nice and brief. Make sure that you thank the company for the time and opportunity.

(the text is borrowed from the Internet at <https://www.benchmark.co/page/candidates/job-seeker-tips/as> of 12 February 2017)

Step 4. Continuous simulation and project work



1. *Continuous simulation.* Work in three or four small groups of four or five students in each of the groups – the same small groups in which you were doing continuous simulation tasks when working on all the preceding units. *Role play* the following situation. Imagine that the travel agency that you created at the beginning of this academic year has become so successful that the local university invites your leading specialists to give lectures and practical classes to students majoring in “Tourism” on the issues concerning your successful practices. One of you is one of such leading specialists and the others are the students majoring in “Tourism.” The specialist first gives a short lecture (20 minutes) explaining:

1) what professional and personal qualities your travel agency requires from its employees (use the information from your project task completed when working on *Unit 11*);

2) how prospective employees should write their CVs to demonstrate those qualities;

3) how they should behave during job interviews and what questions they should expect during such interviews (use the information from the text read at home for this purpose);

4) what may be expected of them from the very first days and even hours of their work at your travel agency if they are really employed.

After the lecture, the students should work in two pairs or in one group of three under the general supervision of your “teacher” (the leading specialist from the travel agency). Discuss:

1) how the CV of each of the students compiled earlier (when working on *Unit 11*) meets those requirements that you have been told about in the lecture and what should be changed in those CVs or added;

2) how your behaviour and answers during the job interviews you were having when working on *Unit 11* met the requirements your “teacher” told you about in his/her lecture;

3) how far every student meets the requirements and expectations in what concerns his/her professional and personal qualities to be employed by a successful travel agency.

You have *25 minutes* for work in two pairs or in one group of three. After that, every student should share with the “teacher” the ideas he or she has formed on the issues under discussion concerning himself/herself and his/her partner in a pair or both partners in the group of three with whom he or she had been talking. Discuss those ideas with the “teacher” during the last *15 minutes* planned for this task.

2. Now every “teacher” should report his or her conclusions from the “lesson” that he or she has just conducted to all the other students in class: how successful his or her students were in writing CVs and in participating in job interviews, what shortcomings were characteristic of them when doing that; how many students from his/her group were fully suitable for working in a successful travel agency and who was the most suitable (why?); what should the students from his/her group do to succeed in the field of tourism. Every “teacher” should be asked additional questions on his/her presentation. *You have time until the end of the class.*

3. Home-task:

1) *Project work.* At home, you will need to work in the same small group that you were working in during the class time. When studying *Unit 10*, you wrote the last part/chapter of your travel agency prospectus. Now you are expected to finalize the prospectus in its entirety. First of all, check and edit it from beginning to end.

Improve its layout and illustrations. Get ready to present the entire prospectus to all the students in your class.

Print the entire prospectus on the computer. Print it out in several copies to be used in the next class.

Step 5. Discussing projects, concluding and checking



1. *Project work.* Each of the small groups has finalized at home their agency's prospectus. Now each of them is expected to present that entire prospectus to the other small groups. First, give them the printed out version of the prospectus and very briefly (*5 minutes*) outline what you have written there. Then, for the next *five minutes* the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in their completed project. They are supposed to give recommendations as to how to improve that part. The presenters should take notes of the recommendations and improve their prospectus in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. At the end, the best prospectus should be voted for (with discussing and explaining why just that prospectus has been chosen as the best one). Your teacher will find the means of giving some encouragement to the small group that has been voted the winner. Depending on the number of small groups, the entire time for this task is from *35 to 40 minutes*.

Concluding and checking



1. Read the text below on soft skills in hospitality business. On the basis of reading, formulate in writing what soft skills are and what such skills are included into their list for hotel business. Write it as a 70-word summary of the text and hand in your summary to your teacher for checking and grading. *You have 25 minutes to do the task.*

Specific Skill Set

Every job, in every industry around the globe, has a specific skill set that employers will need to ensure so that the service and products they offer are being provided by people that actually can physically do the job.

Check out our list of personality traits or “soft skills” that you’ll need to adopt for your first job in the hospitality or events world and remember that working in an industry like hospitality means that you are surrounded by culturally diverse people every day, who are from many different walks of life and have vastly different needs, wants and expectations.

Passion

We’ll start with passion because, if you don’t display or feel enthusiasm towards what you do, then what the hell are you getting out of bed every day for? It’s taking pride in what you do, in everything you do.

Adaptability

The beautiful thing about working in events, hospitality or tourism, or any job that requires engagement with people, is that two days are rarely the same. For example, the style of setup, sequence of service and menu items can be completely different from one event

to the next, and event teams have to adapt quickly to the constantly changing needs of each situation. This challenges your conscious and subconscious mind and keeps you on your toes.

Flexibility

Being flexible is not only a favourable, or key, hospitality personality trait, it is something everyone needs to be conscious of no matter what your career plans look like. Now, are you ready for this? Things don't always go as planned, and when they don't, how will you react? When a request from a guest or management is something unexpected, don't panic, just take it on board, take a moment and change. Remember the word "no" doesn't exist in the service industry and the customer is always right, even when they are not.

Patience

What comes hand in hand with flexibility is patience. Remember, you're aiming to provide an experience for people, a service which they are paying for. When you work in hospitality or events you will encounter a diverse group of customers and guests who are not well versed or experienced in what you do. They might not know how to choose a bottle of wine or they may have an accent and English is not their first language. Just because you are an expert, it doesn't mean everyone else is.

Team Work / Communication

People that understand team work make great leaders.

Presenting yourself

It's simply ensuring that your attire/uniform is well kept, and that you have clearly made an effort to groom yourself to the highest level before you've walked in the door to start your shift. You are the face of the company.

Honesty

If you don't know something, don't lie.

Empathy

Don't confuse sympathy for empathy; we are not here to feel sorry for everyone we meet. Highly empathic people always "put themselves in other people's shoes" and show genuine care for others. Remember who you are, but also who you're serving and what their specific story may be.

You may have noticed that these soft skills and personality traits are most common in successful people, in the major industry sectors

in every country around the world. These are often referred to as *transferable skills*. Meaning, people that are conditioned to behave this way have a higher chance of securing work and having multiple career paths in their life.

(the text is borrowed and modified from the Internet at <https://blog.benchmark.co/what-personality-traits-are-essential-for-hospitality-jobs> as of 18 April 2017)

2. Work in pairs. Discuss which of the soft skills that you have just read about are important not only for hotel business but for tourism as well. Why? Are there any other soft skills important for tourism business that have not been mentioned in the text? Which ones? Your teacher will listen to you and give you grades in the process of your pair work. *You have time until the end of the class.*

3. **Home-task:**

1) Write a 300-word essay summarizing what you have learned from Units 10 and 11. The title of the essay will be *“How to Find a Successful Job in Tourism?”*

Unit 12

TOURISM AS AN INDUSTRY AND STUDYING TOURISM AT YOUR UNIVERSITY

Step 1. Introductory definitions

All the preceding Units must have convinced you that tourism is a branch of industry – a very big and diversified one. In this last Unit we will be discussing what it really means, being an industry or, rather being a “travel and tourism industry” as it is mostly referred to.



1. Discuss what it means being a “travel and tourism industry” in groups of three or four students (*you have ten minutes for discussion*). After the group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than three minutes for every presentation; not more than 15 minutes for all the presentations with questions to presenters*). The small group that will manage to name more aspects distinguishing tourism as an industry will be proclaimed the best experts in this branch of national economy.

2. Read the text (*10 minutes*) and decide what features of tourism as an industry discussed in the text you have not mentioned in your discussion and what features described by you were not mentioned in the text. List all such features and discuss whether the text interprets tourism as a real industry or as something rather specific. You will have *10 minutes* for a whole-class discussion.

What is the Travel and Tourism Industry?

Although most textbooks refer to the ‘travel and tourism industry’, they tend to gloss over the rather thorny question of what is the industry or, more precisely, whether it can actually be described as an industry.

Generally, the travel and tourism industry is considered to be all the individuals, businesses and organizations that, collectively, provide the products, services and, hence, overall experiences that tourists “consume” or enjoy – it facilitates people’s participation in tourism. This industry has a number of important characteristics:

- It is highly diverse. An enormous variety of businesses and organizations comprise the industry.
- Most travel and tourism businesses are small and medium enterprises. Though we immediately think of large, international corporations, the majority of tourism organizations are, in fact, small and often family-run businesses.
- It is highly fragmented. There is little cohesion or coordination throughout the industry.
- It is private-sector dominated. Most businesses are motivated by short-term profit.

The vital point to remember is that, given its characteristics, the travel and tourism industry as a whole is difficult, if not impossible, to manage or control. This has significant implications for tourism policy and planning, as well as more specific concerns such as destination development and sustainable tourism development.

These characteristics also fuel the argument that it is misleading to describe travel and tourism as an industry. In fact, bearing in mind that, unlike other identifiable industries, there are no clear inputs, methods of production, chains of supply or outputs, it becomes difficult to see how travel and tourism is an “industry.” Other points to remember include:

- Many sectors of travel and tourism are industries in their own right.
- Some tourism products and services (for example finance, insurance, guide books, and so on) are provided by businesses that are quite evidently not travel and tourism organizations.
- Many organizations are in either the public or voluntary (not-for-profit) sectors and may or may not view travel and tourism as a primary purpose.
- There is no management structure or trade body for the “industry” as a whole.

The most useful way of looking at travel and tourism is to think of it as a production system, the characteristics of which may vary according to particular destinations, countries or travel and tourism markets.

(the text is borrowed and modified from “Travel and Tourism” by Richard Sharpley)

3. In the same small groups that you were doing task 1 discuss into what sectors tourism as an industry (or as a “production system” as it is said in the text that you have read) can be divided. Make a list of all those sectors. After 10-minute small group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made (*not more than two minutes for every presentation; not more than 10 minutes for all the presentations*).

4. Read the text (10 minutes) and decide what sectors named in the text you have not mentioned in your discussion. Were there any sectors named by you and not mentioned in the text? Make the final full list of sectors in whole-class discussion. *You have time until the end of the class.*



What are the Constituent Sectors or Elements of the Travel and Tourism Industry?

The key issue to bear in mind when considering the structure of the travel and tourism industry is its scope. While the most visible sectors are hotels, transport operators, travel retailers and attractions, a great number and variety of other organizations from the public and voluntary sectors (at the global, regional, national and local levels) also contribute directly or indirectly to the production of travel and tourism services or experiences. There is little value in being able to list all such organizations, although you do need to be aware of the different types of organizations involved and, more importantly, their degree of power or influence within the overall tourism production system.

There are different categories of businesses or organizations within the travel and tourism industry/production system:

1. Principals: transport operators, accommodation/hospitality providers, attractions, etc.
2. Intermediaries: tour operators, travel agencies.
3. Private sector support: commercial businesses that directly/indirectly support travel and tourism.
4. Public sector support: governmental and semi-governmental bodies that directly/indirectly support travel and tourism.
5. Sector organizations: trade and professional bodies representing particular industries/sectors.
6. Tourism organizations: private/public bodies with an interest in travel and tourism as a whole.
7. Destination organizations: public/private/partnership bodies involved in destination development and/or marketing.

*(the text is borrowed and modified from "Travel and Tourism"
by Richard Sharpley)*

5. Home-task:

1) Read the text about the "product" of travel and tourism industry in *Home Assignment Section, Unit 12, Step 1* and use that text for doing task 2.

2) On the basis of the three texts that you have read and your discussions and presentations in class write a 200-word essay "Travel and Tourism Industry, Its Sectors and Products." See the instruction on writing your essay in the *Home Assignment Section, Unit 12, Step 1*.

Home Assignment Section, Unit 12, Step 1

1. Read the text about the “product” of travel and tourism industry and use it for doing task 2.



What is the “Product” of the Travel and Tourism Industry?

Most industries are defined by the products they produce. What, however, is the tourism product? There are two related ways of considering this question:

1. The “total” tourism product. The concept of a total tourism product was first proposed by Victor Middleton, an academic and tourism consultant who has written extensively on marketing in travel and tourism. The main point is that the tourism product is a collection of tangible and intangible components, including both the products of the industry, such as accommodation, transport and entertainment, but also things such as accessibility, weather, value for money, contacts with local people and the extent to which expectations are realized. It is important, therefore, to think about the extent to which the travel and tourism industry can influence a tourist’s overall enjoyment of a holiday. A useful way of conceptualizing the tourism product is to think of it as the *total experience* enjoyed (or not, as the case may be!) by tourists from the time they leave home to when they arrive back at home again. Try relating your own tourism/

holiday experiences to this, particularly the factors that most pleased or disappointed you.

2. Tourists as both consumers and producers. Travel and tourism is a service industry. Common to all service industries is the concept of inseparability (sometimes referred to as simultaneity), or the fact that you cannot separate the production and consumption of a service. Services are produced and consumed simultaneously and, therefore, what the travel and tourism industry provides is an interim output, or the potential for services to occur.

Together, these two themes reflect one of the most important points in the study of travel and tourism – that *the tourism “product” is, in fact, a tourism experience.*

As a means of providing a framework for more detailed analyses of its constituent sectors, the travel and tourism industry is generally studied from two perspectives. First, it is viewed descriptively in terms of its size, scope and characteristics, the emphasis being on its diversity. Second, the inherent power relationships within the industry are often explored and analyzed, with particular attention being paid to the alleged dominance of intermediaries/tour operators within the industry. However, there is evidence to suggest that in recent years, and largely as a result of advances in information technology, there has been a shift in the balance of power away from intermediaries towards other elements of the chain of distribution. Both principals and customers are now in a much more powerful position and it is logical, therefore, to consider for how long there will be an identifiable chain of distribution in travel and tourism.

(the text is borrowed from “Travel and Tourism” by Richard Sharpley)

2. On the basis of the three texts that you have read and your discussions and presentations in class write a 200-word essay “Travel and Tourism Industry, Its Sectors and Products.”

Instruction for writing the essay:

In the *Introduction* of one paragraph give the general definition of tourism as an industry.

In the *Body* of three paragraphs: 1) discuss whether it is better to consider tourism as an industry or as a production system; 2) consider the principal sectors of tourism; 3) analyze the “product” of tourism.

In the *Conclusion* summarize what you have said in the *Body*.

Step 2. Information processing

1. Discuss your written essays in pairs. Read the essay written by your partner and let him or her read your essay. After reading, first, discuss the differences in your ideas and, especially if there are few differences, summarize orally those ideas that you have in common. If you see any faults in your partner's essay (language mistakes, faults in logics, etc.), tell him or her about them and listen to his or her comments on your own essay. After that, you are recommended to make changes in your own essay according to your partner's comments if you agree with them. Then, hand in your essays to your teacher for checking and grading. *You have 15 minutes for pair work.*



2. Listen to a short lecture about travel and tourism industry in the Bahamas. While listening (two times) to the lecture, take detailed notes of all the facts and figures. After listening, discuss in whole-class discussion:

- a) what the four factors for a successful tourism product in the Bahamas are;
- b) what the eight sectors of tourism in the Bahamas are;
- c) how these eight sectors differ or coincide with the sectors indicated in the text on that issue that you were reading in the preceding class;
- d) how the author characterizes each of the eight sectors of tourism in the Bahamas.

Having finished your discussion, individually write a summary of the lecture. Hand in your summaries to your teacher for checking and grading. *You have 35 minutes for work.*

3. *Role plays.* Work in pairs. One student in every pair plays the role of a representative of municipal authorities in your home city responsible for tourism. The other is a journalist interviewing that official for a TV programme on tourism in your city. The latter asks the former questions concerning tourist attractions, amenities, services, accommodation, the part that tourism plays in the city's economy, etc. In the answers to the questions, follow the structure of the lecture that you have heard and supply the specific information from your personal background knowledge of the city (if something that you say is not quite correct in what concerns genuine facts and figures, it does not matter much). *You have 10 minutes for role playing in pairs.*

4. *Case study.* Read a short text about the part played by tourism in the economy of the Bahamas. After reading, discuss (a whole-class discussion) what information from the text will coincide with the relevant information about your home country and what information will be different. How much different? *You have time until the end of the class.*

Just under 50% of all persons in the Bahamas are directly employed in tourism. If you add those who are indirectly employed in tourism, the percentage increases to 70%. In 1993, tourists spent approximately \$1.3 billion dollars in the country which contributed to the jobs of over 45,000 persons. With a total labour force of 164,675, the economy depends heavily on the tourism sector to provide employment.

The Bahamas has a very youthful population; 50% are under 20 years old. This means that each year almost 6,000 new entrants are added to the labour force as a result of school-leavers. In 1986, it took the combined expenditures of 30 tourist stopovers to create one full-time job (about \$22,000). However, it took 404 cruise visitors to have the same impact.

(the text is borrowed and modified from <http://www.tourismtoday.com/training-education/tourism-careers/about-industry> as of 2 May 2017)

5. *Home-task:*

1) Find on the Internet the detailed information on tourism in your home country and the part played by it in the country's

economy. On the basis of the information found, prepare a *6-minute* lecture using as a model the lecture on tourism in the Bahamas that you were listening to in class.

Step 3. Presentations and their discussion



1. As your home task you were researching tourism in your home country and the part played by it in the country's economy. Now every student should deliver the lecture that he or she has prepared. After all the lectures have been listened to, discuss them in the whole-class discussion and decide which was the best (with a thorough explanation why it has been voted as the best). The student who has delivered that lecture will be proclaimed the best expert in tourism as a branch of national economy and will get an additional "excellent" grade from the teacher. *You have time until the end of the class.*

2. *Home-task:*

1) Prepare for a discussion of your university studies of tourism as a profession. You need to get ready to discuss the subjects you study, which of them you consider to be the most and the least interesting and useful, what you think of your teachers and the quality of their teaching, what you think of the conditions in which you are learning, the organization of the tuition process, the equipment, resources and materials for teaching and learning, students' life at your university and everything relevant to your studies in tourism. Get ready not only to speak at length on all these issues but also to answer other students' questions concerning your ideas and opinions.

Step 4. Discussing and advertising studies in tourism



1. Work in groups of three or four students. Imagine that one of you, a student of your university who is majoring in Tourism, has been asked by the Head of your Department to visit your former secondary school and talk to the pupils in the final form about your university and your major – encouraging them to enter that university and study Tourism as a major there. Discuss the subjects you study, which of them you consider to be the most and the least interesting and useful, what you think of your teachers and the quality of their teaching, what you think of the conditions in which you are learning, the organization of the tuition process, the equipment, resources and materials for teaching and learning, students' life at your university and everything relevant to your studies in tourism. Answer the questions of your listeners' (who are playing the roles of school pupils in their final year at school). You have not more than *10 minutes* for delivering your presentation and answering the questions. Then, you change roles and another student from your small group who does the same during the next *10 minutes* and so on until all the members of your small group have played the parts of "promoters" of Tourism as a potential major for school pupils planning to enter the university after finishing school. After all the students in your group have finished their "promotion sessions," discuss and decide which one of the three or four "promotions" that you have heard

was the best and why. Choose this one as the “promotion” that will represent your small group as a whole. You may improve the chosen “promotion speech” if you think it is necessary. *You have 45 minutes for your small group work.*

2. Now every small group is expected to conduct the “promotion session,” chosen as the best one by them, for the benefit of the whole class. The session should be conducted by the same student who has held it initially in his/her small group but questions should be answered by all the members of that group. Every small group has *10 minutes* for their “promotion session,” and all the small groups are supposed to fully finish their “sessions” *before the end of the class.*

3. Home-task:

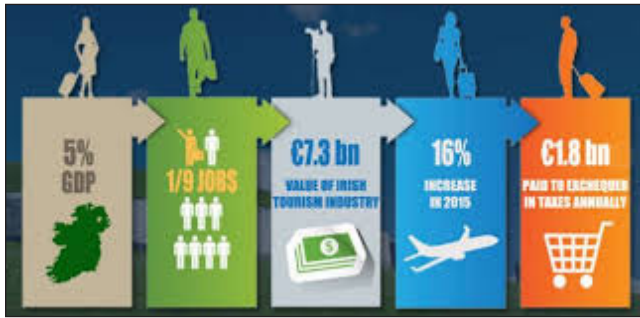
1) *Mini-project work.* At home, you will need to work in the same small group that you were working in during the class time. Develop (in writing) a two-page advertisement leaflet or brochure of your major at your university. The brochure will need to be not less than 200 words. State what subjects the students majoring in Tourism study at your university, what their employment and career prospects are, what can be said about the teachers and the quality of their teaching, what can be said about the conditions in which the students study, the organization of the tuition process, the equipment, resources and materials for teaching and learning, students’ life at your university and everything relevant to the studies in tourism. For writing your leaflet or brochure, use all the information that you have discussed in class. You may also use the materials from your own essays, written when completing Unit 10, in which you discussed one of the educational institutions (not the one where you study) training future tourist managers.

After writing your leaflet or brochure, print it on the computer and illustrate as well as you can. Print out several copies to use in the next class and get ready to present it to your class-mates and listen to their critiques and criticisms.

Step 5. Discussing projects, concluding and checking



1. *Mini-project work.* Each of the small groups has written at home a two-page advertisement leaflet or brochure of your major at your university. Now every small group is expected to present their brochure to the other small groups. First, give them the printed out version of that brochure and speak for *five minutes* on what you have written there. Then, for the next *five minutes*, the students from the other small groups are supposed to give the presenters their critiques and criticisms telling them what was good and what was bad in the work that they have completed. They are supposed to give recommendations as to how to improve the brochure or leaflet. The presenters should take notes of the recommendations and improve their brochure in accordance with them before the next class where they will be asked to hand in their work to the teacher for checking and grading. Thus, the project presentation of one small group is expected to last for *10 minutes*. After that, the members of the second small group will present their project for *ten minutes* in the same manner, etc. Depending on the number of small groups, the entire time for this task is from *25 to 35 minutes*.



Tourism Development: Outline of Advantages and Disadvantages

Advantages:

- employment (1 employee per 1000 tourists);
- infrastructure development (roads, water, electricity, telecom and cybercom);
- cultural preservation (economic incentives to preserve food, fashion, festivals and physical history);
- environmental protection (economic incentives to preserve nature, wildlife and urban cleanliness);
- foreign exchange (generates resources to import food, pharmaceuticals, technology, consumer goods, energy);
- development of health care services.

Disadvantages:

- cultural destruction, (modernization, loss of language, religion, rituals, material culture);
- environmental destruction (motorization, resorts: golf, ski, shoreline development, desert and oasis overdevelopment, the world as a play ground);
- marginal employment (low skills, low wages, menial services, prostitution, drug trade, gambling, curio sellers, hustlers);
- low benefits (no job security, no health care, no organizing, no work safety rules or environmental standards);
- development of illegal and/or destructive economic activities (markets for drugs, endangered species, etc.);
- outside hiring (skilled middle and senior management recruited from out of the area);
- seasonal employment;

- outside decision making (decisions made outside of the area, corporate dollars corrupt government);
- unrealistic expectations (divert young people from school and brighter futures);
- cruises (passengers eat and sleep on board so the economic benefits to the ports-of-call is very thin and limited).

(the text is borrowed and modified from <http://www.ibike.org/encouragement/travel/tourism.htm> as of 22 April 2017)

3. Read the continuation of the text that you have just read and discussed doing the preceding task (*five minutes for your individual reading*). After reading, discuss (as a whole class) what solutions for avoiding the disadvantages of developing tourism the author of the text suggests that you have not suggested in your discussion. What do you think of those suggestions? How do the suggestions for visitors/tourists and for their hosts in the country where the tourists come differ? *You have time until the end of the class.*

Solutions (for visitors/tourists):

- act to support cultural diversity;
- engage in activities that add value to the community;
- don't do activities that deteriorate the environment;
- don't engage in illegal activities;
- patronize locally owned enterprises.

Solutions (for the host)

- support the traditional cultural legacy;
- training and education in local culture, history, etc.;
- select development and activities that draw from local traditions;
- don't promote activities that deteriorate the environment;
- don't engage in illegal activities;
- patronize locally produced products and locally owned enterprises;
- make business and foreign exchange transactions transparent.

(the text is borrowed and modified from <http://www.ibike.org/encouragement/travel/tourism.htm> as of 22 April 2017)

4. Home-task:

1) Write a 200-word essay under the title "*Advantages and Disadvantages of Developing Tourism as a Branch of National Economy.*"

Summarize in that essay everything that you have discussed on the issue in this class. Hand in your written essay to your teacher at the beginning of the next class. Remember that the essay (together with the mini-project advertisement leaflet that you are supposed to complete before the next class) is your final home task in this course. So, the grade for it given to you by your teacher will impact on your final course grade.

2) Revise the materials from all the three Units that you have been working on in this Module and get ready for your *Module 4 Progress Check* in the next class.

Module 4

PROGRESS CHECK

1. Hand in your mini-project works and advertisement leaflets written at home to your teacher for checking and grading.



2. Listen (twice) to a short lecture about tourism industry in New South Wales, the biggest state in Australia. After listening, write a 100-150-word abstract of the lecture. Indicate in your abstract:

- what attractions New South Wales can offer tourists;
- what tourist activities can be offered;
- what New South Wales can offer as accommodation for tourists;
- how tourism operators should develop and package tourism products.

You have 40 minutes to do the task.

3. *Role plays.* Work in pairs. One of you is a student majoring in Tourism who this year is graduating from your university. The other is a job consultant at that university. The student has come to the consultant to ask about job opportunities in tourism in your home city and to ask for his/her advice what to choose and how to proceed about applying for some vacant position and how to behave

when and if he or she is invited for a job interview. After a *10-minute* consultation session, change roles. *You have 20 minutes to do the task.*



4. Read the text (*10 minutes*) and in whole-class discussion decide what five tips for job seekers out of ten are the most important. Explain why. *You have time until the end of the class.*

10 Tips for Job Seekers

1. You've got 6 seconds

On average, a recruiter will spend around 6 seconds reviewing a resumé before deciding to read it fully. That means it's vital you use simple, easy-to-read formatting. Be sure to target your content towards what is asked in the job brief! This may mean you need to revise your resumé before each job application.

2. Sell yourself in your resumé

Add your relevant achievements that set you apart from the crowd. Instead of merely stating what you did, where possible, complement this by specifying what effect or favourable result you achieved. Remember, nothing sells better than facts and figures!

3. Prepare some responses before you go into your interview

Practice responses to typical interview questions that seek to uncover your career achievements, ambition, long-term goals, strengths and weaknesses. Why are you the best person for the job? Of course, be careful your responses do not appear too scripted.

4. First impressions count

Do we even need to say it? Be on time and dress appropriately. If you are nervous, adopting a confident posture will assist with projecting a confident tone of voice. Always offer a firm handshake, maintain eye contact and remember to smile.

5. Read the job description. Twice.

Set aside some time to carefully consider the job brief and what the company is looking for. Print it off, make notes and take it into your interview. Not only will you show that you prepared for the interview, your notes can make useful prompts for questions at the end.

6. Question the interviewer

Questions are a great way of showing you have considered the role and are genuinely interested in the opportunity. Ask about the specific tasks in the role, team culture, company vision and clarify how these fit with your own motivations. What does success look like? What do they expect you to achieve in the first 1-3 months?

7. Always be positive

Avoid speaking negatively about your previous employers or co-workers. Be honest about influences affecting your career but refrain from lengthy horror stories.

8. Just answer the question!

Stay on track with your responses. If you are unsure, say so in simple terms. This is better than getting caught out pretending.

9. Your online impression

In the age of “online everything” it is common for employers to search for applicants’ profiles on popular social media at some stage during the hiring process. Be mindful that your online activity can have an impact on the impression you make. Review what personal information, photos and comments are available to the general public before you commence applying for jobs.

10. Get a job fit for you

Changing jobs is a challenging time. Working with a professional recruiter can help you uncover job opportunities best suited to your skills and experience. A good recruiter will also help you refine your interview skills and assist with presenting your best qualities to potential employers.

(the text is borrowed and modified from <https://www.benchmark.co.uk/page/candidates/job-seeker-tips/> as of 23 April 2017)

GLOSSARY

UNIT 1

English	Ukrainian
agent	агент
attract	приваблювати
booking	бронювання
business	бізнес
certificate	сертифікат; довідка
client	клієнт (постійний)
commission	комісійна винагорода
contract	контракт
customer	замовник; покупець; клієнт
destination	місце призначення
economy	економіка (країни)
entertainment	розвага, забава; прийом (гостей); дивертисмент; частування, гостинність
excursion	екскурсія; (екскурсійна) поїздка
excursionist	екскурсант, турист
experience	досвід
fee	комісійна винагорода; збір
hospitality	гостинність
host (about people or country)	хазяїн, господар; країна відвідування
insurance	страхування; страхова премія; підстрахування, застережні заходи
insurance certificate	страховий сертифікат; страхове свідоцтво
insurance policy	страховий поліс; договір страхування
management	управління
marketing	маркетинг
network	сітка; мережа
offer	пропозиція
overseas	закордонний
package	пакет
passenger	пасажир
payment	оплата, сплата, платіж
price	ціна

English	Ukrainian
profit	прибуток
purchase	покупка
rate	рівень
research	дослідження
restaurant	ресторан
retail	роздрібний продаж
safety	безпека; надійність
service sector	сфера послуг (як галузь економіки)
site	місцеперебування, місце розташування; місцезнаходження; розташовувати, вибирати місце
supplier	постачальник
tax	податок; мито; збір
tertiary sector / tertiary industry	сфера послуг
tour	подорож; поїздка; турне; екскурсія
tour operator	туроператор
tourism	туризм
tourism industry	індустрія туризму
tourist	турист
trade	торгівля
travel	подорож
travel agency	туристичне агентство
travel agent	турагент
travel agent	турагент
travel brand	туристичний бренд
travel partner	туристичний партнер
travel product	туристичний продукт
travel service	туристична послуга
traveller (traveler)	турист; мандрівник; подорожуючий
vendor	продавець, торговець,
wholesale	оптова торгівля

UNIT 2

English	Ukrainian
accommodate	розміщувати

English	Ukrainian
adventure tour	екстремальний тур
alternative tourism	альтернативний туризм
arrange tours	організовувати тури
beach holiday	пляжний відпочинок
budget travelers	бюджетні туристи
business travel	ділова подорож
city tour	оглядова екскурсія містом
coach trip	автобусний тур
culinary experience	кулінарний досвід
economy-oriented tourists	бюджетні туристи
escorted tour	тур у супроводі гіда
event travel	подорож, що пов'язана з відвідуванням заходу
fixed itinerary	затверджена програма туру
group tour	груповий тур
health (medical) tourism	оздоровчий туризм
heritage	спадщина
holidaymaking	відпочинок
immerse into the culture	зануритися в культуру
independent (individual) tour	індивідуальний тур
individual requirements	індивідуальні запити
leisure tourism	розважальний туризм
long-term travel	тривала подорож
offer holidays	пропонувати тури
bed-night	зупинка в готелі на ніч
package tour	тур за розробленою програмою
pleasure tourism	розважальний туризм
private guided tour	приватна екскурсія
religious tourism	релігійний туризм
sea and river cruises	морські та річкові круїзи
significant proportion	значна частка
special-interest tour	спеціалізований тур

English	Ukrainian
tailor-made tour	індивідуально розроблена програма туру (під запит клієнта)
tour guide service	екскурсійне обслуговування
travel package	туристичний пакет
weekend break tour	тур вихідного дня

UNIT 3

English	Ukrainian
fair	ярмарок
exhibition	виставка
trade fair	контрактовий ярмарок
attend	бути присутнім; відвідувати
range	сфера, галузь, коло, асортимент
diverse	різноманітний
market testing	пілотні продажі
gain	заробляти, добувати; мати користь; вигравати; діставати, одержувати, домагатися; здобувати
participate = take part	брати участь
participation	участь
show	виставка
trade show	торгова виставка
expo / exposition	виставка, експозиція; показ, демонстрування (товарів тощо)
export	експорт
Business-to-Business (B2B)	відносини у площині «бізнес-бізнес»
Business-to-Client or Customer (B2C)	відносини у площині «бізнес-клієнт»
Business-to-Consumer (B2C)	відносини у площині «бізнес-споживач»
event	захід
sponsor	спонсор
representative	представник
business officials	посадовці у певній галузі

English	Ukrainian
business networking	налагоджування систематичних ділових зв'язків; ділова взаємодія; створення мережі ділових контактів
scale	шкала, градація; масштаб
exhibitor	той, що показує (виставляє); експонент
processing	обробка
presentation	презентація
hold a fair / exhibition	проводити ярмарок / виставку
showcase	виставляти; демонструвати; вітрина
cost-effective	такий, що забезпечує адекватне повернення фінансових коштів, які було інвестовано в проект
supply	постачання; пропозиція; постачати
importer	імпортер
distributor	дистриб'ютор
attendee	присутній; той, хто відвідує певний захід
investment	інвестиція
decision-maker	той, хто приймає рішення
exhibitor profile	профіль експонента
application form	аплікаційна форма
premises	будинок (з прилеглими будівлями)
pavilion	павільйон; намет, шатро; корпус
boutique event	бутик-подія, бутик-івент
state-of-the-art	найновіша (<i>напр., технологія</i>)
one-of-the-kind	єдина в цьому роді
specification	специфікація; деталізація; деталь, подробиця (контракту); інструкція з використання; технічна умова
entrance lobby	фойє / вестибюль (виставки)
parking lot	паркінг, місце стоянки автотранспорту
cafeteria	кафетерій, кафе-закусочна

UNIT 4

English	Ukrainian
access	оцінювати
aircraft	повітряний флот; літальний апарат; авіація

English	Ukrainian
airline	авіалінія
airway	повітряна траса; авіалінія; авіаційна компанія
aviation	авіація
benefit	вигода; отримати вигоду
by air/ land	літаком / наземним транспортом, суходолом
capacity	потужність; продуктивність; навантаження; здатність
carrier	носії, носильник; водій; переносник; перевізник; посильний; транспортер; транспортний літак
certification	посвідчення, посвідка; видача свідоцтва; атестація, сертифікація
charge	доручення; обов'язок; відповідальність; призначати, правити, вимагати (певну ціну)
civil aviation	цивільна авіація
code	кодекс, звід законів; шифр, код; закони честі (моралі)
commercial	комерційний
competitive	конкургентоспроможний
consume	споживати; витратити
cost	коштувати; визначити вартість; вартість; ціна; собівартість; <i>мн.</i> витрати, затрати
cruise	морська подорож; плавання
demand	вимога; запит; потреба; попит
destination	призначення; приреченість, доля; місце призначення
direct spending	прямі витрати
disability	неспроможність, безсилля; непрацездатність; неправоздатність
distance	віддаль, відстань; дистанція
domestic	внутрішній; вітчизняний
employ	наймати на роботу; використовувати
environment	оточення; середовище; навколишнє середовище, довкілля

English	Ukrainian
equipment	обладнання
event	захід
facilities	мн. можливості, сприятливі умови; пільги; устаткування; обладнання; засоби; пристрої
fare	вартість проїзду; плата за проїзд; пасажир; провізія; їжа
ferry	пором; переправа (перевіз) через річку
flight	політ; переліт; відстань польоту; рейс
freight	фрахт; вантаж; вантажний, товарний
fuel	паливо; пальне
growth	зростання
infrastructure	інфраструктура
jet	реактивний літак; реактивний двигун
journey	подорож (суходолом); поїздка; рейс
Land/water/air/rail transport	транспорт: наземний / водний / авіатransпорт / залізниця
Land/water/air/rail travel	подорож суходолом / морем / авіа / залізницею
land-based travel	переїзд / подорожі суходолом
landing	висадка; місце висадки; посадка, приземлення; місце посадки
location	визначення місця (чогось); виявлення, знаходження; поселення; розміщення; дислокація
low-cost carrier (LCC)	лоукостер (перевізник)
mode of transport	вид перевезення чи транспортування (напр., on foot, on wheels, on horseback, etc.)
opportunity	можливість
passenger	пасажир
passenger load factor	фактор заповнення пасажирами (пасажиропотік)
permit	дозволяти, давати дозвіл; допускати; перепустка; дозвіл
profit margin	частка прибутку в ціні; прибутковість
profitability	прибутковість проекту; рентабельність проекту

English	Ukrainian
promote	сприяти, допомагати, підтримувати; заохочувати, стимулювати; активізувати; рекламувати
provision	резерви на покриття можливих втрат; асигнування; резерви асигнувань; резервовані суми; запаси; резерви на покриття втрат; сума резервування
railways	залізниця; залізнична колія; залізничний
regulation	інструкція; положення; правила; розпорядження; регламент
rentals	сума орендної плати; рентний прибуток; орендований будинок тощо
requirement	нормативи
returns	повернення; зворотний шлях; повернення, відшкодування; дохід, прибуток, обіг
revenue	річний дохід; дохідні статті; митний
river cruise	подорож річкою
road transport	автошляховий транспорт
route	маршрут, курс; шлях, дорога; направляти певним маршрутом; визначати маршрут
seating	забезпечувати пасажира місцем
security	безпека, безпечність, надійність
shipping	перевозити; відправляти
sightseeing	огляд визначних місць
standard	стандарт; норма; еталон, зразок, взірець
support	підтримка
sustainable	сталий
sustainable experience	сталий досвід / сталі практики
sustainable tourism	сталий туризм
sustainable tourism growth	розвиток сталого туризму
sustainable transport	сталий транспорт
taxi	таксі
terminal	термінал
tourist flow	потік туристів
traffic	рух (транспорту); транспорт; перевезення; вантажообіг; що стосується транспорту

English	Ukrainian
transit	проходження; проїзд; транзит; перевезення; короткочасний
transport system	транспортна система
transportation	перевезення, транспортування; АЕ. транспортні засоби; АЕ. вартість перевезення; АЕ. квиток (залізничний тощо)
transportation infrastructure	транспортна інфраструктура
trend	тренд, тенденція
trip	подорож, мандрівка, поїздка; екскурсія; рейс
vehicle	засіб пересування
venue	місце збору (зустрічі)
vessel	судно, корабель; літак
walking	ходіння; пересування пішки; хода

UNIT 5

English	Ukrainian
affordable	відповідно до своїх статків
amenities	комунальні зручності
aparthotel	апарт-готель, готель з номерами квартирного типу
banquet hall	банкетний зал
beauty parlour	салон краси
bed and breakfast	«ночівля плюс сніданок»
booking	бронювання
boutique hotel	бутик-готель
buffet breakfast (Swedish breakfast)	шведський стіл
business hotel	готель для бізнес-клієнтів
camp	табір, база відпочинку
cancellation deadline	крайній строк скасування бронювання
cancellation policy	політика щодо скасування бронювання
capsule hotel	готель капсульного типу
caravan	житловий автопричіп
catering	організація харчування

English	Ukrainian
cave hotel	готель у печері
chain hotel	готельна мережа
chalet	шале
chambermaid	покоївка
check-in	реєстрація, відмітка про прибуття
check-out	виселення з номера
conference centre	конференц-зал
continental breakfast	легкий сніданок
convenience	зручність
cottage	котедж
counter	барна стійка
crèche	дитячі ясла
destination	дестинація
discounted rates	ціна номера зі знижками
dormitory	гуртожиток
double room	двомісний номер
equipped	обладнаний
establishment	установа
extended stay hotel	готель тривалого перебування
furnished	мебльований
guesthouse	будинок для гостей, приїжджих
gymnasium	спортзал
health club	спортивно-оздоровчий комплекс
heritage hotel	готель культурно-історичного типу
hostel	хостел
hut	хатина
ice hotel	льодовий готель
information desk	довідкове бюро
inn	готель (за містом)
Internet access	доступ до Інтернету
lodging	(тимчасове) житло
lounge area	зона відпочинку
luxurious	розкішний
mansion	особняк
motel	мотель

English	Ukrainian
multi cuisine restaurant	ресторан з різною національною кухнею
non-refundable	той, що не підлягає поверненню
parking space	місце для паркування
pension	пансіонат
penthouse	пентхауз
pre-paid/advance purchase	раннє бронювання
price range	діапазон цін
reception	контора готелю
reservation	бронювання
residence	місцеперебування
resort	курорт
room rate	вартість номера в готелі
room service	обслуговування номерів
self-catering	самостійне забезпечення харчування
shopping arcade	торговий ряд
single room	одномісний номер
stipulate	обумовлювати (в контракті)
suite	номер-люкс
swimming pool	басейн
temporary renting	тимчасова оренда
tent	тент
valuables	цінні речі
verify	завіряти, підтверджувати
villa	вілла
wild life sanctuary	заповідник дикої природи
yacht	яхта

UNIT 6

English	Ukrainian
catering	ресторанна діяльність, буфетно-ресторанне обслуговування, громадське харчування
eatery	установа, що надає послуги з організації харчування, їдальня

English	Ukrainian
tablet menu	меню, що пропонується у вигляді комп'ютерного додатка (app)
order kiosk	інтерактивний пристрій для замовлення різних товарів, послуг, у тому числі їжі
tip	чайові
check (AmE)	рахунок
waiter / waitress	офіціант / офіціантка
bill (BE)	рахунок
appetizer	закуска, аперитив
starter	салат або будь-яка холодна закуска, що подається перед основною стравою
side dish <i>syn.</i> garnish	гарнір
specialty	спеціальний асортимент, спеціальна страва у меню
beverage	напій
main course <i>syn.</i> entree	основна страва (друга страва)
brunch (breakfast+lunch)	споживання їжі у період з ранку і до 2-ї години дня
counter	прилавок, буфетна стійка
trestle	підставка
doggie bag	залишки їжі, що відвідувач ресторану забирає із собою у спеціальному пакованні
national cuisine	національна кухня
chunk food	груба, нездорова їжа
crispy	хрусткий
glaze	глазур
glazed	покритий глазур'ю
homemade <i>syn.</i> made from scratch	домашнього приготування
bread crumbs	сухарі для паніровки
medley	суміш (напр., овочів)
mouth-watering	апетитний
spirits	алкогольні напої
leafy greens	листова зелень
recipe-sharing site	сайт кулінарних рецептів

English	Ukrainian
casserole	горщик, страва, яку приготували в горщику
topping	підлива
mince	фарш, рублене, м'ясо
mash	пюре

UNIT 7

English	Ukrainian
ambulance	машина швидкої допомоги, медпункт
blood pressure	кров'яний тиск
charge	призначати плату
compensation	компенсація
complication	ускладнення
(insurance) coverage	страхове покриття, страхова сума
diabetes	діабет
emergency	надзвичайна подія, невідкладна допомога
evacuation	евакуація
fraud	обман, шахрайство
hazardous	ризикований, небезпечний
health care	охорона здоров'я
health insurance	медичне страхування
hospital	лікарня
implant	імплантант
incur (costs)	знавати збитків (витрат)
ineligible	неправочинний; який не має права
injury	травма
insurance	страхування
insurance policy	страховий поліс
insurer	страхова компанія
invoice	рахунок-фактура
lawsuit	позов; судова справа; судовий процес
legitimate	законний, допустимий
massage	масаж
medical care	медичне обслуговування
medication	лікування
medicine	медицина; ліки

English	Ukrainian
mishap	нещасний випадок
neonatal	який стосується немовляти
non-refundable	невідшкодовуваний
nurse	медсестра
overseas	зарубіжний; за кордоном
patient	пацієнт
physician	лікар
premature birth	передчасні пологи
premium	страховий внесок
prescription	рецепт; прописані ліки
receipt	квитанція, розписка (про отримання)
reimburse	компенсувати, відшкодовувати
repatriation	репатріація, повернення на батьківщину
sick	хворий
stem cell	стовбурова клітина
surgery	хірургія; хірургічна операція; кабінет лікаря; прийом (у лікаря)
therapy	лікування, терапія
treatment	лікування

UNIT 8

English	Ukrainian
activity	діяльність
amenities	можливості для відпочинку
book hotel rooms	бронювати готельні номери
book tickets	бронювати білети
conduct a tour	проводити тур
destination branding	брендинг туристичного напрямку
duration of the journey	тривалість поїздки
excursion site	місце проведення екскурсії
facilities	додаткові послуги
flooded with tourists	повний туристів
generate high revenue	приносити значний дохід
guided walking tour	пішохідна екскурсія з гідом
historical or cultural significance	історичне або культурне значення

English	Ukrainian
hop on hop off bus tour	автобусна екскурсія містом
landmark	туристична атракція
memorable experience	незабутній досвід
out-of-town excursion	замиська екскурсія
prepare travel itinerary	розробляти програму туру
risk assessment	оцінка ризиків
route	маршрут
share information	надати інформацію
share opinions on sth	виразити точку зору
sightseeing	відвідування видатних місць
themed tour	тематичний тур
tour guide	гід-екскурсовод
tourist attraction	туристична атракція
tourist destination	туристичний напрям
vacation	відпустка, канікули
VIP treatment	обслуговування на вищому рівні

UNIT 9

English	Ukrainian
ground	спортивний майданчик
chant	<i>тут</i> футбольна кричалка
adventure	пригода
white-water rafting	сплав гірською річкою, рафтинг
thrill-seeker <i>syn.</i> adrenalin junkie	екстремал, шукач гострих відчуттів
rough water	вода, що бурлить
outdoor game	гра на свіжому повітрі
tournament	турнір
entertainment	розваги
heritage attraction	культурно-історична привабливість; пам'ятка
amusement attraction	розважальна привабливість; пам'ятка
recreation attraction	рекреаційна привабливість; пам'ятка
commercial attraction	комерційна пам'ятка
industrial attraction	індустріальна пам'ятка

English	Ukrainian
performing arts	видовищні види мистецтва
visual arts	образотворче мистецтво
crafts	прикладне мистецтво
artist	художник
artist gallery	художня галерея
amusement park	парк розваг та атракціонів
theme park	тематичний парк
weekend getaway	відпочинок (короткостроковий тур) наприкінці тижня
sports facilities	приміщення (обладнання) для занять спортом
special occasion	особлива подія
wilderness trekking	подорож (як правило піша) по дикій (первинній) місцевості
historic sites	історичні місця
Heritage home	будівля, яка має культурно-історичне значення

UNIT 10

English	Ukrainian
assignment (task)	завдання
climb up the career ladder	отримувати підвищення
commission	комісійні
customer service	обслуговування клієнтів
earn a living	заробляти
employee	працівник
employer	керівник
full employment	повна зайнятість
full-time position	робота з повною зайнятістю
highly qualified professional	кваліфікований працівник
job description (responsibilities)	професійні обов'язки
job experience	досвід роботи
job prospects	перспективи у кар'єрі
labor shortage	вакансії

English	Ukrainian
multi-tasking	одночасне виконання кількох завдань
overseas jobs	робота за кордоном
paperwork	робота з документами
part-time position	робота з неповною зайнятістю
personality development	розвиток особистості
professional development opportunities	можливості для професійного розвитку
provide advice	консультувати
provide service	обслуговувати
remuneration scheme (incentive reward program)	схема винагород (мотиваційна програма)
salary (wages)	заробітна плата
special skills	професійні навички
staff	штат
start a job	починати роботу
teamwork	командна робота
train employees	готувати кадри
travel discount	знижка на подорож
under supervision	під контролем
vacant position (job vacancy)	вакансія
work under pressure	працювати у стресових умовах

UNIT 11

English	Ukrainian
self-employed	індивідуальний підприємець
succeed in a career	мати успішну кар'єру
run a business	вести бізнес
work on full-time (part-time) basis	працювати з повною (неповною) зайнятістю
savings	заощадження
perks (benefits)	пільги
university degree	диплом університету
relevant work experience	досвід роботи в галузі

English	Ukrainian
evening and weekend (overtime) work	ненормований робочий день
graduate	випускник
junior staff	молодший персонал
promotional opportunities	можливості кар'єрного зростання
supervise staff	контролювати персонал
prepare reports	готувати звіти
produce promotional material	розробляти рекламну продукцію
select employees	обирати персонал
job profile	професійні обов'язки
career aims	кар'єрні плани
customer profile	характеристика клієнта
self assessment	самоаналіз
job interview	співбесіда
interview sheet	бланк оцінювання кандидата на посаду
handle customer complaints	розбирати скарги
apply for a job	подавати заяву на посаду
meet requirements	відповідати запитам
behavior	поведінка
personality traits (soft skills)	риси характеру
needs and wants	потреби
service with a smile	ввічливе обслуговування

UNIT 12

English	Ukrainian
gloss over	подавати у кращому вигляді
facilitate	полегшувати, спрощувати
diverse	різноманітний
variety	розмаїття
family-run business	сімейний бізнес
cohesion	зв'язок
short-term profit	швидкий прибуток

English	Ukrainian
sustainable development	стійкий розвиток
to be in own right	бути повноцінним, незалежним
not-for-profit	неприбутковий
scope	масштаб, розмір
hospitality provider	той, хто забезпечує роботу індустрії гостинності
tangible	матеріальний
intangible	нематеріальний
accessibility	доступність
value for money	співвідношення ціни та якості
expectations	очікування
inseparability	нерозривність, невід'ємність
interim	проміжний період, інтервал
inherent	природний
alleged dominance	безумовне / абсолютне домінування
advances	прогрес, успіхи
chain of distribution	ланцюг розповсюдження
provide employment	забезпечувати зайнятість
entrant	той, хто вступає на посаду
environmental destruction	руйнування навколишнього середовища
seasonal employment	сезонна зайнятість
expectations	очікування
add value	додана вартість

AUDIO MATERIALS (MANUAL TO THE TEXTBOOK “TOURISM & HOSPITALITY INDUSTRY MATTERS”)

Audio materials authored by Oleg Tarnopolsky, Svitlana Kozhushko, Paul Bradbeerand, Maryna Tihomirova

Audio scripts

Unit 1. Step 2

Questions (Q) to a trainer in the area of training tourist managers and the answers (A) given to those questions.

Q. How much commission should tour operators give tour agents for bookings?

A. To an agent, commissions mean income. But setting commission rates can be tricky. Tour operators should set them in such a way that tour agents are motivated to sell tours, but it doesn't leave tour operators at a loss.

Q. What's the industry standard for tourism products?

A. Before we get into it, here's a summary of the booking process:

- A tourist contacts retail travel agent and books accommodation and tours.
- A travel agent plans itinerary through a brochure of a tour wholesaler.
- A tour wholesaler contacts inbound tour operator to book each element of the tour itinerary.
- Inbound tour operator contacts individual local tour operators to book tours directly.

So typically it depends on what type of tour agent you are working with. It can be: retail travel agents, tour wholesalers and inbound tour operators.

Retail travel agents are visitor information centres and traditional travel agents. They will sell travel services directly to customers and

book and purchase all elements of the holiday on their behalf. Their standard commission rate is 10%-20% of retail price.

Tour wholesalers never sell directly to consumers. Instead, they link individual tourism operators with retailers, supplying touring options that include travel, accommodation, and tours. They promote tour programs that they think will appeal to certain markets, targeting both consumers and retail travel agents in their advertising campaigns. Their standard commission rate is 25%-30% of retail price.

Inbound tour operators are based in the country where the projected tours are held and they develop programs for distribution through overseas travel distributors. They link local tourism products with the overseas travel distributors that buy them. Inbound tour operators typically have packages tailored to the individual's interest. They create an itinerary that includes accommodation, tours, transport, and meals – coordinating the booking confirmation and payment of travel arrangements on behalf of their clients. Their standard commission rate is 25%-30% of retail price.

(borrowed and modified from the Internet at <https://www.rezdy.com/blog/how-much-commission-should-tour-operators-give-agents-for-bookings/>.

Retrieved on 29 August 2016)

Unit 1. Step 4

If you want to become a home based travel agent, becoming affiliated with a good host agency is vital to your success as a new home based travel business owner. You will be much more likely to succeed if you have someone who is willing and able to help you learn the ropes, so to speak, of the travel industry.

At the beginning, you will need to learn about travel destinations, reservation booking procedures, tour operators and what they have to offer, cruise line policies and procedures, how to find the best deals for your clients, how to find clients, how to find groups, how to sell group travel, special group travel requirements, and more.

Being affiliated with a good host agency that specializes in helping new business owners will save you money, shorten your learning curve, and help you to establish a successful home based travel business.

(borrowed and modified from the Internet at <http://www.ithomebasedtravel.com/StepThree.html>.

Retrieved on 29 August 2016)

Unit 1. Step 6

Hello, I am a retail travel agent and I can help market your tour products. I am especially looking for safari travel operators to partner.

I'm a tour operator based in India and have some great itineraries for cultural and wildlife. How can I get hold of travel agents to sell my tours?

Hi – I am planning to set up a Travel & Tour Company and I am looking for the systems I need to put up the business. Hope you can give me more ideas on how to set it up. I am only referring to the websites. Thanks and I do appreciate your help.

I am a sales and reservation agent working for a New Travel Agency based in Malaysia. I need your advice of how to promote our tour packages to overseas.

(borrowed and modified from the Internet at www.fs.fed.us/recreation/.../tourism/T&T_manual.doc. Retrieved on 8 August 2016)

Unit 2. Step 2

Questions (Q) to the representative of the tailor-made travel company and the answers (A) given to those questions.

Q. How does the tailor-made service work?

A. Simply visit our website for some inspiration. Then let us know your own ideal requirements and complete the online enquiry form. We will then send you a detailed personal proposal tailor-made to your holiday requirements.

Q. What type of accommodation do you offer?

A. We offer four accommodation categories using a five-level star-grading system. A budget, standard and premium option is available and we use carefully selected Hostels, B&Bs, Guest Houses, Inns and Hotels in all of our packages.

Q. Can you book flights or train travel to Scotland?

A. We are more than happy to advise you of the best routes to Scotland, however we do not arrange flights or train travel to Scotland.

Q. How far ahead do I need to book my holiday?

A. Please book well in advance if you wish to walk these routes during this time. This is especially important if you wish to visit Edinburgh during the festival or spend Hogmanay (New Year) in Scotland. Some holiday periods (Easter, public holidays and the peak summer months) can get booked up very quickly. It is a good idea to contact us as soon as possible.

Q. How do I book my holiday?

A. You can complete the online booking form on our website and there you will also find our booking terms and conditions. Alternatively, you can telephone us with your credit or debit card details.

Q. How late can I book?

A. We can usually take bookings up to one week before departure.

Q. What happens if I have to cancel my holiday?

A. If you have to cancel your holiday please inform us in writing. You can send it to us by mail, fax or email. The date from which we receive your cancellation is the date from which cancellation fees will be calculated.

Q. What information will my information pack contain?

A. Your self-drive information pack will include a map, detailed directions and our recommended route around Scotland, details of your accommodation and a selection of leaflets for the areas which you are visiting.

Q. When is your office open?

A. Our office is normally open Monday to Friday between 9am and 5pm. We are closed on Public Holidays and the first two days of the New Year. When the office is closed, and occasionally during very busy periods, calls will be diverted to an answering machine, where you can leave a message, and we will call you back.

Q. Do you offer holidays to any other destinations?

A. We currently specialize in tailor-made holidays in Scotland and self-guided walking holidays in the UK and Ireland.

(borrowed and modified from the Internet at <https://www.absoluteescapes.com/Orkney-and-the-Far-North-Questions.html>. Retrieved on 10 March 2016)

Unit 2. Step 5

(Man's voice) I really fancy the short-term travel now – just taking my time with no particular place to go, the idea of just following my nose really appeals. Weekend breaks are the order of the day for me. Family/friends' visits and event travel are what I tend to do nowadays – I don't like wasting money.

(Woman's voice) Most of my travel has been the weekend break kind or a week or two to visit friends or relatives. I'll take a weekend to Las Vegas or California or just go fishing, or head back for a couple weeks with the relatives. I don't think I'd enjoy the package deal or group tours. I like to explore on my own. I don't want things too well planned out. What I really want to do is spend a year travelling around the United States in a motorhome.

(Man's voice) In the same manner that there are different types of travel, there are also different profiles of a traveler. I prefer to be the traveler who immerses in the culture and lifestyle of a certain place. I love taking the local means of transportation, eat native dishes and just stay in backpacker or budget accommodations.

(Man's voice) I am not interested in giving up my work for long-term travel so I tend to take a few one or two week trips each year, but I go independently rather than group tours. So...short-term independent travel. Earlier this year I spent 10 days in Costa Rica. Tomorrow I'll travelling 3 weeks between Croatia, South Korea and Japan. Then it's back to work to save up for my next trip.

(borrowed and modified from the Internet at <http://www.consumereurope.dk/Travel/When-you-travel/Package-tours/What-is-a-package-tour>.

Retrieved on 8 August 2016)

Unit 3. Step 2

Journalist (woman's voice): When and where was the fair held?

Participant (man's voice): The 26th international travel trade fair TOUREST was held in Tallinn, Estonia in the period of 10-12 February this year,

Journalist: Why did you decide to participate in this particular fair?

Participant: Well, I learned from my partners, that TOUREST is the oldest and largest travel trade fair in the Baltic countries that has been organized by the Estonian Association of Travel Agents and Tour Operators since 1991. It covers all the main travel segments, offering efficient platform to meet face to face the consumers and the majority of the market's travel trade professionals who make the purchase decisions. It's the optimum environment to present your products at the start of the season. That's why I took part in it.

Journalist: Have you participated in TOUREST for the first time?

Participant: No, my first time here was a year earlier. You know, that year the fair was visited by over 25,000 people, who had the great possibility to familiarize with the record number of 521 exhibitors from 22 countries! TOUREST got vast media coverage with 270 registered media items! This brought great opportunities for advertising a business, especially a new one, as mine. For me it was extremely important.

Journalist: That is why you have participated again, isn't it?

Participant: Yes, sure!

(borrowed and modified from the Internet at <http://tourest.eu/eng/for-exhibitors/why-participate-as-an-exhibitor/> as of 11 November 2016)

Unit 3. Step 4

Journalist (woman's voice): What do you like most in this fair?

Participant (man's voice): I really enjoy the Estonian Fairs exhibition centre, where the fair is always held. It comprises three exhibition halls. It is located on a picturesque shore of the Gulf of Finland, which makes it also loved by the visitors.

Journalist: Is the exhibition area big enough to give room to all those participants?

Participant: As far as I know, there are nearly 8000 m² of exhibition area of the Estonian Fairs exhibition centre.

Journalist: Can you share your opinion of these areas?

Participant: "The Main Hall" accommodates Estonian and international tour operators, travel agencies, transportation and insurance companies, educational institutions, hotels, leisure

companies, etc. A special “Global Village” area is reserved for different international destinations.

The hall “Experience Estonia!” lines up Estonian national tourism regions and attractions. On top of that it boasts a special “Spa Area” offering services and treatments of famous Estonian spas.

In the hall “Taste Estonia!” one finds a large selection of Estonian authentic food and cafeterias. Treat yourself during the long days of exhibition and buy presents for those back at home. You can also enjoy a colourful programme on the main stage, games and auctions. There’s a special area and activities for kids.

“Travellers’ Club” offers an inspirational programme of different travel destinations. It will definitely be one of the highlights at the next Tourest.

(borrowed and modified from the Internet at <http://tourest.eu/eng/for-exhibitors/why-participate-as-an-exhibitor/> as of 11 November 2016)

Unit 3. Step 6

Journalist (woman’s voice): What are the major reasons for you to recommend participating in international travel trade fair TOUREST, held in Tallinn, Estonia?

Participant (man’s voice): I would list some of them. First, TOUREST is the paramount event of Estonian tourism industry which takes place already for the 26th time. It’s also the oldest and the biggest travel exhibition in the Baltic states and is the biggest fair in Estonia by visitor numbers. Estonian people are eagerly looking forward to the fair to organize their holiday plans, which creates even greater opportunities to introduce YOUR destination to thousands of holidaymakers. As for the visitors, entrance for them is mostly free, that’s why they usually enjoy coming. As well as this, TOUREST always gets a lot of media reflection. Also many special projects are being made with exhibitors by different media channels. I love this factor most of all, as it is additional advertising for my business. Well, TOUREST is a perfect opportunity to get an overview of the industry – all tourism spheres are represented, and it is also the best opportunity to meet Estonian travel industry. I can definitely state,

that participation in TOUREST is an opportunity to get to know your competitors.

Journalist: So, can you say that participating in the events like this you develop your business?

Participant: Of course, I do. Here I introduce my brand and can make new business relationships and contacts. I also present and sell my products and services to an enormous amount of people, both potential partners and potential customers. TOUREST is an opportunity to meet existing and new clients, including my competitors' clients. Meeting them at the fair, I get to know my clients' wishes and needs, and I can use this knowledge and experience later for product development.

(borrowed and modified from the Internet at <http://tourest.eu/eng/for-exhibitors/why-participate-as-an-exhibitor/> as of 11 November 2016)

Module 1 Progress Check

Ladies and gentlemen,

Here is an announcement concerning some additional opportunities that you can enjoy at our fair if you have fully paid for your participation, including the payment for the exhibition space and stand.

You are entitled to participate for free in the main stage programme (auctions, games, performances, etc.).

The same concerns participation in the professional programme (seminars, presentations, etc.).

The fair's official magazine welcomes your advertisements and articles. You can also have your logo published there for free.

You are allowed to advertise on exhibition halls' display screens on all the days that the exhibition is being held.

Finally, you may send your clients an unlimited number of free web-invitations, which will guarantee a free entrance to the fair.

Enjoy our fair!

(based on the fragment borrowed and modified from the Internet at <http://tourest.eu/eng/for-exhibitors/why-participate-as-an-exhibitor/> as of 11 November 2016)

Unit 4. Step 2

If you're planning to travel overseas, the most common form of transportation is by airplane. Knowing the entire procedure from purchasing plane tickets to coping with in-flight emergencies can ensure that you have a pleasurable trip.

First of all, choosing an airline carrier might depend on a number of factors including the company's service record, price of the ticket, length of time to destination, and even in-flight service.

Now, once you've purchased your ticket, you still need to make the long journey through the airport. Once you arrive, you usually check your bags at the main ticket counter. Then, you have to pass through the security checkpoint, where you will have to walk through an X-ray machine, and they will check your carry-on bags for any prohibited items, including firearms, explosives, and knives. Of course, this is for everyone's safety. You might also be asked to open your bags to be manually checked.

Once you pass through this checkpoint, then you will go to the designated boarding area and gate to wait for your plane. Just wait there until they announce your flight.

Of course, once aboard the plane, no one ever wants to experience any emergencies, but the plane is equipped with emergency exits in case you have to leave the plane. There are also life jackets under the seats and oxygen masks in case the plane's cabin unexpectedly loses pressure. Be sure to read the safety instruction card located in the pocket of the seat in front of you.

Airplane travel can be exciting and knowing what to expect from the flight before departing, you can make this experience even better.

(borrowed and modified from the Internet at <http://www.esl-lab.com/tips/airplane-travel.htm> as of 4 November 2016)

Unit 4. Step 5

Travel Agent: Freedom Travel. How may I help you?

Caller: Yes, I'd like to make a flight reservation for the twenty-third of this month.

Travel Agent: Okay. What is your destination?

Caller: Well. I'm flying to Helsinki, Finland.

Travel Agent: Okay. Let me check what flights are available? Okay. And when will you be returning?

Caller: Uh, well, I'd like to catch a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.

Travel Agent: Okay. Let me see. Um, hmm . . .

Caller: Yeah?

Travel Agent: Well, the price for the flight is almost double the price you would pay if you leave the day before.

Caller: Whoo. Let's go with the cheaper flight. By the way, how much is it?

Travel Agent: It's only \$980.

Caller: Alright. Well, let's go with that.

Travel Agent: Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, transferring to flight 90 from Kennedy to Helsinki.

Caller: And what are the departure and arrival times for each of those flights?

Travel Agent: It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and arriving in Helsinki at 8:30 AM the next day.

Caller: Alright. And, uh, I'd like to request a vegetarian meal.

Travel Agent: Sure, no problem. And could I have your name please?

(borrowed from the Internet at <http://www.esl-lab.com/flight/flightrd1.htm> as of 4 November 2016)

Unit 5. Step 2

(Man's voice) Good afternoon. Queen's Hotel.

(Woman's voice) Hi. This is Joanna Stewart from Madrid calling. I would like to arrange accommodation for our company's visiting professors. And I am going to learn a bit about the facilities that your hotel offers.

(Man's voice) I see, Miss Stewart. Well, Queen's Hotel is a 4-star hotel and we are located 10 minutes from the centre of London.

(Woman's voice) Does this mean that the hotel is too crowded and noisy?

(Man's voice) Not quite because the guests' rooms are on the quiet side of the building.

(Woman's voice) That's fine. And is there a restaurant in the hotel? Do you serve any food there?

(Man's voice) Sure. There is a small restaurant here which caters for our residents. We also have a bar and a snack-bar.

(Woman's voice) I see. And do you have a swimming pool or a sauna?

(Man's voice) Yes, the sauna is rather popular with our guests. Unfortunately, there isn't a swimming pool here.

(Woman's voice) Well, thank you for the information. Can I make a booking for 2 people then, for the 10th of June, please?

(Man's voice) Ok. How long are they going to stay?

(Woman's voice) I hope, for 3 nights. But they may stay a bit longer.

(Man's voice) Would you like a double or a twin room? With a bath or a shower cabin?

(Woman's voice) A twin room with a bath and an air-conditioner will be fine. And how much is the room? Is breakfast included?

(Man's voice) Our hotel offers half board or bed and breakfast. Which variant do you prefer?

(Woman's voice) Bed and breakfast will do. And I hope there is a TV set, a fridge, a kettle and a hair-drier in the room.

(Man's voice) Oh, it goes without saying. So the room number 355 is available on the third floor. You can see the room on our web-site and in case you decide to change it, please, let us know as soon as possible. So, the price of the room is 150 dollars per night. The price is inclusive.

(Woman's voice) OK. We'll take it. Can we pay by a credit card?

(Man's voice) Certainly. May I have the names of the visiting persons, please?

(Woman's voice) That's Mr. Manuel Alonso and Mr. Antonio Solana.

(Man's voice) OK. Our check-in time is at 1 p.m. and our guests should come to the reception desk to fill in the forms and get the keys. Thank you for choosing the Queen's Hotel. Good bye.

(borrowed and modified from the Internet at <http://s-english.ru/dialogi/booking-a-hotel-room> as of 21 October 2016)

Unit 5. Step 4

Agent: Good morning! Take a sit please. How can I help you?

Guest: Good morning, I would like to book a luxury hotel in Las Vegas.

Agent: Ok, when would you like it for?

Guest: For the next fortnight.

Agent: Ok, the second fortnight this month. How long are you going to stay?

Guest: I would like stay for a week.

Agent: What type or accommodation would you prefer?

Guest: I prefer a double room and a king size bed, because I'm going with my girlfriend.

Agent: Would you like bed and breakfast?

Guest: No, I prefer all-inclusive.

Agent: So yes, you mean full-board.

Guest: Yes, that's right.

Agent: OK, here we have a brochure, this is the luxury Hotel Belaggio, would you like this hotel?

Guest: Yes, but what facilities has it got?

Agent: It has a casino, three discos, a lot of restaurants and it has a swimming pool too.

Guest: An indoor or outdoor swimming pool?

Agent: An indoor swimming pool.

Guest: Ok, apart for the casinos and restaurants, are there any others activities in Las Vegas I could do?

Agent: Yes, you can do bungee jumping, for example, or you can do an excursion to the Grand Canyon by coach.

Guest: Oh, that famous national park! Can I climb in the Grand Canyon?

Agent: Yes, of course.

Guest: As for sightseeing, are there any museums or other interesting places to visit?

Agent: Yes, you can visit the Museum of Coca Cola Company, for example.

Guest: Ok perfect, how much does it cost?

Agent: It costs \$ 250 per room per night.

Guest: Ok, well, Can you book the Hotel Belaggio now?

Agent: Yes, sure. Well, I need your personal details. What is your name?

Guest: Adrian.

Agent: What is your last name?

Guest: Garcia.

Agent: What is your e-mail?

Guest: english@hotmail.com

Agent: Can you spell the e-mail?

Guest: Yes, sure E N G L I S H @ H O T M A I L D O T C O M

Agent: What is your telephone number?

Guest: 665 665 664

Agent: Ok, and finally, how will you be paying?

Guest: I want to pay by credit card, is that right?

Agent: Yes, thank you, could you sign here please?

Guest: Yes, of course. When can I collect my tickets?

Agent: I'll let you know by e-mail, as soon as possible.

Guest: OK.

Agent: Have a good trip, thank you very much.

Guest: You are welcome, bye.

Agent: Bye

(borrowed and modified from the Internet at <https://ru.scribd.com/doc/126073672/Booking-a-Holiday-Dialogue> as of 21 October 2016)

Unit 5. Step 6

A

(Man's voice) Hello, this is Dick Larsen. What are your rates per day for a room?

(Woman's voice) Mr. Larsen, we have rooms ranging from \$100 to \$500 per day.

(Man's voice) What's the price for family suite with 2 beds?

(Woman's voice) Deluxe family suites start from \$450. May I know for how many people you would need the suite?

(Man's voice) We are four. Two adults and two kids.

(Woman's voice) Great. It would be \$500 for the best suite.

(Man's voice) Ah! That's expensive. Let me know if there's a good room facing the sea.

(Woman's voice) One second... Yes, we have a fine sea-view suite for you. It is \$350.

(Man's voice) Now that sounds nice!

(Woman's voice) Will you be booking it, Mr. Larsen?

(Man's voice) Thank you, I'll think about it.

B

(Woman's voice) Front desk, Hotel La Belle. How may help you?

(Man's voice) Yes, I called you an hour earlier. I'm Dick Larsen.

(Woman's voice) Yes, Mr. Larsen. Would you like to book a room now?

(Man's voice) Yes. But what are my payment options?

(Woman's voice) We accept all types of credit cards. There is also a special discount of 5% on American Express cards.

(Man's voice) That's fine, but the problem is I don't have a card! I only have a Visa checking account.

(Woman's voice) Okay...No problem.

(Man's voice) Can I use my checking account?

(Woman's voice) Yes, certainly. You can use the debit card connected to your checking account.

(Man's voice) Thank you!

(Woman's voice) You are welcome, Mr. Larsen. Will you be booking it?

(Man's voice) Yes, please.

(borrowed and modified from the Internet at http://twominenglish.com/video/288-Making_a_Hotel_Reservation_English_Phrases_for_m.html as of 21 October 2016)

Unit 6. Step 2

A

Waitress: Good evening. Welcome. Table for four?

Customer: Yes, please.

Waitress: This way, please.

Customer: Thank you.

Waitress: You're welcome.

Waitress: I'll be your hostess today. Do you want me to take your jacket?

Customer: Thank you very much.

Waitress: There you go.

Customer: Thank you.

Waitress: You're welcome. I'll get you the menu. I'll come as soon as possible.

Customer: Thank you.

B

Waiter: Good evening, ma'am. Do you have a reservation?

Customer: Yes I do. The name's Campbell.

Waiter: Thank you. Your table's ready, Ms Campbell. This way, please.

C

Customer: Have you got a table for six?

Waitress: Afternoon. Have you booked?

Customer: No, we haven't.

Waitress: I'm sorry but all the tables are taken.

Customer: Can we wait?

Waitress: Yes, but it'll be about half an hour.

Customer: OK, we'll leave it. Bye.

Waitress: Sorry about that. Bye.

D

Customer: Hi, can we sit here?

Waiter: Hi. That table's reserved, I'm afraid. How about this one by the window?

Customer: OK, thanks.

E

Waitress: Good afternoon. Are you ready to order?

Customer: Not quite yet, can you give us a few more minutes?

Waitress: Sure.

Customer: And could you bring the children's menu, please?

Waitress: Yes, of-course.

F

Waitress: Hi.

Customer: Hi, do you have a table for two?

Waitress: Do you prefer inside or out?

Customer: Outside. It's such a lovely day!

Waitress: Yes it is. Is this table OK?

Customer: That's fine, thanks.

(the dialogues are borrowed from <http://esol.britishcouncil.org/content/learners/english-work/catering/greeting-seating-customers> as of 11 March 2017)

Unit 6. Step 4

Waitress: Hello. What would you like?

Customer: Hi. What's the soup of the day?

Waitress: It's carrot and coriander or spicy roasted parsnip.

Customer: How hot is the parsnip soup?

Waitress: Medium hot, I'd say.

Customer: I'll have that for a starter.

Waitress: Brown or crusty white bread?

Customer: Brown, please.

Waitress: Any main course?

Customer: What's in the Shepherd's Pie?

Waitress: It's a casserole with minced beef and vegetables, with a mashed potato topping.

Customer: What veg does it come with?

Waitress: The seasonal veg are French beans and glazed carrots.

Customer: Sounds nice – I'll have that.

Waitress: Any dessert?

Customer: Yes, but I'll order that after I eat the main course.

Waitress: Anything to drink?

Customer: Could you bring me a glass of dry red wine. And I'll order white coffee with my dessert.

Waitress: OK. Thank you. I'll be back soon. Won't be a moment.

(the dialogue is borrowed and modified from <http://esol.britishcouncil.org/content/learners/english-work/catering/describing-dishes> as of 11 March 2017)

Unit 6. Step 6

Waiter (man's voice): Are you ready to place your order?

Customer (woman's voice): What does the escalope come with?

Waiter: The escalope comes with new potatoes and mascarpone.

Customer: And I was just wondering what sort of vegetables are in the vegetables and rice?

Waiter: Well, it's a mix of vegetables. It comes with carrots, green peas. It's just a mix of vegetables.

Customer: And does it come with sauce?

Waiter: If you want I can ask for one.

Customer: Yes.

Waiter: Which kind of sauce

Customer: Can I have a soy sauce please?

Waiter: Sure.

Customer: OK, I'll take that. Thanks.

Waiter: Thank you. It'll take around 20 minutes.

Customer: OK, great.

Waiter: Many thanks.

(the dialogue is borrowed and modified from <http://esol.britishcouncil.org/content/learners/english-work/catering/describing-dishes> as of 11 March 2017)

Module 2 Progress Check

Waitress: Are you ready to order?

Customer: Nearly. Do you do children's portions?

Waitress: Yes, we can do half portions of anything on the menu.

Customer: OK. We'll have the omelette – half portion, please.

Waitress: OK.

Customer: And what are today's specials?

Waitress: We have sea bass with pepper, courgette and sweet potato and stew.

Customer: What's in the stew?

Waitress: It's beef stew, slow cooked with parsnips and carrots.

Customer: Sounds nice. How much is it?

Waitress: It's £9.95.

Customer: I'll have that, please. And can I see the wine menu?

Waitress: Yes, of-course, I'll bring it over.

(the dialogue is borrowed and modified from <http://esol.britishcouncil.org/content/learners/english-work/catering/describing-dishes> as of 11 March 2017)

Unit 7. Step 2

Agent: Good morning. *TravelSafe*, the insurance company. How can I help you?

Client: Good morning. I am going on a trip to Europe and I need to get travel insurance so I've got some questions about it. Do you sell trip cancellation insurance?

A.: We treat trip cancellation as a benefit within our policies, not its own insurance plan. All of our plans include trip cancellation and are paired with various important benefits to make your policy more effective.

C.: Should I purchase insurance for the full cost of my trip?

A.: Yes. You should determine your premium amount based upon the total cost of your trip per person, including airfare. You do not need to include the cost of any travel arrangements that are fully refundable and not subject to any cancellation penalties or restrictions.

If you have not insured the full cost of all Travel Arrangements that are subject to cancellation penalties or restrictions, the maximum benefit for Trip Cancellation will be limited to the amount of coverage you purchased and Trip Interruption will be limited to the stated percentage of the amount coverage you purchased for your trip. In order to qualify for "Cancel For Any Reason," you must insure the full cost of your trip.

C.: What is the "Cancel For Any Reason" benefit and how does it work?

A.: The "Cancel For Any Reason" benefit is designed to enable you to cancel your trip for reasons not covered by your policy, and provides a 75% reimbursement for the unused, nonrefundable and prepaid expenses for your travel arrangements. There are eligibility requirements for "Cancel For Any Reason."

C.: How can I qualify for "Cancel For Any Reason"?

A.: As long as you meet the three criteria, you are able to qualify for the "Cancel For Any Reason" benefit:

1. Your Premium payment must be received within 21 days of the date your initial deposit or payment for your trip was received.
2. You must insure the full cost of all travel arrangements.
3. You must cancel your trip 2 days or more before your scheduled trip departure date.

C.: What happens if my flight is cancelled?

A.: Flight cancellation can happen for many different reasons like bad weather, mechanical breakdown of the aircraft, or even an unannounced strike. Sometimes you can take a later flight. With *TravelSafe*, you can be reimbursed for the additional transportation expenses to join your trip, as long as the refunds do not exceed the cost of one-way economy or first class airfare, depending on which you were originally flying. You can also be reimbursed for the cost of any unused land or water travel arrangements.

(borrowed and modified from the Internet at <https://www.travelsafe.com/faq/> as of 12 January 2017)

Unit 7. Step 6

Client: If I require medical care while on my trip, are my medical bills covered with your insurance?

Agent: *TravelSafe* provides coverage up for medical expenses resulting from an illness or injury during your trip. If you must be medically evacuated to another facility or home, *TravelSafe* also provides coverage for your evacuation to a hospital of your choice where you reside. *TravelSafe* includes a 24-hour worldwide assistance service to help you with medical or legal emergencies during your trip.

C.: What happens if my bags do not arrive at my destination when I do? What do I need to do?

A.: *TravelSafe* covers all baggage delays of 12 hours or more during your trip. You will be reimbursed for personal articles you buy (such as toiletries, a change of clothing, etc.). Be sure to keep receipts for anything you purchase. If requested, *TravelSafe* will also track your delayed or lost baggage for up to one full year.

C.: Insurance offered by my tour operator seems a lot cheaper. Why should I insure with your company instead?

A.: While it is possible to pay less through a cruise line or tour operator, it is usually at the expense of your coverage. The benefits are generally more restrictive with lower limits and are often secondary versus primary benefits. *TravelSafe* offers plans with several levels of protection, all at competitive prices. The plans available include

primary coverage for your trip, yourself and your belongings. This is all while insuring for things the cruise or tour operator cannot insure against – like bankruptcy or default. You'll also receive 24-hour emergency assistance from anywhere in the world, direct payment to your medical provider in the event of an emergency, and our claims are paid in cash.

C.: Thank you very much for your help. I need to think it over and I'll contact you as soon as I've made a final decision. Good-bye.

A.: We hope for future cooperation. Good-bye.

(borrowed and modified from the Internet at <https://www.travelsafe.com/faq/> as of 12 January 2017)

Unit 8. Step 2

Man's voice: I recently travelled to Berlin with my two adult daughters. Our first trip to the area was greatly enhanced by taking a walking tour with Tom. He has a wealth of knowledge of world history, provided photos of many of the sites we visited as they appeared just after World War II and injected humour and fun throughout the day. I would highly recommend seeing the city in this way and in particular, with Tom as your guide."

Woman's voice: We saw absolutely everything and more than we had hoped for (including a 'must-to-see' chocolate shop) and definitely got the best out of our visit. It was excellent value for money and I really don't think we would have appreciated Berlin without Tom's tour.

Man's voice Tom, we are back from our trip to Europe and wanted to drop you a line to thank you again for showing us a side of Berlin that we would never have seen without your guidance. You were such a wealth of knowledge about the city, its history, people, culture, and so much more. Being in the travel industry myself, I tend to view hotels and tours with a more critical eye and ear than most. I can say unequivocally that your services will be highly recommended to anyone I know who is planning a trip to Berlin. Best regards.**ree Gibson, Seattle (Washington)**

(borrowed and modified from the Internet at <http://www.yourberlintourguide.com/Testimonials> as of 12 February 2017)

Unit 8. Step 5

Hello everybody. I hope you can all hear me.

My name is Paul. I am one of the three local guides that will accompany you on a conducted walk round the city tomorrow morning. The other guides are Peter and Tracy.

The tour starts at 10 o'clock sharp and lasts about two hours. We will assemble outside the hotel entrance. We will split up into three groups to make it easier for you to hear what is being said.

Unless you are wearing a waterproof anorak, I suggest you bring a raincoat or umbrella as the forecast is not too promising. And wear stout walking shoes if you can.

Don't forget your camera as there will be lots of opportunities to take pictures.

We will have a look at the cathedral, walk through the botanical gardens, and visit the fruit and vegetable market. The tour takes us past the war memorial and along the river.

The tour will end at the Shakespeare tea-room in the main square where you will be able to enjoy a slice of our famous Dundee cake.

Tracy is the history expert. So, if any of you are interested in historical details I suggest that you ask to join her group so that you can pick her brains.

A word of advice. There are morning services in the cathedral, so please be especially quiet when we are there so as not to disturb the worshippers.

If anyone would like a plan of the city showing the route we will be following, I will be happy to give you one afterwards.

If you are interested to read more about our fascinating city and all its wonderful buildings and ancient monuments, there is an illustrated guide on sale at the reception desk. It costs £2.50.

I hope you will enjoy the tour. See you in the morning, 10 o'clock sharp. Try not to be late!

(borrowed and modified from the Internet at <https://tourismenglish.wordpress.com/2013/02/26/tour-guide-speech-budapest/> City tour as of 13 February 2017)

Unit 8. Step 6

Guide: If you have any questions while we're going along, please don't hesitate to ask.

Woman: I have a question actually.

Guide: Sure, what's that?

Woman: Where's the best place to have dinner around here?

Guide: Well, that's a difficult question. There are so many good restaurants. My personal favourite is Spaghetti Alley.

Woman: How do we get there?

Guide: I'll point it out when we pass it. It's going to come up on your right in a few minutes.

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

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

Woman: Sorry, I have another question.

Guide: No problem. That's what I'm here for.

Woman: Are we allowed to take pictures once we get inside the museum?

Guide: Oh, I'm glad you asked that. I forgot to mention that taking photographs inside the art gallery and the museum is prohibited. However, you can take pictures of the grounds and the outside of the buildings. The architecture is beautiful.

(borrowed and modified from the Internet at <https://www.englishclub.com/english-for-work/tour-guide-sample-speech.htm> as of 15 February 2017)

Unit 9. Step 2

Woman's Voice (W): Did you enjoy the football match you went to at the weekend?

Man's Voice (M): Yes. I always love going to watch football.

W: Even when the local team loses?

M: Not as much but yes, I still enjoy the atmosphere in the ground and everyone singing and chanting together.

W: How often do you go to watch them play?

M: I go to all the home matches and a few away ones. Do you like football?

W: Yes I like football – American football. I do not like soccer so much.

M: Do you go to American football games when you are at home?
W: No. I live too far away from my team. It's in a different state.
M: That's a shame.
W: Do you like American football?
M: No I haven't watched it. English and Spanish football teams are very popular in my country.
W: Why is that?
M: Because that is where the best players are, and everyone wants to watch them.

(borrowed and modified from the Internet at <http://www.excellentesl4u.com/esl-sport-conversation.html> as of 15 March 2017)

Unit 9. Step 4

Jane: Hello, I'm Jane Robertson and this is "Entertainment." I'm not in the studio today I'm on location on the south bank of the River Thames in the centre of London. 393 years ago today on June 29th 1613 one of the most famous theatres in the world was destroyed by fire. The Globe theatre on London's South Bank was the theatrical home of William Shakespeare and in this programme I'm going to be taking a little look at the history of the theatre which Shakespeare called in his play Henry V "This Wooden O." Although the original Globe theatre has long since disappeared there is a marvellous reconstruction here now on the South Bank. I've now come inside the marvellous modern "Wooden O." I'm speaking to Patrick Spottiswoode who's the Director of Globe Education to find out a little bit more. Patrick, why did Shakespeare refer to the Globe as "This wooden O?"

Patrick: It is a round building. It is in fact a twenty-sided wooden O, a polygonal O. And it is made of oak in the main, and it's an open air O so people gather round in the theatre to hear a play.

Jane: And is that design typical of theatres of the time?

Patrick: The outdoor theatres yes, I mean in English we say "gather round" we don't say "gather square." And you gather round to get close to hear a story. And these were great story-telling venues and thousands of people would want to get close to the actors. So the circle enables you to get close to the actor.

Jane: This reconstruction where we're in now, how close is it to where it was and does it look like the original?

Patrick: We're about 150 metres from where it originally stood. In terms of whether this Globe is like the first Globe of 1599, well, we think it is because we have no photographs, of course, no video, so we're reliant on a mixture of evidence as to what the original Globe was like. We hope we've built the Globe like the original but we cannot put our hands on our hearts and say it's exactly like. It's as near as we can get.

Jane: The original, as I mentioned at the beginning of this programme, was destroyed by fire in 1613. Can you tell us a little bit about its history before that? When was it built and what was it used for?

Patrick: Well, it was built in 1599 and Shakespeare and a group of actors put money together to build the theatre. It was the first time ever in England actors had paid to build a theatre. So that was very special. And it became the number one theatre in London as Shakespeare's company became the number one acting company of London. So it became from 1599 as the number one venue for theatre and certainly the number one venue for Shakespeare's plays until 1613. And in 1613 they put on a play about Henry VIII and they had a cannon effect to announce the arrival of the king on stage. But it was a special effect that went badly wrong because a spark from the cannon flew up and hit the roof which is made of thatch. It caught fire and the theatre burnt to the ground during a performance.

Jane: Which of Shakespeare's plays were first performed here, which of the big ones which people might know around the world were performed here?

Patrick: Well I suppose one of the most famous, "Romeo and Juliet," was not first performed at the Globe. It was written two or three years before the Globe was built. The first play that we know to have been put on at the Globe, the first recorded performance, was "Julius Caesar." We know that "As You Like It" was put on at the Globe, we know "Hamlet," "King Lear," "Othello," these are plays that were Globe plays.

Jane: Patrick, I wonder could you tell us now about how the new Globe Theatre came to be built?

Patrick: Sam Wanamaker founded a charity to build the Globe in 1970. He dies in 1993. Four years later, in 1997, the Globe finally opened for performances. So we're a very young theatre and it's thanks to people from outside of England, an American and a South African who came to England and decided that it would be a good

thing to rebuild Shakespeare's Globe. So, thanks to them we have a Globe Theatre again.

Jane: Patrick Spottiswoode, thank you very much. That's all from this edition of "Entertainment." Do join us again next time.

(borrowed and modified from the Internet at bbclearningenglish.com as of 10 May 2017)

Unit 9. Step 6

Carmen: Extreme sports are popular all over the UK. Not just in the mountains of Snowdonia or Scotland. But what attracts people to these sports? Is it adventure or danger? People who enjoy fast and dangerous sports, like white-water rafting, are called thrill seekers or adrenalin junkies.

I'm at the National Water Sports Centre in Nottingham in the centre of England and this is the white-water course. Seven hundred metres of foaming water with drops or rapids. And the skill is to stay afloat in the rough water. I'm here to meet Pas Blackwell, a white-water rafting expert, and to find out why so many people enjoy the thrills and spills of this extreme sport.

Carmen: Hi, Pas.

Pas: Hi, Carmen.

Carmen: So this is a specially built course, but you raft on rapids all around the world. What do you most enjoy about white-water rafting?

Pas: I really enjoy being outdoors and on the water. I really enjoy the freedom of just you and nature and I really enjoy the challenge.

Carmen: So why do people like dangerous sports?

Pas: I think people like to push themselves – to see how far they can go – to really test themselves, against the elements, water and air.

Carmen: So, are you an adrenalin junkie?

Pas: I don't think of myself as an adrenalin junkie, but I do really enjoy the rush of trying to get from the top to the bottom and get through situations that occur out on the river.

(borrowed from the Internet at <http://www.tedpower.co.uk/discspod.html> as of 17 May 2017)

Module 3 Progress Check

Man's Voice: Good morning everyone. My name is Paul. I am one of the two guides that will accompany you during your stay in Budapest. The other guide is Christina and you will be meeting her at the hotel tomorrow morning. We would like to welcome you all to Budapest. We will arrive at the hotel in 10 minutes, therefore, I would like to ask you all to check if you have all your baggage with you, please, do not leave anything unattended on the bus because we cannot take responsibility for it. Now I'd like to take some time to inform you about brief safety precautions. Firstly, during the next 7 days the temperature will be above 25 degrees, so you should make sure that you drink enough water and we also recommend you to use sunscreen to avoid sunburn. Secondly, you should always take care of your belongings while walking in the city.

Now let me say a few words about the famous sights and tourist attractions Budapest has to offer. You should pay a visit to the famous Buda Castle, which is part of the Budapest World Heritage Site. It is definitely worth going up there, because from the top you get a beautiful view of the city to the Danube, especially to the Chain Bridge and the Clark Adam Square. To go up to the castle you can either walk or you can also use the funicular.

Another famous sight you should explore is the Heroes' Square. This is one of the major squares of the city and it is rich with historic and political connotations; you can find statues of the leaders of the seven tribes that founded Hungary in the 9th century and other outstanding figures of Hungarian history. Moreover, this is not the only attraction here, the square is located between the Museum of Fine Arts and the Palace of Art, and it faces the iconic Andrássy Avenue. It was recognized as a World Heritage Site in 2002 and also it is one of Budapest's main shopping streets, with fine cafes, restaurants, theatres, and luxury boutiques.

Last but not least, I have to talk about Széchenyi thermal bath. If you feel like you need some recreation, this is the place to be. The Széchenyi bath is the largest medicinal bath in Europe. Its water is supplied by two thermal springs, whose temperature is 74°C and 77°C. The bath can be found in the City Park, and it was built in 1913 in Neo-baroque style. The complex has 3 outdoor and 15 indoor pools. Towels and swimsuits can be rented or bought in the spa. You

should keep in mind that on weekends and holidays the entrance fee is higher than on weekdays.

Thank you for your attention everyone, and on behalf of Hungarian Tours we wish you a pleasant and memorable vacation here, in Budapest!

(borrowed and modified from the Internet at <https://tourismenglish.wordpress.com/2013/02/26/tour-guide-speech-budapest/> City tour as of 15 February 2017)

Unit 10. Step 2

Question (Q) (woman's voice): What do you love about your job?

Answer (A) (man's voice): I get to travel around the world for educational purposes and I work with a great team. It can be a very stressful and demanding job but you get to plan a dream holiday for people and hear all about what a fantastic time they had when away. Knowing that you had something to do with that is pretty special!

Q: What skills did you gain from studying at the International Travel College that you use every day in your job?

A: I have learned people skills, the different booking systems used in the travel industry and I have gained confidence to speak in front of new people.

Q: Anything else you want to let us know?

A: The International Travel College will help you get your first job. Impress the tutors and staff, and they will do everything they can to get you that first job!

(borrowed and modified from the Internet at <http://www.itc.co.nz/success-stories/graduate-career-profiles/> as of 4 April 2017)

Unit 10. Step 4

Lora Stern (L.S.): Hello. I'm Lora Stern, the Personnel Officer of our tourist company.

Nick Jennings (N.J.): Glad to meet you. I'm Nick Jennings. My job interview was for 10 a.m. I'm two minutes late. I'm sorry, I ...

L.S.: Don't worry about it. Please, sit down. Now, let's see. I have your CV here. I would like to ask a few questions.

N.J.: O.K.

L.S.: You have not had a job as a tourist guide before.

N.J.: Actually, I haven't. But I've had a three-year experience as a tour director and was constantly in close contact with many different tourist guides in this country and in a number of other countries. Besides, I plan to work as a tourist guide only in places which I know well and about which I can tell tourists many interesting things.

L.S.: So, you think your experience is sufficient for the job.

N.J.: I hope so. I have good enough education for that. In fact, I have two adequate educations: in history and in tourism, and also tourist guide courses. Besides, I can learn what I do not know.

L.S.: Do your family situation, health and other circumstances allow you to be constantly on the move?

N.J.: Oh, yes. I'm married and have a son, as it's written in my CV. But my son is already twelve and my wife understands well that my job in tourism requires a lot of travelling. I'm quite healthy, so there's nothing to prevent my being constantly on the move.

L.S.: What about languages? How many of them do you speak fluently?

N.J.: Well, English is my native language, but I speak French with almost native-like fluency because I lived and worked in France for some years. I also have a good working knowledge of Spanish.

L.S.: That's wonderful! If you get the job, what are going to set as your primary goal?

N.J.: To develop the tours that I'm going to guide so that they are really interesting and attractive for tourists. I plan to do a lot of reading, studying and exploring for that.

L.S.: Thank you. I believe that's all for now. Do you have any questions for me?

N.J.: If I get the job, I'll have a lot of questions to ask. But now it's a bit too early.

L.S.: OK! We'll let you know about our decision. Thank you and good-bye.

N.J.: Good-bye! Thank you for your time!

Unit 10. Step 6

Interviewer: What are the highs and lows of your job?

Diana Swan: The highs would definitely be meeting new people from around the world, people hopping off the cruise ships, which makes the job very interesting – knowing bits of their culture and sharing what Auckland has to offer. Also, it is great to make friends with the commuters. I can't think of any lows of my jobs, everything is just perfect!

Interviewer: What skills have you gained from studying with ITC that you use every day in your job?

Diana Swan: ITC taught me the importance of customer service which is the most important thing in the travel and tourism industry.

Interviewer: What advice could you give to future international students of ITC?

Diana Swan: If you are studying at ITC, you're in good hands. Good communication with the people around the College will really help overcome various issues you might have being an international student – everyone is more than happy to help you! Be committed to what you are doing and everything will definitely be perfect!

(borrowed and modified from the Internet at <http://www.itc.co.nz/success-stories/graduate-career-profiles/> as of 4 April 2017)

Unit 11. Step 2

Man's Voice: Howard Gardner, an American psychologist, wrote a book called "Frames of Mind: The Theory of Multiple Intelligences." In this book he demonstrates that a human being may have seven different types of intelligence. A person with a logical-mathematical type of intelligence makes a good scientist, mathematician, financier, and accountant. People with linguistic intelligence may excel in journalism, writing, poetry, or writing catchy advertisements. Someone with musical intelligence may become a popular composer, violinist, or singer. Spatial intelligence enables one to be good at navigation, geometry, or sculpting. People with bodily-kinesthetic intelligence have an opportunity for a career in sports or dancing. Interpersonal intelligence may enhance the career of a doctor, salesman or administrator. People who have

intrapersonal intelligence, usually have detailed and accurate self-knowledge.

Although everyone has several types of intelligence, one, two, or sometimes three of them are usually dominant (best developed). If you recognize a person's dominant type of intelligence, you will be able to determine his or her best career role. In business this ability will enable you to see where he or she is best fitted to work – in the Personnel Department, advertising, accounting, production, or elsewhere. Which type of intelligence is dominant can be found by using a special checklist which you will learn about later. If a person answers “yes” to most of the questions in that checklist concerning a particular type of intelligence, it indicates that his or her intelligence of this type is well developed.

(borrowed and modified from the coursebook “Business Projects” by O. Tarnopolsky and S. Kozhushko, Vinnytsa: Nova Knyha Publishers, 2007, p. 45)

Unit 12. Step 2

Man's Voice: The experiences and memories resulting from taking part in the tourism activity begins from the time the tourist chooses his vacation destination and ends when he returns to his normal place of residence.?

There are four factors for a successful tourism product in the Bahamas. These are:

Accessibility – being able to reach and enter the tourist destination by communication and transportation.

Amenities – These comprise accommodation, catering, entertainment, transport and communications.

Attractions – These can be either sites (scenic, climatic, historical or gaming) or event attractions such as exhibitions, festivals, and sporting events – both of which arouse the interest, pleasure or admiration of tourists.

Accommodations – One of the three primary tourist services offered by a destination. Others are catering and entertainment.

There are eight sectors of tourism in the Bahamas:

1. Accommodation;
2. Food and Beverage;
3. Adventure Tourism and Recreation;
4. Transportation;

5. Attractions;
6. Travel Trade;
7. Events & Conferences;
8. Tourism Services.

Accommodation is the most vital component of the tourism product and the tourist destination. For instance, in the Bahamas there are 270 hotels with 14,797 rooms.

Food and Beverage: This is the fastest growing sector in tourism.

Adventure Tourism and Recreation: These include golf and tennis, outdoor adventure and recreation; marine facilities and fishing lodges.

Transportation: This is a major component of tourism and is divided in to three categories: air, ground and water. Airlines are used by many tourists and are national, regional or international. Bahamasair is a national airline; Liat is regional and American Airlines is international. Ground transportation includes taxis, car rentals and tour buses. Water transportation is primarily by cruise lines and ferries. The Bahamas is the leading cruise destination.

Attractions can be natural. In the Bahamas those are: *Preacher caves* and *blue holes*. They can also be cultural, like Junkanoo. There are heritage attractions as well. For instance, in Nassau, Bahamas, they are historical buildings, the Pompey Museum, forts, old churches, 66 Steps, etc. Finally, we have leisure attractions, like casinos or man-made attractions, like *Atlantis Theme park* very popular in the Bahamas.

Travel Trade is an important sector using wholesalers, tour operators and travel agents who package the travel experiences. The packages consist of different elements of the travel such as air and ground transportation, accommodation, meals, entertainment as well as other activities.

Events and Conferences: This sector is a major reason for travel and is classified in the three groups: special events, meeting and convention and trade shows.

Tourism Services: The Ministry of Tourism in Bahamas works with strategic partners to organize the tourism industry. It deals with marketing services, research and information management, resource development. Services are provided by proprietors, government agencies and non-governmental agencies.

(borrowed and modified from <http://www.tourismtoday.com/training-education/tourism-careers/about-industry> as of 2 May 2017)

Unit 12. Step 5

Man's Voice: Tourism is one of the most exciting and progressive industries in Australia. Tourism is also big business and it impacts on almost every other industry. Total tourism consumption was worth more than \$92 billion in 2008–09 and tourism directly contributed \$32.8 billion to Australia's Gross Domestic Product in that period.

Tourism is now one of the largest industries in Australia, accounting for 486,200 jobs. The country's tourism industry has a larger output than: agriculture, forestry and fishing; communication services and electricity, gas and water supply.

In 2008–09, tourism (direct and indirect) contributed \$28.7 billion to the economy of New South Wales, the biggest Australian state. Tourism directly employs 4.7% of the New South Wales workforce, or 160,300 people.

(borrowed and modified from <http://www.destinationnsw.com.au/wp-content/uploads/2013/10/Tourism-Business-Toolkit-VOL1-Chapter1.pdf> as of 17 May 2017)

Module 4 Progress Check

Man's Voice: New South Wales, the biggest Australian state, has beauty and diversity, offering a wide range of experiences for international and domestic visitors. The State has a lot to sell, from the exciting major events, international conventions, big city buzz of Sydney, with its great restaurants, shopping and beautiful harbour, to the local flavours and wide open spaces of regional New South Wales. New South Wales offers beach holidays; hiking in mountain landscapes; soul-enriching encounters in World Heritage national parks; drive holidays through lush farm regions; inspiring conference locations; and visits to quirky towns and country cosmopolitan centres. Along the way, visitors encounter fine food and wine trails, lively festivals, Aboriginal culture, breath taking landscapes and all kinds of people.

Tourism products in New South Wales come in many shapes and sizes. Accommodation ranges from five-star hotels to boutique bed and breakfasts to trendy backpacker resorts. There are iconic attractions, such as the Sydney Opera House and Harbour Bridge;

adventure activities, such as sea kayaking, rainforest tours, dive or surf schools; and cultural and wildlife centres, such as museums and galleries, wineries, aquariums, wildlife reserves – and lots, lots more.

With all that is on offer, one of the main challenges facing tourism operators is to develop and package tourism products in a way that meets consumer needs, enabling the creation of a viable business.

New South Wales is a premier tourism and events destination and this status depends on the creativity and success of the tourism operators, event organizers and destination managers within it.

(borrowed and modified from <http://www.destinationnsw.com.au/wp-content/uploads/2013/10/Tourism-Business-Toolkit-VOL1-Chapter1.pdf> as of 17 May 2017)

ANSWER KEY

Unit 1, Step 6. Text “Types of Business Partnerships All Tour Operators Need”:

(1)C, (2)D, (3)B, (4)E, (5)A.

Unit 2, Step 5. Text “Types of Tourism”:

(1)E, (2)C, (3)F, (4)A, (5) M, (6)N, (7)L, (8)K, (9)L, (10)G, (11)D, (12)O, (13)B.

Unit 3, Step Activity 3:

1g, 2q, 3h, 4a, 5t, 6b, 7r, 8k, 9o, 10c, 11s, 12d, 13n, 14i, 15p, 16e, 17j, 18l, 19m, 20f.

Module 1 Progress Check. Text “Travel Tips: How to Pick the Best Group Tour”:

Possible students’ answers:

1. Don’t buy a tour that is wrong for you because your travel agent is bullying you into it.
2. Don’t go for the cheapest tour.
3. Do your home work first – study well the details and conditions of the tours that are offered before taking a decision.

Unit 4, Step 6. Listening activity 1:

1C, 2B, 3B, 4B, 5A.

Unit 5, Step 6. Text “Hilton Hotels”:

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

Unit 6, Step 3. Home Assignment Section. Matching Exercise:

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

Unit 7, Step 6. Text “Travel Insurance Plans”:

1D, 2C, 3E, 4C, 5A.

Unit 9, Step 6. Text “Recreation and Entertainment”:

D.2, C.3, B.4.

Unit 10, Step 6. Text “Teamwork in Travel & Tourism”:

D/2, C/3, F/4, E/5, B/6.

Навчальне видання

Тарнопольський Олег Борисович

Кожушко Світлана Павлівна

М'ясоїд Галина Іванівна

Беспалова Наталія Володимирівна

Мединська Світлана Іванівна

СПРАВИ ТУРИЗМУ ТА ІНДУСТРІЇ ГОСТИННОСТІ

Підручник

(англійською та українською мовами)

Редактор М.С. Кузнецова

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ВНЗ «Університет імені Альфреда Нобеля».
49000, м. Дніпро, вул. Січеславська Набережна, 18.

Тел. (056) 778-58-66, e-mail: rio@duan.edu.ua

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49052, м. Дніпро, вул. В. Ларіонова, 145.

Тел. (056) 794-61-05, 04

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