OXFORD ENGLISH FOR CAREERS

TOURISM ③

Robin Walker and Keith Harding

Teacher's Resource Book

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TOURISM 3

Robin Walker and Keith Harding

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OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS
Great Clarendon Street, Oxford OX2 6DP

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

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
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First published 2009
2014
10 9 8 7 6 5 4

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ISBN: 978 0 19 455107 6

Printed in China

ACKNOWLEDGEMENTS

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

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

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Introduction

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

Take off

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

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

It's my job / Where in the world?

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

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

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

Tourism manager

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

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

Find out

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

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

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

Top margin

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

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

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

Vocabulary

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

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

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

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

Language spot

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

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

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

Listening, Reading, Speaking, Writing

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

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

Pronunciation

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

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

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

Checklist

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

Key words

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

Connections

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

Writing bank

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

Pairwork

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

Language reference

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

Listening scripts

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

Glossary

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

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

1 Tourism today

Background

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

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

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

Collecting such statistical data is harder than it would first appear, however, because even today, there is no single official definition for the term *tourist*, and this makes the interpretation of statistical information from different sources difficult. Most definitions of tourism, however, involve the concepts of

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

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

* Tip

Family and friends as a resource

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

* Tip

Notes and paraphrasing

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

✚ Additional activity

(weaker students)

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

Take off

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

Reading

Changes in tourism in the last 30 years

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

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

Additional activity
(stronger students)
Get students to discuss how tourism would be different if there were no computers.

Listening

The current state of tourism

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

2 1, 2, 3, 5, 6, 7, 10
3 1 F (439 million) 2 T 3 F (not Croatia) 4 T 5 T 6 T 7 T 8 F (it is a concern)

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

Top margin

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

Language spot

Describing change and consequence

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

1 1 is growing steadily, a rate of
2 has risen
3 had risen
4 rose
5 are being challenged
6 is growing dramatically
7 has gone up by
8 wasn't really predicted, were expecting
9 led to
10 resulted in
11 this means is
12 a result, is declining

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

Additional activity
(all levels)
Work on adjectives and adverbs of degree, e.g. *gradual / gradually, sharp / sharply, dramatic / dramatically.*