

OXFORD ENGLISH FOR CAREERS

TOURISM ³

Robin Walker and Keith Harding

Student's Book

OXFORD
UNIVERSITY PRESS

Contents

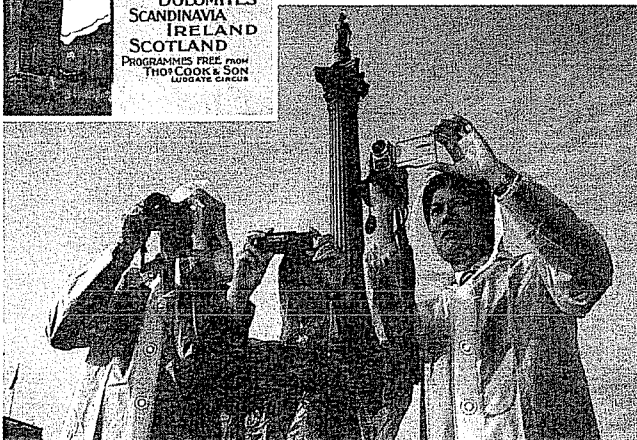
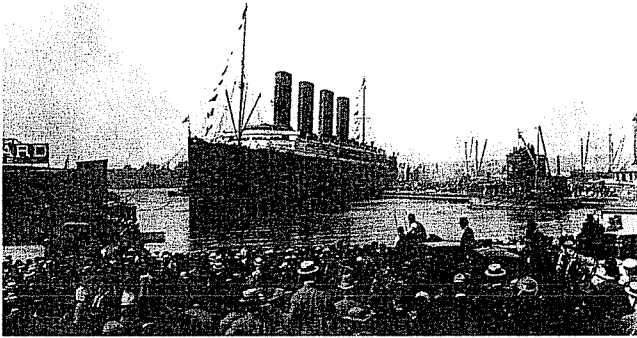
CAREER SKILLS AND KNOWLEDGE		LANGUAGE SKILLS			LANGUAGE KNOWLEDGE				
It's my job / Where in the world?	Tourism manager	Find out	Listening	Reading	Speaking	Writing	Language spot	Vocabulary	Pronunciation
1 Tourism today • p.4	Sofia da Costa Arguelles	Being managed v being a manager Recent and current trends in your country or region	The current state of tourism Challenges for tourism managers	Changes in tourism in the last 30 years Tourism data tables	What skills does a tourism manager need?	Report on the current state of tourism	Describing change and consequence Giving opinions, agreeing, and disagreeing	Graphs and charts	Stress in short phrases
2 NTOs • p.12	Yekaterinburg	Running meetings Assessing the attributes of the UK	In search of a new stand Market research and national brand image	Tourism Malaysia Market research	Deciding the theme for a trade fair stand	Britain's brand image in ...	Organizing and running a meeting	Building a brand	Pausing in sentences
3 Managing tour operations • p.20	Pimchanok Jivavithmont	Gaining the upper ground Developing a package for your area	A product development meeting Negotiating with the coach company	Contracting with the principals Co-creation	Getting the best deal	Email replies	Degrees of probability Negotiating	Operations and contracts	/tʃ/, /dʒ/, /ʃ/
4 Hotel management • p.28	Great places to work	You've always been a manager! Researching a major hotel corporation	Managing a hotel Human resources – selecting new staff	Success in the hotel trade: a question of size? Front office manager	Rewarding good performance Surviving the interview	Your personal statement / key data	Comparing hotel groups Selling yourself	Dealing with words in context Skills and personality	Word stress
5 e-Travel • p.36	Natalie Yarkony	Time management Online purchases of travel products	Who's doing the selling? Proactive marketing	Alternative travel agents Top tips for presenters	Presenting a personalized product	Getting help	Starting your presentation – introductions with an impact	Online travel	Pausing and stress in sentences
6 Quality in tourism • p.44	Musha Cay	Giving and receiving feedback well Quality service programme	'We want you to complain!' Spoken and written complaints	Analysing the quality of customer service Written complaints	Customer journey	Responding to a complaint	Dealing with written complaints – letters and emails	Quality assurance techniques	/p/, /f/, /v/, /w/

CAREER SKILLS AND KNOWLEDGE		LANGUAGE SKILLS			LANGUAGE KNOWLEDGE			
It's my job / Where in the world?	Find out	Listening	Reading	Speaking	Writing	Language spot	Vocabulary	Pronunciation
7 The impacts of tourism • p.60 Samime Bayyurt How to behave in meetings	The impacts of tourism in your area	Classifying the impacts of tourism All in favour of tourism ... ?	Global warming and tourism Tourism in the Ifugao rice terraces	Access and tourism for Sulben	Guidelines for low-impact tourism	Turn taking and making your point in a discussion	Describing the impacts of tourism	Emphatic stress
8 Built attractions • p.68 The tomb of Askia Managing the presenter	Built attractions in your country	Theme park planning How do you define a built attraction?	Theme parks Recognizing built attractions	Presenting a new theme park Criteria for local built attractions	Researching local built attractions	'Signposting' a talk	Words in context	Pausing and stress in sentences
9 Events management • p.76 Andrea Geuggis It's all about teamwork	Events management with tourism training courses	Careers in events management Fam trip to Ethiopia	The job of events organizer Work experience	Trouble-shooting	Work placement brief	Explaining and defining Briefing and clarifying arrangements	Collocations and compounds	/ʌ/, /u:/, /aʊ/
10 Sustainable tourism • p.84 Almonds and Coralis Hotel Dealing with difficult staff	Ecotourism in your region	Sustainability – today for tomorrow Controlling the fire of tourism	Ecotourism in practice Putting sustainability to work	Presenting an eco-friendly policy	Sustainability starts with us	Authority – use with care	Sustainable tourism concepts and definitions	Words ending in -ity and -ion
11 Social tourism • p.92 Kasumi Tanaka Planning a workshop	Organizations supporting travel and tourism for young people	Social tourism Awareness, access, opportunity	Social tourism in Europe The low-cost revolution: 'Tourism for all'?	The benefits of holidays for young people	Recommendations	Written recommendations	Support systems 'Body' idioms	/e/, /eɪ/, /eə/
12 Tomorrow's tourism • p.100 Space Managing yourself – personal review, personal ambitions	Security systems	An expert's view Scenario planning	Future trends and statistics Future tourism – fantasy or fact?	Presenting the future of tourism	Your CV	Expressing future prediction Asking and answering hypothetical questions	Security and surveillance	Pronunciation partners

1 Tourism today

Take off

- 1 Who were the first tourists?
- 2 How has the tourism industry changed since the first tourists?



Reading

Changes in tourism in the last 30 years

In the 1980s, the writer J Christopher Holloway looked into the future and talked about some of the possible features of tourism in the 21st century.

1 Here are some of the words and phrases he used. Do you know what each of them means?

- | | |
|-------------------------|----------------------|
| 1 activity holidays | 6 mass tourism |
| 2 computer link-ups | 7 orbiting the Earth |
| 3 computer reservations | 8 short breaks |
| 4 holograms | 9 underwater |
| 5 long haul | |

2 Use the words and phrases to discuss possible predictions made by J Christopher Holloway about tourism today.

EXAMPLE

There will be an increase in activity holidays because people will want more adventurous experiences.

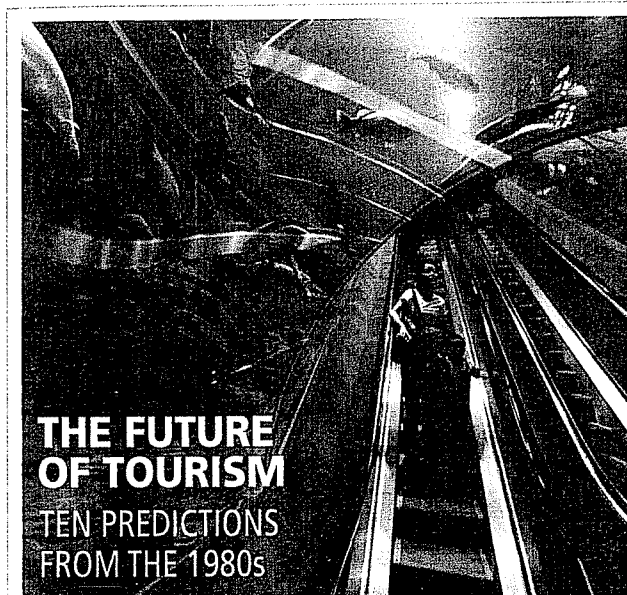
3 Read the article to find out if you were right. List the predictions he discussed in the second column.

Topic	1980s prediction	True in 21st century? Yes / No / Partly
1 Growth / expansion of tourism		
2 Air travel		
3 Cruise ships		
4 Artificial environments		
5 Leisure cities		
6 Business travel		
7 Special interest holidays		
8 Distance travelled		
9 Holiday frequency		
10 Independent holidays		

4 Work in pairs. Have any of the predictions come true? Complete the third column.

In this unit

- recent and current developments in tourism
- change and consequence
- tourism statistics
- giving opinions, agreeing, and disagreeing
- tourism management skills



THE FUTURE OF TOURISM
TEN PREDICTIONS FROM THE 1980s

- 1 An increase in mass tourism on the scale of the expansion during the 1950–1980 period is unlikely.
- 2 A radical breakthrough in aviation technology could lead to the development of aircraft capable of entering and re-entering the Earth's atmosphere. By orbiting at 300 kilometres above the Earth's surface, the aircraft could be capable of flying between London and Sydney, Australia in a little over one hour.
- 3 Larger cruise ships will be built, which will use metal sails as well as engines, therefore increasing the overall speed while reducing costs.
- 4 There will be less need to travel away from home. Holograms are capable of reproducing any environment artificially, so that we will be able to recreate in the home any environment of our choosing to 'experience' foreign travel.
- 5 Underwater leisure cities will be built on the seabeds around our coasts, where a controlled climate will make the annual trip to the sun no longer necessary.
- 6 There could be a decline in business travel with advances in technology such as closed-circuit television and inter-office computer link-ups making personal meetings unnecessary.
- 7 Activity and special interest holidays organized by small specialist tour operators will increase to cater for a more educated and adventurous tourist market.
- 8 Long-haul holidays will increase faster than short-haul.
- 9 Tourists will take more frequent holidays and more short breaks.
- 10 Advances in computer reservations will allow individual holidaymakers to select their destination, accommodation, and flights, and put together their own packages. The tasks of both tour operator and travel agent could become unnecessary.

Listening

The current state of tourism

- 1 Work in pairs. Discuss these questions.
 - 1 Do tourists in the 21st century visit different destinations from those of the 20th century?
 - 2 What impact have computers had on the tourism industry?
- 2 Listen to Melvyn Pryer, an expert on the tourism industry, giving a presentation on the current state of tourism. Which items in the list of topics in *Reading* does he mention?
- 3 Listen again. Write T (true) or F (false). Correct the false statements.

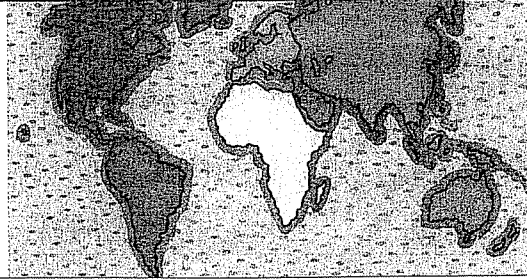
	T / F	Notes
1 In 1990, the number of international tourist arrivals was 435 million.		
2 The relative cost of travel has fallen.		
3 Traditional European destinations include France, Spain, Italy, and Croatia.		
4 Asia is growing faster than Europe as a tourist destination.		
5 Independent travel and backpacking are now very important parts of the tourism industry.		
6 The Internet is an important distribution source for the travel industry.		
7 The large tourism companies are joining with other companies.		
8 The environmental impact of tourism is no longer a concern.		

- 4 Work in pairs. Have any of the features described in 3 affected your country? If yes, in what way?

Dividing the world statistically

The UNWTO divides the world into five main regions: Europe, Asia and the Pacific, the Americas, Africa, and the Middle East.

Asia and the Pacific consists of four sub-regions: north-east Asia, south-east Asia, Oceania, and south Asia. Can you name a country from each sub-region?



Language spot

Describing change and consequence

1 Listen to Melvyn Pryer's presentation again and complete the sentences.

- 1 The global tourism industry _____ at _____ around six per cent per year.
- 2 Since 1990, the number of international tourist arrivals _____ from 439 million to around a billion, or about 6.5 per cent annually.
- 3 Before that, from 1950 to 1990, the figure _____ from 25 million to 439 million.
- 4 Last year, they _____ by a record number.
- 5 In Europe, established destinations like France, Spain, and Italy _____ by newer destinations.
- 6 Tourism in Asia -- both as a destination and a generator of tourists -- _____.
- 7 Since 1990, the number of tourist arrivals in Asia _____ nearly 400%.
- 8 That's something that _____ in the 1980s. At that time, people _____ growth to come from Europe and America.
- 9 The Internet has _____ a revolution in the tourism and travel industry.
- 10 On the one hand, it has _____ a new type of independent consumer.
- 11 What _____ that the industry can reach customers directly.
- 12 ... as _____ the role of the retail agent _____.

2 Read the sentences in 1 again. Answer the questions.

- 1 Which sentences describe current trends?
- 2 Which sentences describe result or consequence?
- 3 Why are different tenses of the verb *rise* used in 2, 3, and 4?
- 4 Explain the two different tenses used in 8.
- 5 Look at the listening script on p.127. Find other examples of current and past trends, and identify the tenses used.

3 Write complete sentences from the notes. Change the form of the verb if necessary.

- 1 business travel / expand / in recent years

- 2 low-cost airlines / emerge / late twentieth century
- 3 currently / more and more people / take / short-haul flights
- 4 number of flights by jet aircraft / increase / sharply / 21st century
- 5 increase in air travel / lead to / worries about environmental impact
- 6 Internet / mean / more people book online / nowadays
- 7 as / result / number of specialist tour operators / increase / last twenty years
- 8 underwater leisure cities / not appear / yet

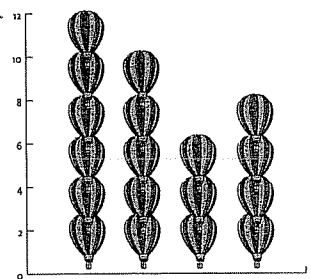
>> Go to **Language reference** p.120

Vocabulary

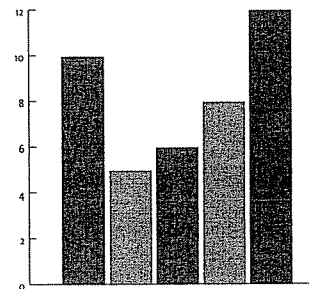
Graphs and charts

1 Label the graphs and charts.

- 1 bar graph
- 2 Venn diagram
- 3 data table
- 4 line graph
- 5 radar chart
- 6 pie chart
- 7 column graph
- 8 pictogram



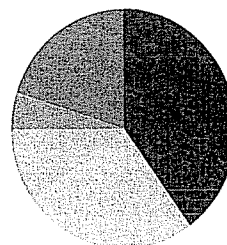
a _____



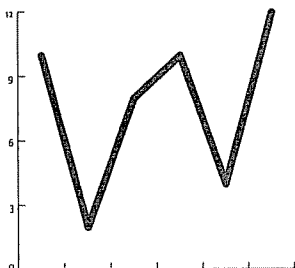
b _____

WORLD GROWTH		
PROJECTED		
	2007	2008
World output	5.2	4.8
United States	1.9	1.9
Euro area	2.5	2.1
Germany	2.4	2.0
Japan	2.0	1.7
Africa	5.7	6.5
China	11.5	10.0
India	8.9	8.4

c _____



d _____



e _____

2 Do you know what the other three graphs and charts look like?

average annual growth (n) the rate that sth increases by over a year

intraregional (adj) describing travel within a particular geographical area (often a continent)

market share (n) the amount of business that a company or country has compared to the total business

Reading

Tourism data tables

1 Look at the information and complete the tables.

Table 1

International arrivals 1990 to present (millions)

Region	1990	1995	2000	2005	now	Market share % (now)	% change (2000 to now)	Average annual growth (1990-2005)
World	439	540	687	806	1006	100	46.4	5.0
Europe	265	315	396	441	527	52.4	33.0	3.9
Asia and the Pacific	56	82	110	155	206	_____ 1	_____ 2	_____ 3
Americas	93	109	128	133	190	18.9	48.4	8.6
Africa	15	20	28	37	47	4.7	67.8	5.4
Middle East	10	14	24	39	36	3.5	50.0	-1.5

Table 2

International tourism receipts per arrival 2005 (euros)

Region	Total receipts (billion euros)	Total arrivals (millions)	Receipts per arrival (euros)
World	547	806	679
Europe	280	441	635
Asia and the Pacific	111	155	_____ 4
Americas	116	133	872
Africa	17	37	459
Middle East	22	39	564

Table 3

Long-haul v intraregional arrivals 1990 to present (millions)

Year	Intra-regional (short-haul)	Other regions (long-haul)
1990	351	79
	81.6%	18.4%
1995	464	101
	82.1%	17.9%
2000	541	133
	80.3%	19.7%
2005	634	148
	81.1%	18.9%
now	791	215
	_____ 5	_____ 6

2 Work in pairs. Student A, select two of the following sets of data and convert them to a suitable graph or chart. Use two different types of graph or chart. Student B, select two different sets of data and convert them to a suitable graph or chart.

- International arrivals in Europe 1990 to present
- Market share of international arrivals by region
- Comparison of tourism receipts per arrival by region
- Comparison of long-haul and short-haul arrivals since 1990

3 Without showing your partner, describe one of the graphs you have drawn. Get your partner to draw the graph. When you have finished, change roles so that your partner describes one of their graphs to you.

4 Use language from *Language spot* to write two or more sentences about each of the tables.

EXAMPLE

There has been a gradual rise in international arrivals in Europe.

Find out

1 Research similar information and statistics about recent and current trends in tourism in your own country or region (from the 1990s to the present).

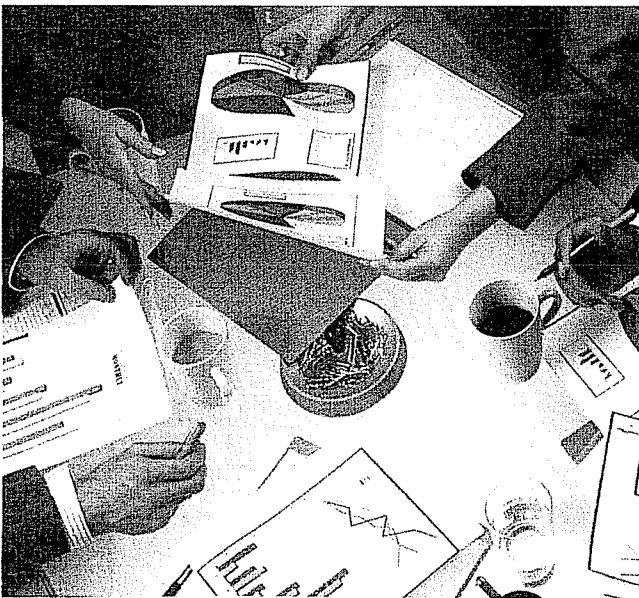
2 Prepare a data file. Include sections on

- main tourist attractions
- main tourist arrivals
- market predictions
- statistics (including international arrivals, tourism receipts) – the World Travel Organization website should help you, but search for other sites as well.

Writing

Report on the current state of tourism

- 1 In small groups, discuss these questions.
- Which people, organizations, and sectors in the tourism industry might be interested in the information you discovered in *Find out?* For example
 - local tour operators (at a conference)
 - your boss in a Tourist Information Centre
 - friends and colleagues.
 - What would be the best way to communicate the information for each of the interested parties? Here are some possible means of communication.
 - written report (print or electronic)
 - presentation
 - magazine / web article
 - internal memo
 - informal conversation in the coffee bar.
 - How would the text be different in each case? For example
 - spoken / written
 - formal / informal
 - more visuals / fewer visuals
 - bullet points / connected prose.



- 2 Produce a written report for an international business conference on tourism in your country and region. The report should include graphs and diagrams on past and present trends in tourism in your country and region.

Listening

Challenges for tourism managers

- 1 Look at the statements made by some young tourism managers. Answer the questions.
- What have they found (a) positive and (b) negative about working in tourism management?
 - Do you think that you will have any of the same opinions about your own role as a tourism manager?

YOUNG TOURISM PROFESSIONALS

WHO HAVE JUST MADE THE MOVE INTO MANAGEMENT

What are the delights and the challenges of being a tourism manager?

We asked a number of junior managers from around the world to give us their opinions.

It was great getting my own desk and computer. But I missed having direct contact with the public.
Ming Lai, Hotel Reservations Manager, Shanghai

I've had to learn new skills, like preparing reports and spreadsheets and how to give presentations. That's been interesting, but difficult, as I'm not really an IT person.

Helene, Marketing Manager, French Tourist Office, New York

It's given me the opportunity to work in an international environment – to work in foreign countries and not be stuck in my own town.
Javier, Manager International Operations (Asia), Tour Operator based in Madrid

I'm starting to feel I can really do something about the issues that concern me – the impact of tourism on the environment, understanding different cultures, and things like that.
Konrad, Tour Operator (outbound), Berlin

At first I found it difficult having to tell people what to do.
Nadia, Conference Manager, Prague



- 2 Listen to an interview with two experts on tourism management talking about the challenges facing today's tourism managers. Answer the questions.

- Which of these challenges do they identify? Today's tourism managers have to ...
 - be prepared to move around the world and do different jobs


Don't consult anyone's opinions but your own.

Persius, AD 34–62

- b be strong enough to tell people what to do
 - c understand different cultures and languages
 - d be creative and innovative
 - e get used to having less direct contact with the public
 - f learn new practical skills
 - g be aware of environmental issues
 - h understand market changes
 - i be multi-skilled and adaptable.
- 2 On which of the points do the speakers disagree?
 - 3 Do you agree that the modern tourism manager needs 'to know about current affairs, geography, economics, maths, and languages'? How good do you think you are at these subjects?

● Language spot

Giving opinions, agreeing, and disagreeing

- 1  Look at these expressions often used in a discussion. Listen to the interview again and tick (✓) the ones you hear.

Asking for an opinion

- a What are your views on ... ?
- b Any thoughts?
- c But don't you think that ... ?
- d Do you think that ... ?
- e How do you feel about ... ?
- f What do you think about ... ?

Giving an opinion

- g In my opinion ...
- h From my point of view ...
- i I really do think that ...
- j If you ask me ...

Agreeing

- k I'd go along with that.
- l I agree with [person] that ...
- m Yes, you have a point there.
- n Yes, definitely.
- o I agree completely.
- p I think you're right.

Disagreeing

- q I'm not so sure that ...
- r Sorry, but I don't agree.
- s I disagree completely with the idea that ...
- t I'm afraid that's not how I see it.

Neither agreeing nor disagreeing (expressing reservations)

- u Yes and no.
- v I agree up to a point.
- w You could be right, but ...


- 2 Can you think of any other expressions for the same functions?
- 3 Put the agreeing / disagreeing expressions in order from *strong agreeing* to *strong disagreeing*.
- 4 Work in groups of three. Look back to p.5 at the ten predictions made by J Christopher Holloway in the 1980s, particularly the predictions about transport technology, underwater cities, and holograms. Do you think they will be true in 2030?

Write three sentences for each prediction.

- Ask for opinion
- Give opinion
- Agree or disagree

>> Go to **Language reference** p.125

Pronunciation

- 1 Look at these short phrases. Which word do you think will be stressed most in each phrase?
 - 1 How do you feel about that?
 - 2 What are your views on this?
 - 3 In my opinion ...
 - 4 If you ask me, ...
 - 5 I agree with Irina.
 - 6 I agree completely.
 - 7 I don't agree.
 - 8 That's not how I see it.
 - 9 I agree up to a point.
 - 10 You could be right.
- 2  Listen and check your answers.
- 3 Now practise each phrase. Begin with the stressed word, then add other words, like this:

feel

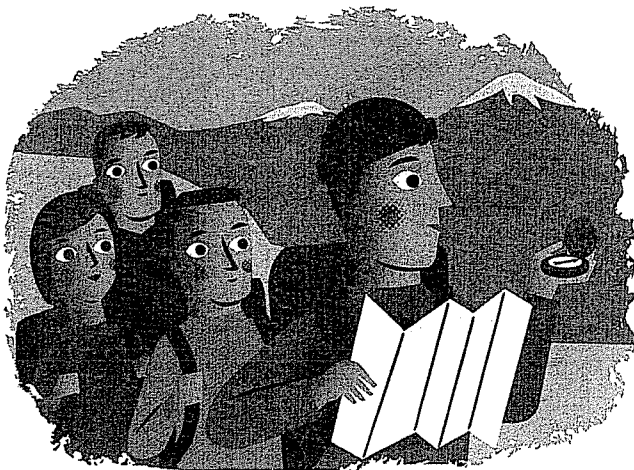
feel about that?

do you feel about that?

How do you feel about that?

Tourism manager

Being managed v being a manager



- 1 When you're working on the front desk of a hotel or a travel agency or an airline company, you're part of a team. You need particular skills. When you're the manager of that team, it's different. You're responsible for that team and you need different skills. What skills are needed as a team leader, and how are they different from skills needed as a team-player?

Look at this list of skills from a training programme endorsed by the Institute of Hospitality.

Aspiring manager programme

On completion of the programme, participants will be able to

- build, motivate, and maintain a successful team
- lead with enthusiasm and confidence
- generate new ideas and opportunities that will take their organization forward
- appreciate their role in the tourism and hospitality industry in the region
- develop their leadership qualities and become ambassadors for the region.

- 2 Do you know any managers? Maybe you've worked under a manager (not necessarily in tourism). Did they have any of the skills listed on the Aspiring manager programme? Give specific examples.

Speaking

What skills does a tourism manager need?

Here is a list of twelve skills which might be important for tourism managers.

- modern languages – especially Mandarin, Spanish, and English
- intercultural skills and awareness
- IT skills
- operational finance skills, particularly in interpreting financial data
- data interpretation skills
- numeracy skills in general
- presentation skills
- communication skills
- marketing and promotional skills
- people management skills
- enterprise skills (innovation and creativity)
- skills to deal with risk and crisis

- 1 Work in pairs. Choose the six most important skills for a tourism manager. Order them from 1 to 6.
- 2 Work with another pair to form a group of four. Tell each other the selection and order you produced. Discuss your opinions of each other's order and selection, using the language from *Language spot*. Agree on a new list of the six most important skills.
- 3 Now repeat the discussion in 2 with another group of four, making a group of eight. Agree on a new list.
- 4 Finally, discuss your opinions in the whole class and try to come up with a list that you can all agree on.

It's my job

- 1 Read about Sofia. What areas of tourism is she interested in?
- 2 Which of the personal characteristics do you think you have? Give examples.
- 3 Do you agree with the advice she gives? Which piece do you think is the most important?
- 4 Write some personal goals for yourself. Think about what you hope to get out of the course, what you will need to do in order to become an effective tourism manager, and what your longer term plans in the tourism industry are.

Sofia da Costa Arguelles



Current job: Assistant Front Office Manager, Hotel AB Skipper, Barcelona

Qualifications: Diplomatura en Turismo, University of Oviedo, Spain

Specialities: Rural Tourism and Tourism Business Management; BSc (Hons) Tourism Management, University of Birmingham, UK

Dissertation: Providing access to visually impaired people at tourist attractions in Asturias, Spain

Other courses include: Bookings & air ticketing, Computer skills, Communication skills

Career history: Receptionist and housekeeper in various hotels in UK and Spain; Hotel Hesperia Tower, Barcelona—Receptionist; Part of opening team

Current duties:

- Supervising a team of about twenty people
- Creating new procedures
- Training new members of staff
- Dealing with guests' complaints

Personal goals:

- To gain more experience and qualifications
- To work in a non-European country

Sofia, what characteristics does a Tourism Manager need?

- Interpersonal skills
- Listening and empathizing with people
- Thinking quickly and having quick reactions
- Being able to work as part of a team
- Having self-control and being very organized.

What advice do you have for aspiring managers?

- Travel abroad. It widens your mind and you feel more self-confident. Ideally, work abroad for some time. Companies really do value it.
- Leave problems at work and do not take complaints personally.
- Always think about your clients' needs; they are the reason why you are there.
- And finally, get on well with everybody at work. Tourism is a small world and sooner or later you will come across someone from the past in another workplace. It happens a lot!

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can discuss recent and current developments in tourism
- I can describe change and consequence
- I can understand and use statistics and charts
- I can ask for and give opinions, agree, and disagree
- I can talk about tourism management skills

Key words

adaptable
 aspiring
 creative
 current affairs
 goal
 hologram
 innovative
 intercultural
 intraregional
 long-haul
 market share
 motivate
 multi-skilled
 numeracy
 spreadsheet

Connections

Websites

- World Travel Organization
www.unwto.org
- World Travel & Tourism Council
www.wttc.org

Books / articles

- J Christopher Holloway, *The Business of Tourism* (Pearson, London 2006)
- R Youell, *Tourism: An Introduction* (Longman, Harlow 1998)

Web search

- tourism statistics (*your country*)
- tourism trends China / India

2 NTOs

Take off

- 1 Look at the documents and find
 - 1 a business advisory document
 - 2 a market profile document
 - 3 a brochure
 - 4 a web page.

- 2 Which document was not produced by an NTO?
- 3 Which NTO document is meant for the general public to read, and which are aimed at tourism professionals?
- 4 Marketing, development, research – can you name three other functions of NTOs?

a

c

b

d

In this unit

- National Tourism Organizations (NTOs)
- designing a trade fair stand
- running meetings
- preparing a market profile

Reading

Tourism Malaysia

1 Before you read about Tourism Malaysia, match these terms with their definitions.

- 1 development
 - 2 incentive
 - 3 a mission statement
 - 4 sales missions
 - 5 a familiarization programme
- a a visit that gives travel agents and tour operators the chance to get to know a destination
 - b one or two sentences that describe the main purpose of an organization
 - c groups of people that travel to different places to sell a product

- d something that encourages people to do something
- e the process of getting better, bigger, or stronger

2 Now read the article and answer the questions.

- 1 How long has Tourism Malaysia been operating?
- 2 What is its official name?
- 3 What are the two main aims of Tourism Malaysia?
- 4 Which Tourism Malaysia activity is not aimed at tourism professionals?
- 5 Which activities are carried out outside Malaysia?

3 Work in pairs. Answer the questions.

- 1 Which activity would you like to work in if you were employed by Tourism Malaysia? Why?
- 2 Have you ever been to a tourism fair, a consumer fair, a seminar, or a workshop? If you have, tell your partner about it.

ABOUT TOURISM MALAYSIA

Our mission statement

'Marketing Malaysia as a destination of excellence and to make the tourism industry a major contributor to the socio-economic development of the nation.'

The Malaysian Tourism Promotion Board, more popularly known as 'Tourism Malaysia', was formally established in 1992. The Board's objective is to promote Malaysia as an outstanding tourist destination. We strive to increase awareness of Malaysia's unique wonders, attractions, and cultures. Ultimately, our aim is to increase the number of foreign tourists to Malaysia, extend the average length of their stay, and, in doing so, increase Malaysia's tourism revenue. We also aspire to develop domestic tourism and enhance Malaysia's share of the market for meetings, incentives, conventions, and exhibitions (MICE).

Tourism Malaysia's activities are designed to stimulate Malaysian tourism and tourism-related industries. This helps promote new investments in the country while providing increased employment opportunities. The growth of Malaysian tourism will contribute positively to the country's economic development and quality of life.

Activities

Sales missions

Tourism Malaysia collaborates with the private sector, like hotels, airlines, and travel agencies, in organizing sales missions to various foreign countries. These missions are intended to raise awareness about Malaysia as a leading tourist destination and to provide opportunities for establishing contacts between tour operators and tourism suppliers.

Trade and tourism fairs

In partnership with organizations directly involved in the tour industry, Tourism Malaysia's participation in trade and tourism fairs helps to reinforce Malaysia's position as an attractive destination.

Seminars / workshops

Tourism Malaysia's overseas offices regularly conduct seminars, workshops, and familiarization programmes. Initiatives targeted at traditional markets are designed to sustain

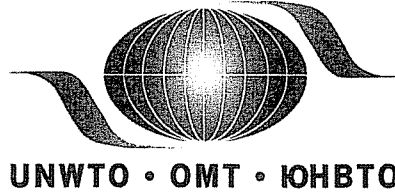
continued interest in Malaysia, while the programmes for new potential markets seek to create awareness to attract new visitors.

Consumer fairs

Consumers get an introduction to the alluring Malaysian culture, its art, handicrafts, and cuisine. Conducted abroad at hotels and shopping complexes, these fairs showcase unique Malaysian attractions to stimulate visitors' interest.



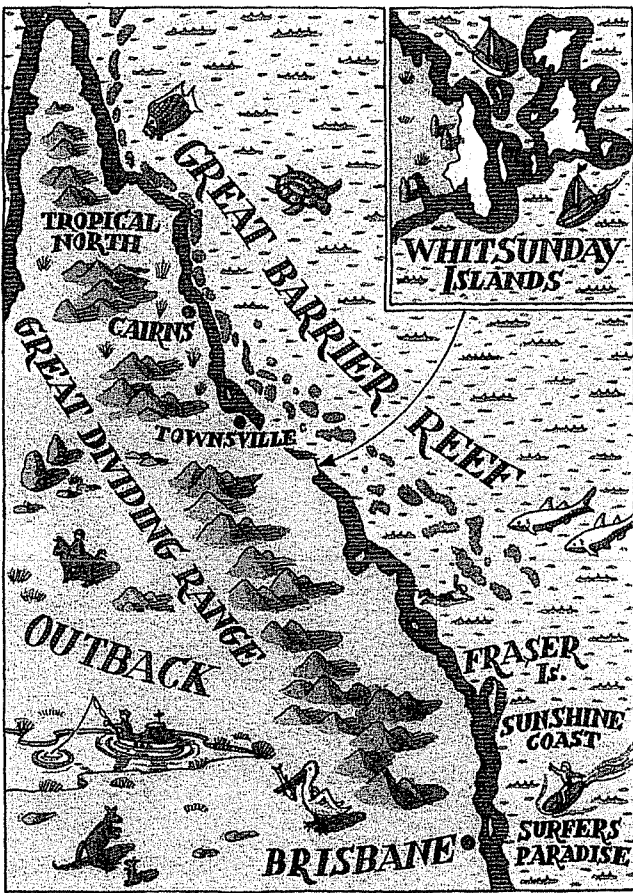
In 2007 the UNWTO signed an agreement that took them into a whole new territory with respect to PPPs (public-private partnerships). The UNWTO formed a partnership with a beer manufacturer. The Chinese brewery Tsingdao was a major sponsor of the 2008 Beijing Olympics.



Listening

In search of a new stand

- 1 Look at the map of Queensland. Think of a suitable theme for a stand for Queensland at a trade fair. Compare your idea with your colleagues.



- 2 Listen to the meeting of the Trade Fair Committee for Tourism Queensland, the State's official tourism organization. The committee is meeting to decide what this year's stand will be like.
- Who is joining the committee for the first time?
 - What does Geena talk about?
 - What theme has been common for previous stands?
 - What is proposed as an alternative theme?
- 3 Listen again. Answer the questions.
- What examples of alternative themes are given?
 - What reason does Jerry give for not abandoning the traditional theme?

Language spot

Organizing and running a meeting

- 1 Look at these phrases. They were all used by the chair during the meeting. In which order were they used?
- ... and then we can start looking at ...
 - Are you saying that we should ... ?
 - Before we begin, can I introduce Tim Murphy?
 - First, Geena is going to give us an overview of ...
 - I have apologies from Patrick. He can't make it today.
 - It's nice to see everyone.
 - Just a second, please, Alice. I'll come right back to you, but ...
 - Liz, would you like to start us off?
 - ... so let's move on to the business of ...
 - Now our objective today is to decide ...
 - So if we can get started, everyone.
 - Thank you for being here today.
- 2 Listen again if necessary and check your answers.
- 3 Look at the list of the chair's functions when running a meeting. Match the phrases from 1 with the functions.
- introducing and starting a meeting
 - asking for contributions
 - dealing with interruptions
 - asking for clarification
 - keeping the meeting on track
- 4 Look at these unfinished phrases. Which endings can come next?
- | | |
|--|---|
| 1 And then we can start looking at ... | a go back to the old plan. |
| 2 Are you saying that we should ... | b I want to hear what Barry has to say. |
| 3 First, Mei Ling is going to give us an overview of ... | c marketing this idea. |
| 4 I'll come right back to you, but ... | d the current situation. |
| 5 So let's move on to the business of ... | e the main point on the agenda. |
| 6 Now our objective today is to decide ... | f what we're going to do next season. |

>> Go to **Language reference** p.124

In 2008, the Greek National Tourism Organization was present at over 100 trade fairs in over 30 countries. More than 50 of these fairs took place in the months of January and February.



Pronunciation

- 1 Listen to the two versions of the sentence from the meeting. Which is better? Why?

“And then we can start looking at the main point on the agenda.”

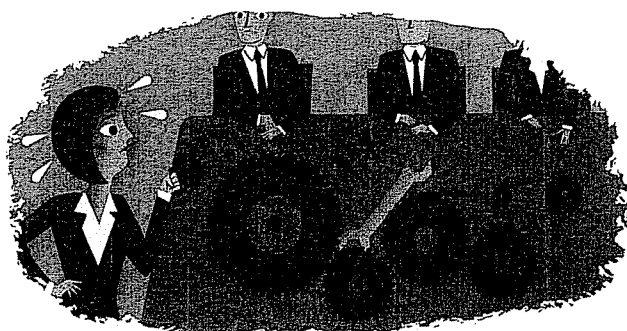
- 2 Where can you conveniently pause in these sentences?

- 1 Are you saying we should go back to the old plan?
- 2 First, Mei Ling is going to give us an overview of the current situation.
- 3 I'll come right back to you, but I want to hear what Barry has to say.
- 4 So let's move on to the business of marketing this idea.
- 5 Now our objective today is to decide what we're going to do next season.

- 3 Now listen and compare your pauses with those on the recording. Practise the phrases until you feel confident you can say them quite fluently.

Tourism manager

Running meetings



Do you agree with these dos and don'ts for running meetings? Can you add any others?

Do

- Have a clear agenda circulated beforehand
- Have someone appointed to take minutes
- Keep an eye on the time
- Finish by summarizing what has been discussed

Don't

- Don't invite too many people
- Don't leave preparations to the last minute
- Don't let one person dominate
- Don't let people deviate from the agenda

Speaking

Deciding the theme for a trade fair stand

You all work for your NTO. You are going to design a new stand for next year's trade fair.

- 1 Work in groups of five.
 - Student A, look at the information on p.108 (chairperson).
 - Student B, look at the information on p.110 (secretary).
 - Student C, look at the information on p.112 (marketing).
 - Student D, look at the information on p.114 (development).
 - Student E, look at the information on p.115 (finance).
- 2 Study your information and the agenda of the meeting below. Note down the things that you might want to say at each point of the meeting.
- 3 When everybody is ready, the chairperson will start the meeting. The secretary should make notes about decisions taken. When the meeting is about to end, the secretary should remind the whole group of all of the key decisions made.

Trade fair stand

20– theme development meeting

Friday 25 February 20–

St Giles Wing, Meeting room 3

AGENDA

- 1 Greetings, introductions, and apologies
- 2 Input on key factors to bear in mind:
 - a our regional identity – what is it?
 - b comparison with themes typical of neighbouring / competing regions
 - c logistics of stand
 - d staffing of stand
- 3 Brainstorm new ideas; pros and cons of ideas offered
- 4 Final discussion and vote
- 5 AOB

array (n) a group or collection of things or people, often one that is large or impressive

break one's trip (v) to stop somewhere for a while on the way to another place

hardy (adj) strong and able to survive difficult conditions and bad weather

hassle (n) a situation that is annoying because it involves doing sth difficult or complicated that needs a lot of effort

Where in the world?

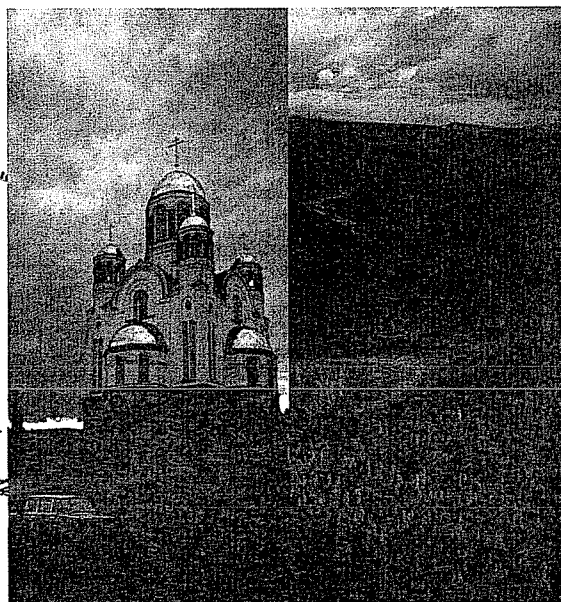
- 1 Look at where Yekaterinburg is situated on the map. Look at the photos. What do you think are the strengths, weaknesses, opportunities, and threats for tourism in this city and its surroundings?
- 2 Now read the article and see if you were right.

3 Where do you think you would see this analysis?

- 1 in a city council guide to Yekaterinburg
- 2 in a tourist brochure of the city
- 3 in a foreign investment guide
- 4 in a Lonely Planet guide

4 Explain your answer to 3 to your partner.

Yekaterinburg *Tourism and recreation*



STRENGTHS

- Its position on the trans-Siberian railway means that Yekaterinburg is a convenient location to stop for a few days for tourists and backpackers trying to cross Russia.
- The city has an increasingly impressive **array** of options when it comes to accommodation, and it is certainly the most reasonable base for those wishing to explore the Urals.
- The city has a charm of its own, with a striking mix of architecture and some great cultural and historical attractions.

WEAKNESSES

- Yekaterinburg's legacy as a centre for mining and industry and as a major site for mafia warfare during the 90s have given the city a less than glamorous reputation.
- Many of the trans-Siberian railway travellers, who are a natural tourist market for Yekaterinburg do not **break their trip** there, but simply go straight through from Moscow to Irkutsk.
- Despite improving infrastructure, Yekaterinburg may remain more of an attraction for business travellers than for tourists.

OPPORTUNITIES

- Yekaterinburg has a steadily improving infrastructure, with more and more connections to the outside world through Koltsovo airport.
- The city's government is determined to attract more income from tourism and seems keen to attract investment in the tourism sector.
- Modernization of the region's ski resorts, as well as an upgrade of the roads leading to them, could also help to draw in tourists.

THREATS

- The **hassle** involved in getting a Russian tourist visa will probably continue to deter many travellers from visiting.
- Drawing tourists away from Saint Petersburg and Moscow may prove difficult.
- The city's most natural tourist is the **hardy** backpacker, particularly since the city receives a good write-up in *Lonely Planet*.

Where the hell is Matt?

Using video material of Matt dancing in different countries, www.wherethehellismatt.com has attracted more than ten million hits. As a result, NTOs now pay Matt to dance in their country!

Listening

Market research and national brand image

1 Look at the different attributes below. On a scale from 1 (very poor) to 7 (excellent), where would you rate the UK?

- | | |
|---------------------------------|----------------|
| cultural attractions and events | modern |
| discovery | relaxing |
| energetic | scenic |
| friendly | sociable |
| fun | stories |
| history | traditional |
| humour | vibrant cities |
| lots of different experiences | welcoming |



Stonehenge



Notting Hill carnival

- 2 Niki Hosfield is a market researcher with VisitBritain, the UK national tourism authority. Listen to her talking about her work. What is the relationship between *brand image*, *attributes*, and *concept*?
- 3 Listen to Niki talking about the UK's brand image.
- How many concepts make up the brand image of the UK used by VisitBritain?
 - What are they?
 - Which of the attributes in 1 does she mention?
 - Which of these attributes does she associate with each concept?
 - What is the value of the information her work provides to VisitBritain?
- 4 How do you think foreign visitors score your country on each of the attributes in 1?

Vocabulary

Building a brand

1 Complete the table.

Verb	Noun	Adjective
1 _____	brand	2 _____
3 _____	4 _____	fascinating
inspire	inspiration	5 _____
interact	6 _____	7 _____
8 _____	perception	9 _____
10 _____	11 _____	quantitative
12 _____	rating	rated
13 _____	tracking	14 _____
15 _____	shading	16 _____
17 _____	18 _____	welcoming

2 Match the beginnings in A with the endings in B.

- A
- The local people are very welcoming and visitors want to ...
 - Every year the Nation Brands Index measures ...
 - Sadly, the UK was least positively rated as 'a place that ...
 - Research known as Brand ...
 - The country offers a combination of interesting history, ...
 - Visitors of different nationalities ...
 - Although attributes are qualitative, it's ...
 - Colouring or ...
- B
- fascinating* stories, tradition, and culture.
 - inspires* me'.
 - interact* with them immediately.
 - perceptions* of many different countries as holiday destinations.
 - quantitative* analysis that tells us if people like an attribute.
 - rated* different attributes in different ways.
 - shading* are often used on graphs to highlight key data or trends.
 - Tracking* is used by NTOs to optimize their promotional campaigns.

Reading

Market research

- 1 Work in groups. What do you think are the principal reasons for Americans visiting the United Kingdom?
- 2 Go back to the scores you gave the UK for the sixteen attributes in *Listening*. Do you think American visitors will give the UK the same scores? Read the article from VisitBritain and see.
- 3 Where does the UK score highest with Americans?
- 4 Where does the UK score lowest?
- 5 Of those interviewed, 20% had actually been to the UK. What is the value of including data from people who have already visited a country?
- 6 What is the difference in perceptions between Americans who have actually visited Britain and those who have not?
- 7 Which of the scores for the attributes surprises you most? Why?

Britain as a destination brand – DEPTH, HEART, and VITALITY



In VisitBritain's quantitative Brand Tracking research (2003), American respondents rated Britain most positively on having 'plenty of stories behind the history', but least positively for 'a place that inspires me' – indicating that the former could be utilized more effectively in marketing to increase perceptions of inspiration and visits.

Other high ratings were for Britain's 'contrast of old and new', 'cultural events and attractions', 'beautiful landscape', and 'lots of different experiences'. Britain is seen as a place where Americans 'feel comfortable visiting'. It is 'easy to visit', the people are welcoming and friendly, and Americans want to interact with them. Weaker areas (apart from 'inspiration') were value for money and the chance to relax and be refreshed.

As an update to our own research, every year the Anholt-GMI Nation Brands Index includes questions to measure perceptions of Britain as a holiday destination on attributes related to Britain's brand values, DEPTH (D), HEART (H), and VITALITY (V).

In 2006, 1,000 Americans rated Britain on a scale of 1–7, where 1 was 'poor' and 7 was 'excellent'. On most of the sixteen attributes, they gave a score of between 5 and 6.

DEPTH is the strongest brand value for the US overall – a combination of interesting history, fascinating stories, tradition, and cultural attractions.

In addition to a strong heritage and culture dimension, the American respondents also rated Britain's natural scenic beauty highly. Other HEART attributes of 'welcoming' and 'friendly' are stronger than 'sense of humour', which may take more getting used to and is rated slightly higher by those Americans who have visited the UK.

'Lots of experiences in one destination' and 'fun' score well for the VITALITY brand value, although perceptions of Britain as being modern and energetic are weaker.

20% of the US respondents had visited the UK and they rated all of the attributes higher than the total. They rank 4 of the 5 DEPTH values in their top 5 and, in particular, there is a significant jump in 'good sense of humour' between those who have not visited the UK and those that have.

5.5 Cultural attractions & events (D)	5.25 Discovery (D)
History (D)	5.2 Friendly (H)
Stories (D)	5.1 Energetic (V)
Tradition (D)	Relaxing (H)
5.4 Lots of experiences (V)	5.0 Humour (H)
Scenic (H)	Modern (V)
5.3 Fun (V)	
Sociable (V)	
Vibrant cities (V)	
Welcoming (H)	

Find out

How do you think that people from your country would score the UK? Would their perceptions be the same as those of Americans? Interview at least ten friends and family members. Get them to value the sixteen attributes of the UK from 1 (very poor) to 7 (excellent). Do this before your next class.

Writing

Britain's brand image in ...

- 1 Work in groups. Imagine that Anholt-GMI has asked your group to prepare a market profile for VisitBritain. Pool the data gathered by each member of the group during *Find out*, and then use the collective data to produce a list like the one in *Reading*.
- 2 Prepare the report on the data you collected. Call the report 'Britain's brand image in *name of your country / region*'. Include:
 - a cover page showing
 - a title
 - b names of authors
 - c contact email address
 - a section on how you gathered the field data, describing
 - a the dates of initiation and finalization of your field work
 - b where the field work was done (region, city / cities, etc.)
 - c how the field work was done (interview / telephone interview / email / other)
 - d the results and summary of the findings. Pay special attention to high and low scores. Indicate the percentage of respondents that had already visited the UK.
 - explanations as to high and low scores. Your knowledge of your own country and preconceptions people might have about the UK are important here.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand texts describing National Tourism Organizations
- I can run a meeting, making sure that the agenda is followed and people contribute
- I can use pausing to help me to structure what I am saying
- I can understand people talking about national brand images
- I can prepare a market profile from authentic field data

Key words

Nouns

board
brand (image)
incentive
mission statement
public sector
sales mission
tracking

Verbs

aspire
enhance
inspire
reinforce
showcase
stimulate
strive

Adjective

quantitative

Connections

Websites

- Tourism Malaysia
www.tourism.gov.my
- Tourism Queensland
www.tq.com.au
- VisitBritain for professionals
www.tourismtrade.org.uk

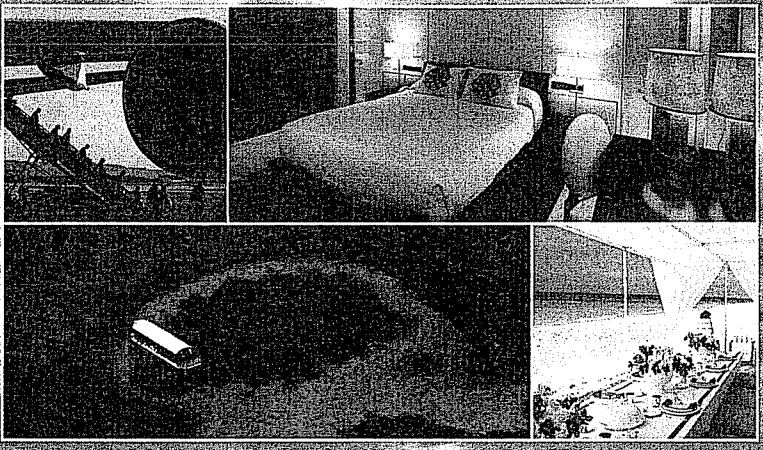
Web search

- tourism public sector
- tourism market profile
- tourism trade official site

3 Managing tour operations

Take off

- 1 Look at the pictures and identify the different services being offered.
- 2 How important is each of the services for a successful holiday, from the tourist's point of view?
- 3 What does the tour operator need to arrange with each of the companies? Work in four groups, with each group looking at a different sector.
- 4 Read these definitions. Which one describes *horizontal integration* and which one describes *vertical integration* in the chain of distribution?
 - 1 Tour operators seek alliances and mergers with other travel and tourism businesses as a way of increasing their market share and maximizing profitability.
 - 2 Companies at the same level in the distribution chain, or in the same industry sector, merge voluntarily or are the subject of a takeover bid.
- 5 Do you know if horizontal and vertical integration are increasing or decreasing in the modern tourism industry?



Component parts of the package holiday (the principals)

Transportation	Accommodation	Transfers	Other services
----------------	---------------	-----------	----------------

Wholesaler
Tour operator

Retailer
Travel agent

Direct sell

Customer

Vocabulary

Operations and contracts

1 Match the words 1–8 with the definitions a–h.

- | | |
|-----------------|------------------|
| 1 allocation | 5 contract |
| 2 competitive | 6 negotiation |
| 3 consolidation | 7 occupancy rate |
| 4 clause | 8 overbooking |

- a bringing two or more things together for greater efficiency
- b taking more reservations than there are places
- c an official written agreement between two companies
- d a share
- e a discussion at which people try to agree something

- f the percentage of rooms sold in a hotel
- g a section of a legal document
- h comparing well with other companies offering the same service

- 2 What is the verb form of these nouns?
 - 1 allocation 2 consolidation 3 negotiation
- 3 Is *contract* a noun or a verb?
- 4 Where is the stress in the nouns and verbs in 2 and 3?
- 5 For each of the following, which of the three words does not match with the main word?
 - 1 sign / draw up / do + a contract
 - 2 add / increase / include + a clause
 - 3 make / hold / have + negotiations
 - 4 sell + by / in / off

In this unit

- tour operations and contracts
- degrees of future probability
- negotiating
- co-creation

Reading

Contracting with the principals

- 1 Here are two tour operators describing the type of contract they negotiate with principals.
 - a 'We take a certain number of rooms and give back those we can't sell some weeks before the arrival date.'
 - b 'We take a certain number of rooms and have to pay for them all even if we don't sell them.'
 - 1 What do you think are the advantages of each contract for tour operators and hoteliers?
 - 2 Which of these labels would you use to describe them: *allocation / sale and return* or *fixed / guaranteed*?
 - 3 Read the text to check your answers.
- 2 Work in pairs. Read the text again and answer the questions.
 - 1 When do tour operators begin negotiations with hoteliers and airlines?
 - 2 What proportion of the brochure price is taken up by hotel prices?
 - 3 What is the advantage of high occupancy rates for the customer?
 - 4 Why do you think tour operators and principals try to avoid consolidation?
 - 5 Write definitions like the ones in *Vocabulary 1*, for
 - a peak season = the time of year when ...
 - b release date = the date when ...
 - 6 A tour operator has negotiated a price of \$160 per bed per week for 120 beds. They only sell 75% of the beds in one week. How much would they have to pay the hotelier for that week
 - a if the contract was a fixed contract?
 - b if the contract was an allocation contract?

Tour operation management

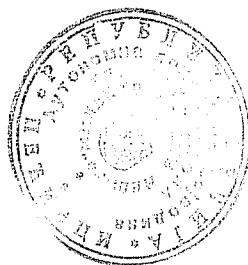
Planning, negotiating, contracting, marketing, and successfully administering a package holiday is a complex management task and takes place over a long period of time. Contracting with hoteliers and airlines can begin two years in advance of the holiday.

Hotel costs are a substantial proportion of the brochure price – usually around 40 to 50 per cent for a typical package holiday. There are two types of contract used. With the so-called *allocation (or sale and return)* contract, tour operators only pay the hotelier for the beds they use. For example, they may contract 100 beds weekly, but use and pay for 80 beds one week, 70 beds another, and 100 the next week. An alternative is the *fixed (or guaranteed)* contract, where the tour operator pays for a fixed number of beds throughout the peak season, irrespective of how many are sold.

With a fixed contract, the risk to the tour operator is obviously increased. Typically, 50 per cent of contracted beds are fixed, but this can rise to 100 per cent when a destination is in very high demand. Allocation contracts, however, are also popular with hoteliers. They usually do business with several tour operators from different countries, and usually they contract for slightly more beds than they have available. As tour operators vary in their success in selling an individual hotel, the hotelier is able to have a very high occupancy rate, which keeps prices competitive for the customer.

Allocation contracts usually include a clause requiring the tour operator to confirm the number of beds sold several weeks before the customers arrive, at which point the hotelier may take some of the rooms back. This is called the release date. This enables the hotelier to sell off any beds not required or to stop the tour operator from taking late bookings if the hotel is full.

Tour operators have similar contracting arrangements with airlines. However, if the number of passengers booked on the airline is lower than expected, tour operators and airlines may operate a system of consolidation. This is where two planned flights are combined, either with two different tour operators or two separate departure (or destination) airports.



Primary source of information when planning a vacation

Internet = 35% (men 39%, women 33%)
 Word of mouth = 30% (men 24%, women 33%)
 (United States Tour Operators Association)

Listening

A product development meeting

Top Drawer Tours is a small-scale tour operator specializing in niche package holidays to exotic long-haul destinations. The management team is meeting to discuss future operations.

- 1 Look at this extract from the agenda of their meeting and the notes on 'questions to be discussed' made by Astrid, the person chairing the meeting. Match the questions with the agenda points.



AGENDA

- 3 The oil crisis and next season's prices
- 4 Points for next round of contract negotiations with principals

- a feedback on hotels we've used?
- b new resort complex - when open?
- c surcharge because of recent increase in fuel charges?
- d hotel standards high enough?
- e any savings in transport costs possible?
- f if we cut costs, will we get complaints?

- 2 Listen to extracts from the meeting. Put Astrid's questions in the order that the subjects appear.
- 3 Answer Astrid's six questions.
- 4 Listen again and tick (✓) the boxes below to indicate how certain the speakers are about each of the predictions in the first column.

	Certain 100%	Likely	Possible	Unlikely	Impossible 0%
1 The oil crisis will have an effect on the market price.					
2 We will have to charge extra.					
3 We will be able to negotiate on ground transport costs.					
4 The coach companies will want an increased fee.					
5 The coach companies will be prepared to lose money.					
6 We will be able to make cuts in our transfers.					
7 There will be a drop in quality of service.					
8 We will get complaints.					
9 The feedback on hotels will get better this year.					
10 We will need to insist the hotels upgrade their rooms.					
11 The new resort complex will open for the season after next.					
12 The new resort complex will open for the season after the season after next [sic].					

- 5 Discuss with a partner how you would answer Astrid's last question in the meeting: 'So, what are we going to do?'

partnership (n) a relationship between two people, organizations, etc.

real estate company (n) a company that buys, sells, and rents buildings

venture (n) a business project or activity, especially one that involves taking risks

● Language spot

Degrees of future probability

- 1 Look at the Listening script of the product development meeting (on p.129). Find the expressions that are used for each of the predictions listed in *Listening 4* and write them in the correct box below. The first one has been done for you.

1 Certain	<i>The recent oil crisis is <u>definitely going to have an effect on the market price.</u></i>
2 Likely	
3 Possible	
4 Unlikely	
5 Impossible	

- 2 Underline the part of each sentence that expresses the degree of probability (see example).
- 3 Write predictions about the following topics using the underlined parts identified in the box. You will need to provide appropriate verbs and other sentence parts.
- sunny tomorrow
 - snowstorm tomorrow
 - the cost of air travel (increase / decrease)
 - more large tour companies
 - more small independent tour companies
 - an increase in visitors from China
 - an increase in adventure holidays
 - regular package tours to the moon
- 4 Show your sentences to another student and discuss your opinions.
- » Go to **Language reference** p.122

It's my job

Read the interview with Pim. Answer the questions.

- 1 What are her responsibilities?
- 2 Why do you think she was chosen for her job at the Sabana Resort?
- 3 How does she help tour operators?

Pimchanok Jivavisitnont



Pimchanok Jivavisitnont (Pim) is the Business Development Manager at the Sabana Resort in Phuket. Pim is responsible for dealing with tour operators and travel agents in order to attract tourists to the resort.

Pim, you had a background in property management. How has this helped you in your current position?

I was a marketing executive with a **real estate company**. I learnt all about marketing and management, how to direct people, and all the tricks of negotiation.

Why did you move into the hospitality industry?

My uncle owns a number of **ventures** in the Sabana Resort and he took me on to develop the business here.

What is the biggest challenge in your job right now?

Probably to improve contact and communication with tour operators and travel agents. We provide sales materials, not just printed, but multimedia presentations as a sales kit – for example, virtual tours of our rooms and so on. This is very helpful for our tour operator partners when they are selling our resort. We also have to establish clear commission rates, so that our negotiations can go more smoothly.

Do you travel much in your job?

I go to travel fairs abroad and in Thailand, and I visit travel agencies and other international hotels, establishing deals as well as looking for new creative ideas.

Are you happy with the relationship you have with tour operators and travel agents?

Yes. It is a **partnership** – we are working together to produce a service for our customers. It is good for our long-term objectives to have a cooperative relationship.



Start out with an ideal and end up with a deal.

Karl Albrecht

Those who know do not speak, and those who speak do not know.

Second-century Chinese proverb

Listening

Negotiating with the coach company

Olga from *Top Drawer Tours* is phoning one of the coach companies they work with. She is trying to negotiate a more satisfactory deal.

1 Listen to the conversation. Answer the questions.

- 1 What is the problem?
- 2 What is Benji's original proposal?
- 3 What do they eventually agree?

2 Listen again. Write T (true) or F (false). Correct the false sentences.

- 1 They make small talk about their holidays.
- 2 Olga and Benji are worried about the fuel charge situation.
- 3 Olga's first proposal is to divide the surcharge 50/50.
- 4 Olga threatens to go to another company.
- 5 Olga's second proposal means using more coaches.
- 6 Benji suggests putting passengers from another company on the same coaches.
- 7 Olga accepts the suggestions with one condition.
- 8 They agree on a surcharge of 10%.

Language spot

Negotiating

1 Listen to the conversation between Olga and Benji again. Complete the sentences.

- 1 I'm calling about _____ we have with the fuel charges.
- 2 Yes, I understand _____.
- 3 I have to say I was a _____.
- 4 Look, I'd like to _____.
- 5 I'm _____ that's going to work.
- 6 My _____ to look for another company.
- 7 I've got an _____ suggestion.
- 8 It could work, but I'd need to _____ some _____.
- 9 OK. That _____ a problem.
- 10 If you _____ make it 5%, we _____ have a deal.

2 Match the expressions in 1 with these functional descriptions.

- a introducing the topic
- b making a proposal
- c talking about consequences
- d bargaining
- e agreeing
- f stating a reservation

3 Which functions are the following expressions (also taken from the conversation between Olga and Benji)?

- 1 That's a fair point.
- 2 OK, here's another idea.
- 3 I'm not sure.
- 4 I'm really not prepared to (pay that much).
- 5 I'll tell you what, I'll (bring it down to 7%). OK?

4 Can you think of other ways of expressing the negotiation functions listed in 2?

5 Use the prompts on p.108 to act out the conversation between Olga and Benji in pairs. If you have problems, look at the listening script on p.129.

>> Go to **Language reference** p.124

Pronunciation

1 How do you pronounce the underlined letters in these words?

<u>ch</u> allenge	international	posi <u>ti</u> on
<u>ch</u> arges	manag <u>e</u> r	relati <u>o</u> nship
<u>ch</u> eaper	negoti <u>a</u> tion	sugges <u>t</u> ion
co <u>ac</u> h	obje <u>c</u> tive	ventu <u>r</u> es
commis <u>s</u> ion	passeng <u>e</u> rs	

Put each word in the right column to complete the table.

/tʃ/ church	/dʒ/ job	/ʃ/ ship

2 Listen to the words from each column. Were your answers in 1 correct?

3 Now listen and repeat. Focus on the sound of the underlined letters.

4 Can you add two more words to each column?

Tourism manager

Gaining the upper ground



- 1 Do you agree or disagree with these pieces of advice for successful negotiating?
 - When you first meet, use a firm handshake, not a weak one.
 - If you're hosting the meeting, offer the other person a drink first.
 - Make sure you do all the talking.
 - Have a bigger and higher chair than the other person.
 - Listen carefully and attentively to everything the other person says.
 - Always turn off your mobile phone.
 - Leave your mobile on. If it rings, it can give you a break and show the other person how important you are.
 - Smile and nod frequently. Don't look bored or too serious.
 - When you disagree with the other person, avoid saying 'No' or 'Yes, but ...' Instead, say 'Yes, and ...'
 - When you finish, shake hands to confirm the agreement.
- 2 Can you think of any other pieces of advice?

Speaking

Getting the best deal

Stage 1: Whole class preparation

You are going to role-play some negotiations between tour operators and principals, but first, as a class, you must decide on the features of the holiday destination. Decide the following:

- Where is the resort located? It should be somewhere tourists have to fly to.
- What type of holiday will people have?
- What accommodation options are available in the resort? Make sure you include a range of types.
- What extra services might be available in the resort?
- What transport facilities are there from the airport and in the resort in general?
- Establish the average price for a week's accommodation. (This will be needed in order to calculate the available budget.)
- Establish the approximate cost of a return air ticket to the resort. (Again this will be needed in order to calculate the budget.)

Note: All holidays are for one week only. The season runs for eight weeks.

Stage 2: Preparing your roles

Now prepare your roles. Half of the class, look at p.108. A quarter of the class, look at p.111. The final quarter, look at p.113. Within your roles, work in groups of three or four.

Stage 3: The role-play

- 1 As far as possible, arrange yourselves in this way.
 - Hoteliers: Sit down one side of the room behind desks.
 - Airline representatives: Sit down the other side behind desks.
 - Tour operators: Visit each of the desks and begin one-to-one negotiations.
- 2 Tour operators then move from desk to desk to try to get the best deal.
- 3 When the tour operators have visited several hoteliers and airline representatives, everyone should return to their original groups and calculate who has got the best deal.

buff (n) a person who is very interested in a particular subject or activity and knows a lot about it

intricate (adj) having a lot of different parts and small details that fit together

niche market (n) a market in which there is little or no competition for a particular type of product or service, for which there is limited demand

portfolio (n) the range of products or services offered by a particular company

tap into (v) to make use of a source of energy, knowledge, etc. that already exists

Reading

Co-creation

- 1 The standard 'package tour' is not the only way in which tourists plan and book holidays.
 - 1 What alternatives to booking package tours can you think of?
 - 2 How could tour operators be involved in these alternative methods?
 - 3 What do you think 'co-creation' is (when talking about tour operation)? For example, who are the partners in the relationship – the 'co-'?
- 2 Read the article to find out about how one company uses co-creation.
 - 1 Who creates the package?
 - 2 What niches have been catered for?
 - 3 What is the tour operator's role?
 - 4 How does the co-creator benefit?

Minipreneur travel agents

Joining the customer-made revolution, Belgian tour operator Wasteels has set up a division called Club Tours, which allows amateurs to create travel packages that are sold to the company's customers.

Every demographic group has its own needs and wants when it comes to travel, and travel agents have long catered for the demand for specialized tours for everyone from senior citizens and rock climbers to military **buffs** and amateur biologists. Club Tours takes it one step further by allowing non-professionals to create vacation packages for their own **niche market**. So far, that includes gay people, seniors, singles, and art lovers.

Club Tours takes care of marketing, sales, ticketing, and all of the **intricate** legal and insurance issues, and pays the creator of the package a commission for each holiday sold. It's perfect for small entrepreneurs who can make a side-business out of their passion for travel. And a great solution for travel companies who'd like to add new niche tours to their **portfolio**. **Tap into** your customers' wealth of knowledge!


- 3 Your line manager has forwarded you some emails received from potential 'co-creators'. Read the emails and follow your manager's instructions.

Hi _____

I'm attaching some emails we've received. Could you look through them for me and let me know what you think? For each one I need to know:

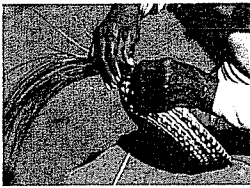
- 1 Is it a good idea? Will it work?
- 2 What further information do we require from the sender?
- 3 Are there any special arrangements or special needs involved?
- 4 Is there any risk involved?
- 5 An action plan on how to proceed.

Thanks
Jean-Philippe




1

Some friends of mine are interested in a tour of film locations. We're particularly interested in sci-fi. I've noticed on a few blogs and websites that there are other people with the same interest. Do you think you could come up with something?



2

I had an idea for people like me who don't really like to just lie on a beach and eat and drink on holiday. How about a trip where you can go to a country and learn a trade or a skill from the local people? Something like basket-weaving or even bricklaying. I've spoken to a few people who thought it sounded like a good idea.



3

We're an amateur football club and usually we go on a summer tour abroad, partly for fun, partly to meet other people, and of course to play some football. The company who usually organizes this has gone bust. Is there any way you could help? We were thinking that it might be possible to get other teams involved and perhaps organize a mini five-a-side competition. We're not too worried where, but remember we want it to be a holiday too!

Find out

Think about your local area.

- 1 Could any of the co-creation ideas from *Reading* be organized in your region?
- 2 What elements would you need to put into the package?
- 3 Find out which companies / principals you would need to work with.
- 4 Prepare notes for a meeting with each of them.

Writing

Email replies

Write an email to your line manager (Jean-Philippe), using the information you found out about for your local area (in *Find out*). Include

- a general description of what you found out
- your opinion on whether it is possible to meet the requests in each of the attachments (making sure you answer each of Jean-Philippe's questions)
- recommendations on further action.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand the way contracts operate between tour operators and principals
- I can talk about degrees of future probability
- I can carry out a negotiation
- I can research my local area for ideas for package tours

Key words

Nouns

allocation contract
bargaining
co-creation
consolidation
fixed contract
guaranteed contract
horizontal integration
occupancy rate
release date
sale and return
surcharge
vertical integration

Verbs

draw up
merge
negotiate

Connections

Websites

- UK Federation of Tour Operators
www.fto.co.uk
- United States Tour Operators Association
www.ustoa.com
- Travel Agents and Tour Operators in Europe
www.ectaa.org

Books / articles

- Pender and Sharpley (eds), *The Management of Tourism* (SAGE Publications, London 2005), chapters 4 & 5
- Kennedy, *Essential Negotiation* (Profile Economist Books, London 2004)

Web search

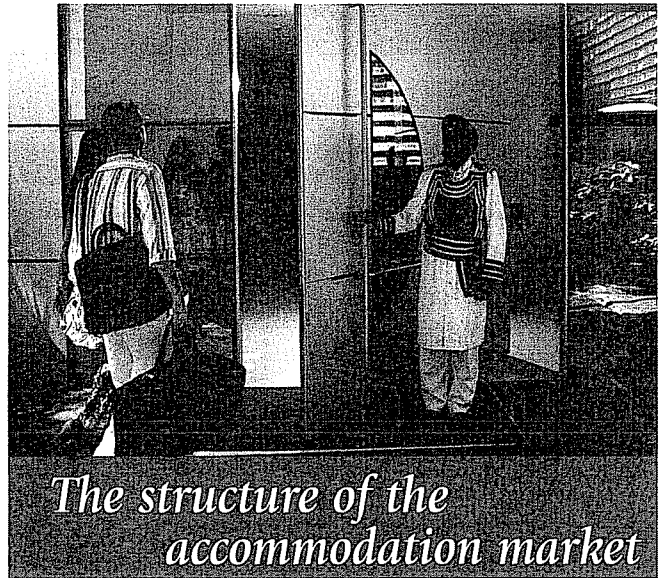
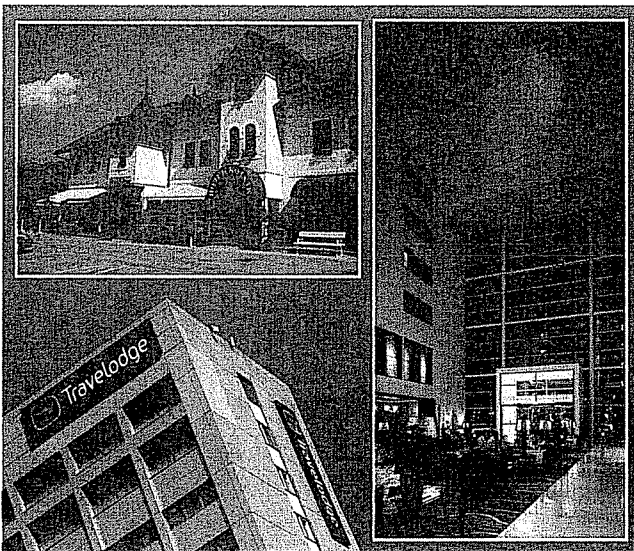
- tour operation (your country)
- negotiation strategies techniques
- co-creation

4 Hotel management

Take off

Look at the photos. Answer the questions.

- 1 What similarities are there between the hotels?
- 2 What differences are there?
- 3 Which do you think would be the nicest to work in?



Accommodation is at the heart of tourism, and hotels are at the heart of accommodation. However, obviously not all hotels are the same, the most fundamental difference from a travel trade point of view lying in who owns the hotel. These, broadly speaking, can be part of a large group or can be independent.

Increasingly, hotels form part of large corporations. Room totals for giants like Intercontinental, Hilton, and Accor run into the hundreds of thousands, and operations on this scale mean economic efficiency through shared costs, bulk purchasing, and the centralization of functions such as marketing and promotion.

The major corporations do not own all of the properties they put their name to. Instead, various formulas are used, including:

Acquisition <i>The company owns and manages the property.</i>
Management contracts <i>Investors such as insurance companies own properties and contract a hotel group to operate them.</i>
Franchising <i>The hotel group (the franchisor) allows another company (the franchisee) to use its name in return for an agreed payment.</i>

A closer look at the structure of the hospitality trade reveals that both luxury and budget hotels are often only different brands in the same corporation. This is the case with Accor, the owners of the budget hotel chains Formule 1 and Etap, of the mid-range Mercure chain, and of top-end Sofitel, among others.

Reading

Success in the hotel trade: a question of size?

- 1 Work in groups. Note down anything you know about the following types of hotel.

- chain • independent • consortium

Look at the table in 3 for ideas.

- 2 Now read the article and see how many of your points from 1 are mentioned. Which points were mentioned that you did not note down in 1?

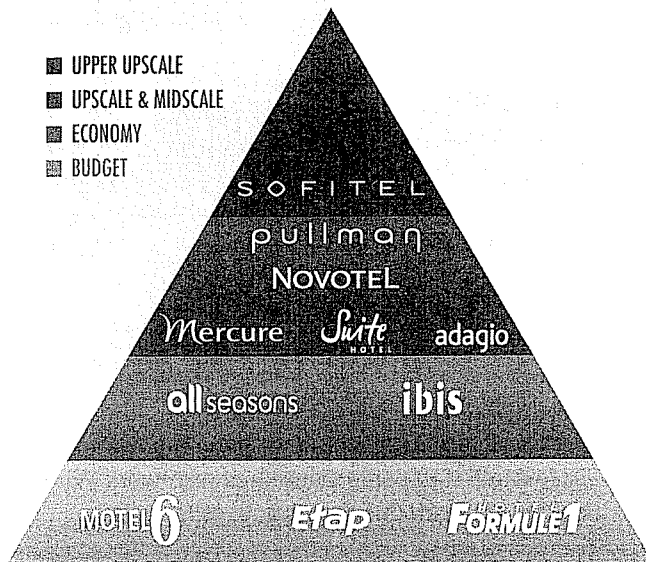
- 3 How are these types of hotel different, and how are they similar? Complete the table with information from the article.

	Chain	Independent	Consortium
Ownership			
Character			
Advantages			
Disadvantages			

- 4 Have you worked or done work placement in a hotel? Tell your partner about it.

Accor hotels

- UPPER UPSCALE
- UPSCALE & MIDSACLE
- ECONOMY
- BUDGET



European leader and worldwide group Accor has a unique position with nearly 4,000 hotels from economy to upscale.

The attractions of such brands to the consumer are various, but boil down to clients knowing exactly what they are buying into: hotels within a given brand cost more or less the same and look and feel very similar wherever they are. For many travellers, be they hardened business executives or timorous first-timers, this is genuinely comforting.

Independent hotels are privately owned and are managed as a small / family business. This means that each hotel feels unique, in contrast to the sometimes 'identikit' air of chain hotels. Independents can also offer the client a more personal experience; staff turnover is generally lower than in chain hotels, and so repeat guests quickly become 'part of the family'. On the downside, the independent hotel cannot easily access the obvious benefits of bulk purchasing, and often there is no one to share the burden of marketing costs, although an independent with a well-executed website could receive just as much 'air time' as a major chain.

In order to overcome the drawbacks of being independent, hotels can team up with each other, either on a small scale as a local initiative or through a consortium. Best Western, for example, works by charging individual hotels set fees plus a percentage of room sales profits. In return for this, member hotels gain the use of an internationally recognized name, together with powerful, worldwide promotion.

In this unit

- the structure of the hotel trade
- making comparisons
- describing skills and personality
- human resource management
- job interviews – preparation and techniques

Vocabulary

Dealing with words in context

Match the phrases from the article in A with their meanings in B. Use their position in the article in *Reading* to help you.

A

- 1 run into
- 2 broadly speaking
- 3 boil down to
- 4 timorous
- 5 identikit air
- 6 staff turnover
- 7 repeat guests
- 8 air time
- 9 overcome the drawbacks
- 10 set fees

B

- a a fixed amount of money for a service
- b to reach a particular level or amount
- c clients who come more than once
- d succeed in dealing with or controlling the problems or disadvantages
- e have something as a main or basic part
- f feeling of being the same
- g in general
- h nervous and easily frightened
- i number of visits to a website
- j workers leaving a job and being replaced

Find out

Choose one of the major international hotel corporations or consortiums and go to its website. Find out what brands the corporation / consortium offers. Organize the brands into a pyramid like the Accor pyramid. What names does the corporation / consortium give to each level of the pyramid? Do the same for a hotel corporation in your own country. Report your findings to your class, comparing the two corporations / consortiums.

One of the greatest competitive advantages of independent hotels is the service aspect. Without some restraints imposed by the bigger hotel companies, the independents can encourage their employees to go truly above and beyond, to ensure guest satisfaction and guest loyalty.

Brenda Fields, Board Member, National Hotel Executive, USA

Language spot

Comparing hotel groups

- 1 Look at the table. Which is the biggest hotel group? Which is the smallest?

Ranking	Corporation / Group	Rooms
1	Intercontinental	556,246
2	Wyndham	543,234
3	Marriott	513,832
4	Hilton	501,478
5	Accor	486,512
7	Best Western	315,401
11	TUI AG	82,111
12	Sol Meliá	80,856

- 2 Look at these sentences comparing hotel groups.
- 1 Intercontinental is **slightly** bigger than Wyndham.
 - 2 Marriott is **far** bigger than TUI AG.
 - 3 Sol Meliá is **a bit** smaller than TUI AG.
 - 4 TUI AG is **a lot** smaller than Best Western.

Which words/phrases in **bold**

- a indicate a significant difference between the characteristics being compared?
- b indicate a small difference between the characteristics being compared?
- c are more formal?
- d are less formal?

- 3 Look at these sentences. Which word in **bold** means *more than* and which means *not quite*?

- 1 Accor is **over** six times the size of Sol Meliá.
- 2 Intercontinental is **almost** twice the size of Best Western.

- 4 Now compare the following.

- 1 Marriott / Wyndham / small
- 2 Hilton / Best Western / big
- 3 Hilton / Accor / big
- 4 TUI AG / Best Western / small
- 5 Intercontinental / Sol Meliá / seven times
- 6 Hilton / TUI AG / six times

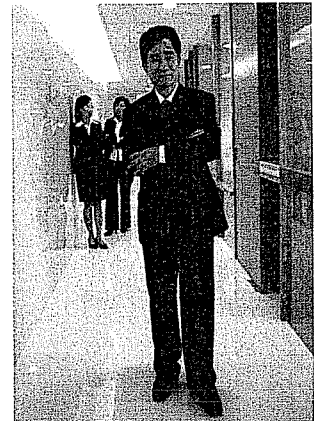
- 5 Name two hotel groups for your partner. He / she must compare them accurately.

>> Go to **Language reference** p.119

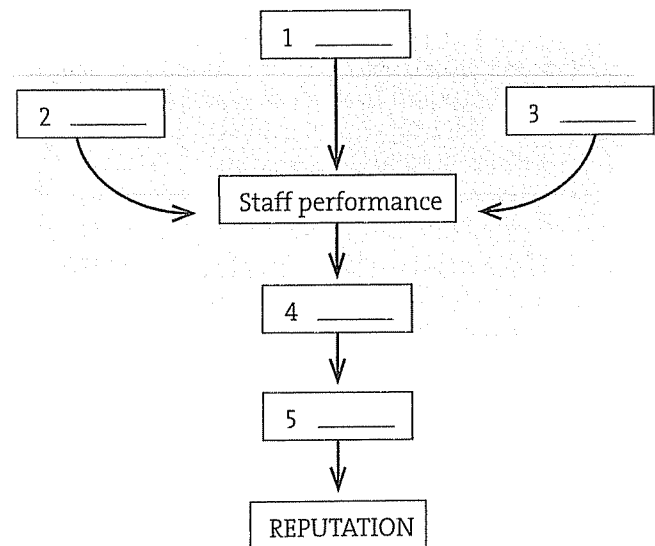
Listening

Managing a hotel

George Lau is Rooms Division Manager at a major hotel in Vancouver. Here he talks about how teamwork and the hotel's reputation are directly related.



- 1 George talks about customer satisfaction, empowerment, quality, rewards, staff performance, and teamwork. What do these terms mean? Check with your colleagues.
- 2 How do you think the terms in 1 are related to a hotel's reputation? Complete the diagram.



- 3 🎧 Now listen to George and check your answers.
- 4 🎧 Listen again and make notes about
- 1 why George thinks teamwork is important
 - 2 two ways George creates a sense of team with his staff
 - 3 the types of reward he mentions
 - 4 what 'empowerment' means to George.
- 5 Would you like to have George as your boss? Why / why not? Tell your partner(s).

asset (n) a person or thing that is valuable or useful to sb / sth

constitute (v) to be considered to be sth

stand out (v) to be much better or more important than sb / sth

unshakeable (adj) (of a feeling or an attitude) that cannot be changed or destroyed

Speaking

Rewarding good performance

Work in small groups.

- 1 Which of the three rewards that George's hotel offers for good performance would you most like to receive?
- 2 Discuss which reward would be the most effective. (Think about the balance between how much the reward will cost the hotel and how much it will motivate staff.)

3 Think of at least four other ways to reward good performance.

4 Now go to p.109 and look at the list of rewards. Add these to the rewards from 1 and 3. Then together decide which six rewards your hotel is going to offer staff. Your rewards should range from cost-free, motivating awards for day-to-day good performance to top-end rewards for excellent performance.

Where in the world?

What makes a hotel a great place to work in? What makes a company a great employer to work for? Which are the top hotel corporations to work for and why? And which independent hotels have won the most awards as great places to work? Read on and find out.

Great places to work



Clontarf Castle Hotel, Dublin

The Great Place to Work Institute (www.greatplacetowork.com) is quite clear about what makes a great place to work, and that is the quality of the relationships between

- ~ employees and management
- ~ employees and their jobs / the company
- ~ employees and other employees.

So which are the great places in the hotel business? That's not an easy question to answer. There is a difference between rating a major international hotel group and rating a single hotel in the same group. And what constitute great working conditions in one country might not be so great in another.

But even with these differences, some places still **stand out**. The Four Seasons hotel group, for example, has been among the 100 best companies to work for in America every year since 1998. Marriott International does well in Latin America where the JW Marriott Hotel Lima has been among the best companies in Peru since 2003. And then there's the Sheraton International Iguazu Resort, which has been one of the best companies in Argentina since 2003.

When it comes to independent hotels, the Irish come out top. In 2007, Belfast's Botanic Inns was named in the *Financial Times* Top 50 UK's Best Workplaces List for the second year running. The Clontarf Castle Hotel was one of the 'Top 50 companies to work for in Ireland' in 2007 for the fourth year running. The hotel also boasts a position in the top 100 companies to work for in Europe, a position it shares with the Schindlerhof, in Germany, which took the 'Best Workplace in Hospitality Europe' award in 2007.

Why are these great places to work? Marriott International, which refers to its employees as its 'associates', claims that its success is due to

- ~ the **unshakeable** conviction that our people are our most important asset
- ~ an environment that supports associate growth and personal development
- ~ a home-like atmosphere and friendly workplace relationships
- ~ a performance-reward system that recognizes the important contributions of both hourly and management associates.

... even if they have no training in tourism, a candidate with three or more languages can be more competitive than someone with a qualification and only one language.

If a candidate has stayed in the country of the language they are offering, that is a point in their favour.

D Juan Navarro, Department of Development and Human Resources, Riu Hotels and Resorts

Reading

Front office manager

- 1 Work in pairs or groups. Think about the job of front office manager.
 - 1 Name three duties a front office manager has.
 - 2 Write down four adjectives describing his / her personality.
 - 3 Decide what sort of experience a person should have to get this job.
- 2 Look at the advert and see if you agree with what Accor group is looking for in their front office managers.
- 3 Why do you think a front office manager needs 'Teaching and motivational skills'?
- 4 Go carefully through all of the points in the job advert and assess yourself. Give yourself a mark from 0 (poor) to 5 (excellent) for each point.

Front office manager

Destinations

- * Sofitel, Novotel, Mercure, Ibis hotels, and large Etap and Formule 1 hotels
- * Accor Thalassa institutes

Overviews

- * The front office manager ensures a high quality welcome for guests and leads a team of receptionists.

What do I do from day to day?

- * Integrate, train, and supervise the team
- * Organize guest arrivals and departures
- * Keep the various management charts updated in order to monitor progress of business
- * Check invoicing and cash operations on a daily basis
- * Draw up a sales strategy to maximize occupancy rates and improve room results
- * Handle any customer complaints and provide a swift solution

Spotlight on personality

- * Outgoing personality and service-minded
- * Diplomacy and self control
- * Teaching and motivational skills
- * Commercial know-how
- * Ability to listen and analyse
- * Proactive and decisive
- * Thorough and well-organized
- * Ability to delegate

Professional background

- * Vocational diploma or degree in hospitality – food & beverage
- * At least two years' experience in reception services
- * Excellent English (possibly as a second language), knowledge of another language preferred
- * Computer literate

Special features

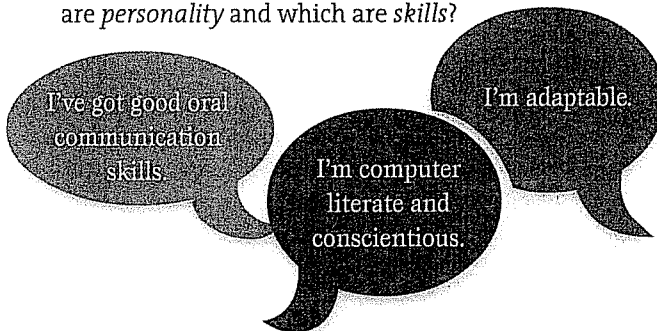
- * Good presentation
- * Physical and mental staying power
- * Coordination with the housekeeper and reservations department



Vocabulary

Skills and personality

- 1 Look at what these candidates say. Which attributes are *personality* and which are *skills*?



- 2 Classify the follow attributes as *personality* or *skills*.

- | | |
|--------------------|--------------------|
| 1 customer service | 10 loyal |
| 2 decisive | 11 methodical |
| 3 efficient | 12 organizational |
| 4 good at figures | 13 outgoing |
| 5 ICT | 14 proactive |
| 6 initiative | 15 problem-solving |
| 7 interpersonal | 16 service-minded |
| 8 languages | 17 tactful |
| 9 leadership | 18 team player |

- 3 Which of these attributes are most important for the job of front office manager? Choose a total of ten with at least four from each category.

Pronunciation

- 1 Underline the stressed syllable in the words in each column.

leadership /liːdəʃɪp/	interest /ɪntrest/	quality /kwɒləti/	control /kəntərəʊl/
beverage	ability	knowledge	diplomacy
degree	business	monitor	know-how
features	decisive	occupancy	motivate
teaching	figures	outgoing	methodical
teamwork	literate	spotlight	progress

- 2 Listen and check your answer to 1.
- 3 One word in each column has a different vowel sound in its stressed syllable. Which is it?
- 4 Listen again and check your answers.

- 5 Practise the pronunciation of the other words in each column. Concentrate on the length of the vowel sounds of the stressed syllables.
- 6 Find other words for each group from this unit.

Writing

Your personal statement / key data

- 1 Look at the personal statement below. Which of the following does it describe?
- general interests and hobbies
 - personality
 - job skills
 - previous experience
 - qualifications and training
 - salary expectations
 - reason for applying for the job
- 2 Which of the points in 1 should be included in a personal statement?
- 3 Write your own personal statement for the Accor job on p.32. Alternatively, find a job on the Internet that you would like to do and prepare your personal statement. Do not write more than 120 words.

Nationality: Thai





Date of birth: 01.11.80

With eight years' experience in hotel reception work, four of which have been as Assistant Head Receptionist, I have a very good knowledge of the workings of a hotel front office. For the past two years, I have substituted for the Front Office Manager on a number of occasions. I have above average ICT skills, and I am familiar with most current control and reservations systems, especially Fidelio. I believe myself to be organized, a good team player, and past experience shows that I am

Listening

Human resources – selecting new staff

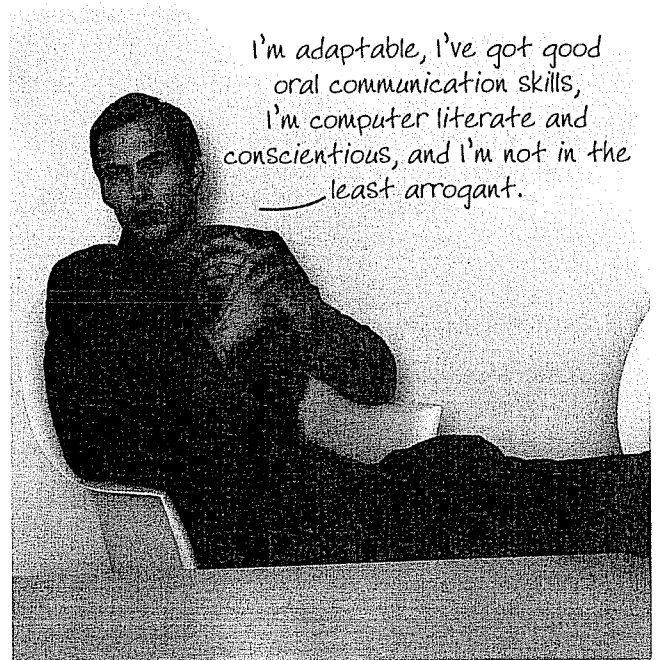
Hélène works as a junior manager in a major hotel in Toulouse. Here she talks about the interview stage of getting a job and gives advice to candidates as to how to prepare an important interview.

- 1  Listen to the first part of the interview with Hélène. She says she needs people who are 'organized and thorough'. What other qualities does she feel are important?
- 2 Look at these stages in the process of staff selection and try to put them into the right order.
 - a Production of a shortlist with impressions from the interview
 - b Human Resources interviews the candidates
 - c Reading CVs and making a pre-selection
 - d Selection of the best candidate
 - e Telephone contact with the candidates
 - f The department manager interviews the candidates
- 3  Listen to the second part of the interview. Which of the stages in 2 does Hélène mention, and in which order?
- 4 What does Hélène mean when she says 'Somebody who's got experience in a lot of hotels but has only been in each a few months ... Well, there's something wrong there'?
- 5  Listen to the second part of the interview again. Who is responsible for
 - a producing the shortlist?
 - b making the final choice of candidate?
 - 1 the hotel's general manager
 - 2 the Department of Human Resources
 - 3 the manager of the department where the vacancy exists
- 6  Listen to the final part of the interview. What advice does Hélène give about going for an interview?
- 7 Think about the first interview you ever had. Analyse the interview in terms of Hélène's advice. Tell your partner about the interview. Say what you did well and where you could have done better.

Language spot

Selling yourself

- 1 Would you give this person a job? Why / why not?



- 2 Look at these ways of saying things about yourself without sounding too confident.

I think it's fair to say that I'm adaptable.

I've been told that I have good organizational skills.

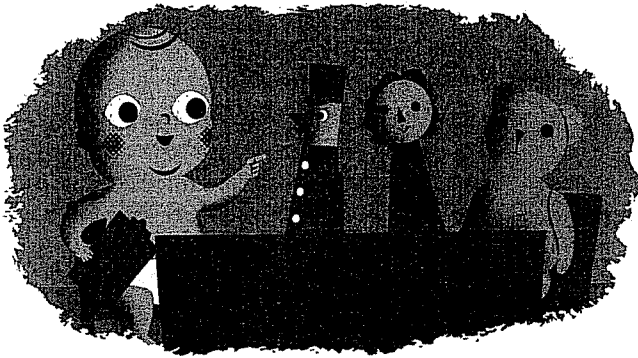
One thing I'd like to stress is my outgoing personality.

In general, I'd say that I'm decisive and proactive.

Previous experience has shown me that I work well under pressure.
- 3 Look at the ten attributes you chose in **Vocabulary 3**. Think about yourself and choose five strong points. Be sure to choose a mixture of personality and skills.
- 4 Use the attributes from 3 to 'sell yourself' to your partner.
- >> Go to **Language reference** p.126

Tourism manager

You've always been a manager!



You may think that you're new to management, but there have probably been many occasions in your life when you've had to use 'management skills'.

Here are some examples.

- Choosing who to invite to your birthday party – and what to do and eat
- Saving up your pocket money and deciding what to spend it on
- Managing homework and coursework at school
- Managing your parents so you get what you want!

Are any of the 'management skills' you used then relevant in tourism management?

Speaking

Surviving the interview

- 1 Work in groups of four. Students A and B, you are department managers. Go to p.109 and study the job description, and then to p.114 and study the information for interviewers. Students C and D, you are candidates for the job of Front Office Manager. Go to p.109 and study the job description, and then to p.116 and study the information for candidates.
- 2 When you are ready, Students A and B should interview Students C and D. You can do this as two individual interviews or as a group interview.
- 3 Now change roles. Students C and D, go to p.110 and study the job description, and then to p.114 and study the information for interviewers. Students A and B, go to p.110 and study the job description, and then to p.116 and study the information for candidates.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand written and spoken texts about the hotel trade
- I can compare hotels by size accurately
- I can express personality and job skills in detail
- I can prepare an in-depth personal statement
- I can participate in an interview for a hotel job

Key words

Nouns

consortium
 diplomacy
 empowerment
 franchise
 initiative
 leadership skills

Adjectives

efficient
 interpersonal
 loyal
 methodical
 organizational
 outgoing
 proactive
 service-minded
 tactful

Connections

Websites

- The Great Place to Work Institute
www.greatplacetowork.com
- Human resources section of the Accor Group website
www.accor.com
- Interview advice
www.buzzle.com

Web search

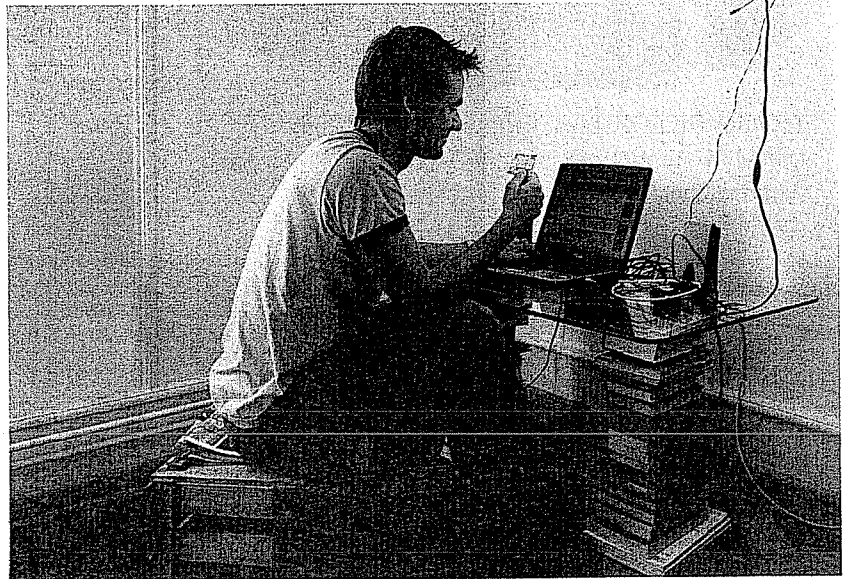
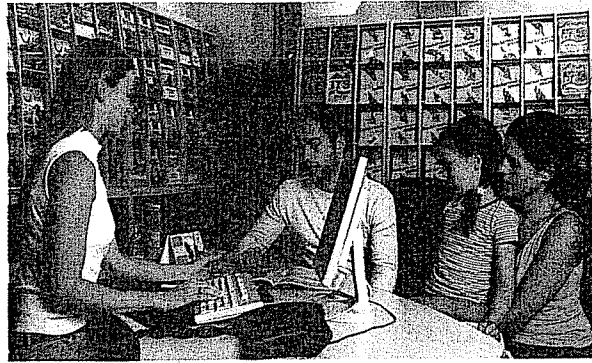
- human resources tourism (*area of tourism you are interested in*)
- job interview techniques

5 e-Travel

Take off

Think about yourself, your family, and your close friends.

- 1 Where do they normally buy air tickets – at a high street travel agency or through the Internet?
- 2 What about accommodation and whole holiday packages – where do they normally buy these – online or on the high street?
- 3 What was the last travel product you purchased online?
- 4 What advantages and disadvantages can you think of for buying travel products through the Internet?



Vocabulary

Online travel

- 1 Look at the terms below. Which of these terms do you recognize? Tell your partner what you think they mean, and try to give an example of each one.

- 1 inventory
- 2 dynamic packaging
- 3 online travel agency
- 4 data aggregator
- 5 meta sites
- 6 multi-channel distribution
- 7 single-site agent
- 8 supplier website

- 2 Now match each term in 1 with an explanation.

a

Distribution through more than one channel – through the Internet, through high street travel agents, etc.

b

This is the term we use to talk about the travel products a sales outlet offers the consumer – air tickets, hotel rooms, entry tickets for theme parks, etc.

c

This is the opposite to a high street TA. It's internet-based and customers never see or speak to the travel agents. It's all done online.

d

This allows consumers to put together their own trips at a single website by combining different elements such as air ticket + accommodation + car hire. In the past, the package, or fully inclusive tour (FIT for short), was usually put together by the tour operator.

e

This is what the name suggests – an independent travel agent with only one or at best two shops.

A website that searches other websites and brings together the data that best fits the search criteria that the customer keyed in.

The sites of the principals. Low-cost carriers or traditional airlines all now have one, as do most hotels, and you can buy direct through these sites.

f

Just another name for a data aggregator, but it comes from the idea that this is a site that searches travel sites, rather than a travel site with something to sell.

g

h

In this unit

- the vocabulary of online travel sales distribution
- information and communication technologies and travel distribution
- formal and informal registers in professional emails
- preparing and introducing presentations



3 Which two of the following are online travel agencies, and what are the others?

- | | |
|-----------------|---------------|
| a Expedia | d Travelocity |
| b Hilton Hotels | e Qantas |
| c Kayak | |

4 Work in pairs. Ask your partner to name one of the terms from 1. Explain what the term means in your own words, and give a translation into your own language if possible.

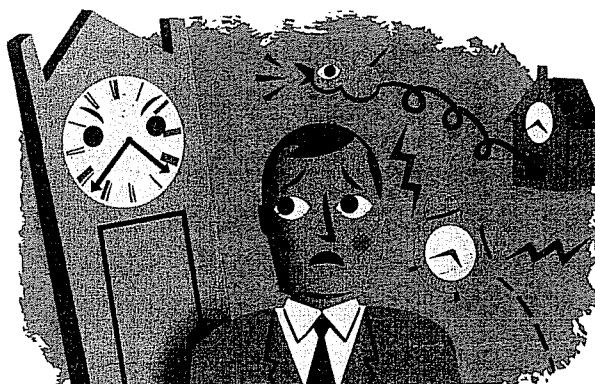
Listening**Who's doing the selling?**

Ferrán Soler lectures at the EUM (Escola Universitària del Maresme) in Catalonia in Spain. He is an expert in the impact of technology on the retail travel trade. Here he is interviewed about how technology has changed the way travel is distributed.

- 1 Before you listen, remind yourself what the traditional chain of distribution was like. If you can't remember, go to p.20.
- 2 Work in groups. Discuss which of the terms from *Vocabulary* have had an impact on the traditional chain of distribution.
- 3  Now listen to the interview with Ferrán. Which of the terms from *Vocabulary* does he mention, and in which order?
- 4  Listen again. According to Ferrán
 - 1 what options do customers have when they want to purchase a travel product or service?
 - 2 what problem do users have with data aggregators?
 - 3 what advantages do the Internet and ICTs offer high street travel agents?
 - 4 what is Customer Relations Management?
- 5 Technology means tourism is constantly evolving, but evolves at different speeds in different parts of the world. How much of what Ferrán describes is true for your country today?

Find out

What is the situation in your country for buying travel? Find out what percentage of travel is currently bought online direct from suppliers, online through OTAs, and 'face-to-face' through traditional travel agents. Also what are the percentages for online purchases per travel product (air travel, car hire, etc.)?

Tourism manager**Time management**

The key to time management is not to *spend* time, but to *use* it.

- 1 Do you agree with the dos and don'ts?
- 2 Do you do any of them already?
- 3 Carry out a time audit for yourself.

Do

- Undertake a 'time audit'*
- Be honest about how long things take
- Prioritize important tasks
- Build in time for reflecting and learning
- Delegate wherever you can
- Tell people when you have time conflicts
- Plan ahead

Don't

- Don't waste time on unnecessary activities
- Don't try to do the impossible
- Don't blame others for your disorganization
- Don't agree to do something that you know you can't do
- Don't expect others to make up for what you can't do
- Don't give up!

* A time audit is when you make a note of exactly what you spend your time on in a 24-hour period (not just work tasks), and decide if it's what you want to do and if it's a good use of your time.

On average, customers booking travel through the Internet make **12** travel-related searches, visit **22** websites, and take **29** days from the first time they search until they make a purchase.

I think there will always be a market for someone like myself, as the Internet, in some ways, can be confusing for people and takes up time. However, there is room for everyone and I still feel competition is healthy.

Jenny Brown, Independent Travel Agent,
Madrid, Spain

Reading

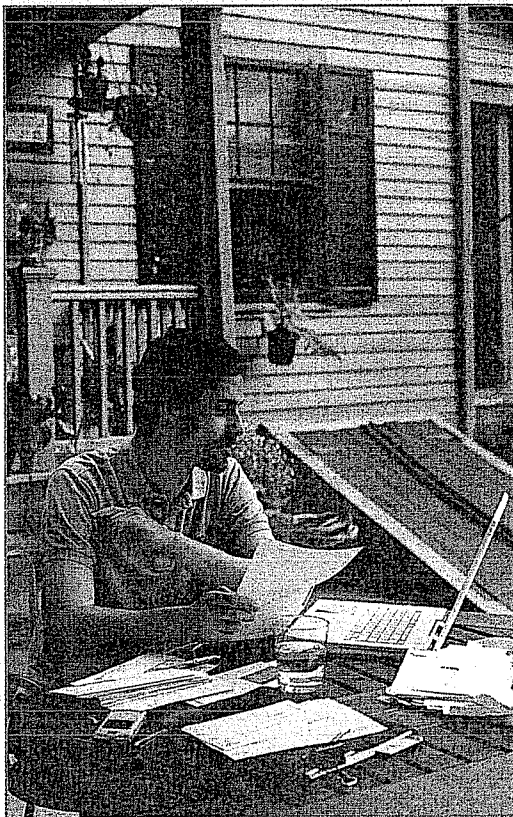
Alternative travel agents

- 1 Look at the title and the photo. Decide what the article will be about.
 - 1 How ICTs have balanced the competition between traditional travel agents and OTAs
 - 2 How ICTs have allowed travel agents to adjust the balance between work and life
 - 3 How ICTs have allowed online travel agents to find a balance between working in cities and living in the country
- 2 Now read the article to see if you were right.

- 3 Read the article again and answer the questions.

- 1 Find two advantages of working as a home-based agent.
 - 2 Find two advantages for customers who use home-based agents.
 - 3 How do home-based agents earn a salary?
 - 4 What sorts of people will use home-based agents?
 - 5 Where can home-based agents turn to when they need help?
- 4 Does working as a home-based agent appeal to you? Why / why not? Tell your partner.

AGENTS GO ONLINE FOR BALANCE



The Internet was supposed to make everyone a travel agent. But if you've sat down to research, plan, and book a complex trip online, you'll know it can turn into a frustrating, time-consuming journey full of uncertainty. It's no surprise, then, that traditional travel agencies are still going strong. If you are too time-poor to trek down to your local travel agency, however, you may want to consider getting a personal mobile travel consultant.

A growing number of travel agents are abandoning the daily commute and choosing instead to work from home. Like most people, agents are looking for more work-life balance and, equipped with a mobile phone and a laptop, they can perform the same tasks as any travel agent in a retail store.

Thanks to the creation of sophisticated networks spread across Australia, and in some cases across the world, home-based agents can also use a variety of online channels and forums to talk to each other. Geraldine West recently became the first Australian member of Travel Counsellors, a network of home-based agents in Europe, North America, and South Africa. When working in an agency, she had two or three people around her. 'Now I have 850,' West

says. 'The other day I was booking someone to Hawaii, where I've never been, so I was able to email two Travel Counsellors consultants who live there to ask advice.'

With no walk-in traffic to deal with, mobile agents have time to develop more meaningful relationships with their customers. That may mean they don't need clever software to remember who you are and what you like. But don't expect to be regularly pouring your agent a cup of tea while they call up exotic travel options on the laptop. The reality is that face-to-face meetings are seldom required. Bob Mallory, a member of MTA Travel, Australia's largest network of mobile agents, says he 'hardly ever sees anybody'. His clients are located everywhere from Brisbane to France.

Mobile agents will charge fees for their service, but generally no more than a regular agency. They will also handle any kind of travel transaction, although if you want something simple they may gently encourage you to try it yourself online. Mobile travel agents run their own businesses but most belong to one of four groups: MTA Travel, Travel Associates, Travel Counsellors, and TravelManagers. You can get in touch with a mobile agent by visiting the groups' websites.

Because it has 2 active volcanoes, the Big Island in Hawaii is always growing.



Writing Getting help

1

Hi Brita

How's things? Really hectic here, but better than no work at all, so I'm not complaining. Imagine you're pretty busy, too, but I need some help.

Just got these new clients – a couple actually – and they're interested in your place, but I need some advice about accomm., local transport, activities – the usual. Can you send me something asap?

Thanks
Geraldine

2

Dear Brita

My name is Geraldine West. Like yourself, I am a home-based agent working for Travel Counsellors. The company's central office kindly gave me your email address so that I could contact you for advice that I am seeking regarding holidays in Hawaii, which, I understand, is where you are an expert.

The particular clients I am working for are interested in a holiday somewhere in Hawaii, and as a result I was wondering if you could help me with basic issues like accommodation, local transport, visitor activities, and so on.

I know that we have never met, so I do hope you will forgive me for writing to you in this way, and obviously I will be truly grateful for any advice you can give me.

I look forward to hearing from you at your earliest possible convenience.

Yours sincerely
Geraldine West

3

Hello Brita

My name's Geraldine, and like you I'm with Travel Counsellors. Central Office gave me your email address and told me that you were an expert on the Hawaii area. (Do you live there?)

I have a new client – a couple, in fact – and they are very interested in a holiday on the island, but I need a bit of help with this as my knowledge of the area is limited. Do you think you could send me info on accommodation, local transport, sightseeing, etc?

Many thanks in advance for your help, and obviously if you ever need anything on Australia (my part especially – Queensland), don't hesitate to get in touch.

Best wishes
Geraldine West

1 When Geraldine had a request for a holiday in Hawaii, she emailed a fellow travel counsellor, even though they'd never been in contact before. Look at the three emails. Which one did Geraldine send?

2 Look at the greeting and the first line of each email. What things tell you whether the email is informal, neutral, or formal?

3 Complete the table.

Informal	Neutral	Formal
Hi	Hello	Dear
	1 _____	My name is ...
	like you I'm with ...	2 _____
	Central Office gave me your email address	3 _____
Just got these new clients – a couple actually –	4 _____	5 _____
6 _____	7 _____	... as a result I was wondering if you could help me with ...
Can you send me something ...	8 _____	9 _____
	10 _____	I look forward to hearing from you at your earliest possible convenience.
11 _____	Best wishes	12 _____

4 Can you find any other expressions that are clearly informal, neutral, or formal?

5 Imagine that instead of Hawaii, Geraldine's clients want to visit your area, and that Geraldine has written to you. Reply to her email

- giving basic details about the area she is interested in
- making specific recommendations about any 'must-sees' or 'must-dos' in the area
- offering to make any local bookings or similar arrangements.

ad hoc (adj) arranged or happening when necessary and not planned in advance

flexible (adj) able to change to suit new conditions or situations

nerves (n) feelings of worry or anxiety

It's my job

Natalie works for an independent cruise retailer. What do you think she does? Who are the people in the photo with her? And what's the next stop in her career in travel sales?

Natalie Yarkony



Job Natalie Yarkony is leader of a highly professional and motivated reservations team for a UK cruise sales specialist. Using the latest technology, her team deals with a wide range of cruise enquiries over the phone.

Role Team leadership and sales development. Natalie deals with all aspects of customer bookings, from initial enquiry through to departure.

Salary Not as much as she deserves, she says, but she makes commission on every sale, and there are **ad hoc** additional cruise incentives. She also benefits from regular cruise familiarization trips, ship visits, and full travel discounts.

Other conditions **Flexible** shift patterns and 30 days' holiday from the date of joining.

Today Having got over the **nerves** of a new job and settled in, she loves what she does. She and the team often go out together on a Friday when shifts allow them to.

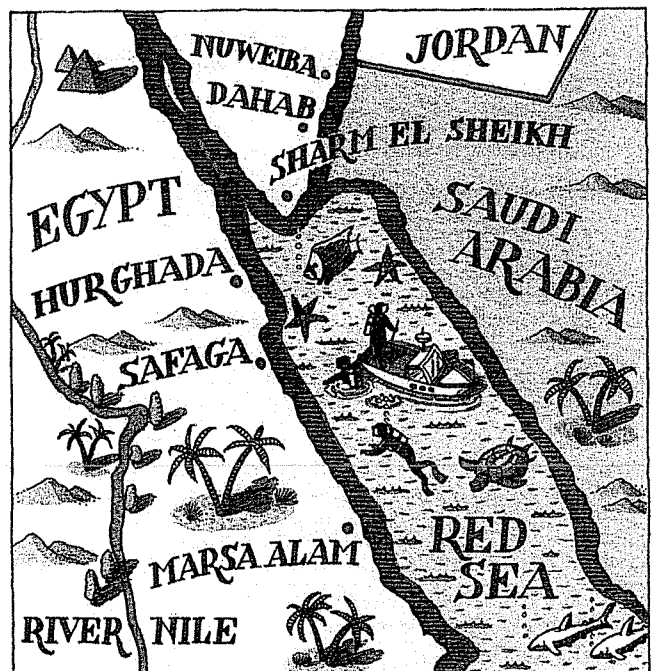
Tomorrow Cruises constitute a specialized and fast growing sector of travel. Natalie's job offers her the opportunity to play a key role in expanding the company's business. Next stop: Head of Sales and Development.



Listening

Proactive marketing

- 1 Marina is the Marketing and Sales Manager for Emperor Diving. She has decided to take advantage of the Travel Distribution Summit Europe to make a presentation of her company and its products. Look at the map of the Red Sea. Tell your partner what you know about the Red Sea and about diving.



- 2 Now listen to Marina and answer the questions.
- 1 What is the origin of her company's name?
 - 2 Why does she feel that diving holidays are an interesting product?
 - 3 What sort(s) of travel professionals is she talking to?
 - 4 Which part of her talk will be of most interest to her audience?
- 3 Listen again. Answer the questions.
- 1 Marina comments on travel problems some of the participants had. Why do you think she does this?
 - 2 What personal details does she tell the audience?
 - 3 Presentations have an introduction, a main section, and a conclusion. Which part(s) does Marina give?
 - 4 What are the main points Marina intends to talk about?

In September 2007, the InterContinental Hotels Group, IHG, took all its inventory away from OTAs and the low-cost carriers insisted that they would never give up their strategy of direct sales exclusively through their own websites.

In November 2007 IHG made an exclusive pact with the OTA, Expedia.com, and easyJet began to sell through GDS and travel agents!



● Language spot

Starting your presentation – introductions with an impact

- 1 To open a presentation, it is usually a good idea to
- explain how you will deal with questions
 - introduce yourself and your company
 - say what your topic is and why it is relevant to the audience
 - say how long you'll be speaking
 - summarize the contents
 - welcome the audience.

In which order would you normally do these things?

- 2 Listen to Marina again and complete the sentences.

- Good morning, everybody, _____.
- As most _____ Marina Baldini.
- The name of the company, _____, comes from the Latin name for the Emperor Angelfish.
- _____ is to tell you about our products ...
- Because of this, _____ to all of you here today.
- _____ twenty minutes this morning ...
- I've divided my _____.
- I'm happy to take questions _____.

- 3 Which of Marina's sentences correspond to each part of the opening of her presentation?

- 4 Now look at expressions a–q and put them into the right category 1–6.

- welcome audience
 - introduce yourself
 - state topic and relevance
 - length of talk
 - summarize structure and contents
 - deal with questions
- What I want to talk about today is the impact of ICTs on travel sales distribution.
 - Today I'm going to talk about online travel agents.
 - My talk is broken down into four parts, the first of which is a summary of the current situation.
 - My presentation will last twenty minutes.

- Let me introduce myself. My name's Frank de Veet and I'm an independent travel agent.
- I've divided my talk into three sections. Firstly, I want to look at recent trends in online travel.
- I'm happy to take questions at any time during my presentation.
- I'm going to describe the job of travel counsellor.
- I'm delighted so many of you could be here today.
- I'd be glad to answer any questions at the end of my talk.
- Hi, everyone. My name's Hiromi Oda.
- Good afternoon, ladies and gentlemen.
- For those of you who don't know me, I'm head of logistics for Global Travel Counsellors.
- Firstly, I'll be taking a look at the origins of OTAs.
- First of all, many thanks to all of you for coming here today.
- As you'll see from today's agenda, I'll be talking to you for fifteen minutes.
- After that we'll be taking a look at the current situation.

- 5 Which expressions do you feel most comfortable using? Choose one formal and one informal expression for each part of the opening of a presentation.

- 6 Think of a topic you like a lot. (It doesn't have to be about tourism.) Think of three or four key points for your topic. Use the expressions from 5 and prepare the opening for a talk on your topic.

- 7 Give your opening to your partners. They should listen, and when you finish, they should be able to tell you the main points of your talk.

» Go to **Language reference** p.125

Which do Americans fear most – death, insects and spiders, loneliness, or making presentations?



Pronunciation

- 1 Listen to this sentence from *Language spot*. Where does the speaker pause?

First of all, many thanks to all of you for coming here today.

- 2 Listen again. Which word is stressed most in each phrase?

- 3 Now try to predict where the pauses will come in these sentences. Then decide which is the most stressed word in each phrase.

- 1 Let me introduce myself. My name's Frank de Veet and I'm an independent travel agent.
- 2 For those of you who don't know me, I'm head of logistics for Global Travel Counsellors.
- 3 Today I'm going to talk about online travel agents.
- 4 I'm going to describe the job of travel counsellor.

- 5 My presentation will last twenty minutes.
- 6 As you'll see from today's agenda I'll be talking to you for fifteen minutes.
- 7 I've divided my talk into three sections. Firstly, I want to look at recent trends in online travel.
- 8 My talk is broken down into four parts, the first of which is a summary of the current situation.
- 9 I'd be glad to answer any questions at the end of my talk.
- 10 I'm happy to take questions at any time during my presentation.

- 4 Listen and check your predictions.

- 5 Now listen and repeat.

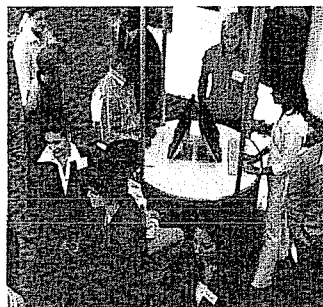
- 6 Look at the remaining phrases from *Language spot*. Decide where it would be best to put the pauses. Then think about which word to stress most in each phrase.

Speaking

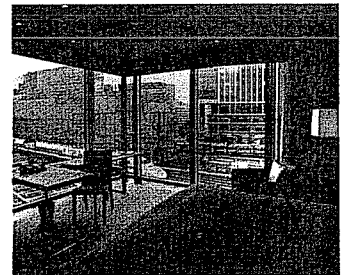
Presenting a personalized product

- 1 Read 1–3 and choose the one that is closest to what you would like to do when you start your career in tourism.
- 2 For the situation you have chosen, decide the exact details of what you are going to offer during your presentation. Select appropriate phrases from *Language spot* and if possible, prepare one or two slides for the introduction of your presentation.
- 3 When you are ready, rehearse your presentation and then give it to your partners. They will give you feedback about how well you did using the feedback form on p.110. (Note: Before giving your presentation, why not take a look at the top tips in *Reading*, p.43?)

- 3 You work for the town council of a small coastal resort that is trying to promote all-year sports such as golf, adventure sports, and nature trips. You have been sent to a tourism fair to promote your region to independent travel agents and travel counsellors that will be at the fair.



- 1 You work for a major hotel chain that wants to access new clients and offer specially priced products and tariffs to independent travel agents and travel counsellors who will be at the same travel distribution summit that your company is attending.



- 2 You work for a small tour operator that specializes in 'once-in-a-lifetime holidays' for honeymoon couples. You are very keen to market your product through independent travel agents and travel counsellors. Taking advantage of a conference on ICTs and trends in travel distribution, you have organized a meeting with a number of independent travel agents and travel counsellors that will be at the conference.



Reading

Top tips for presenters

- 1 Look at the top tips for giving presentations. Decide if they are good or bad advice.
- 2 Now match four of the tips with an advice box A–D.
- 3 What would be good advice for the remaining 'top tips' that you think are bad advice?
- 4 Which tips are about before you speak, and which are about when you begin to speak?
- 5 Can you think of any other tips about preparing presentations and giving the introduction?

TIP 1

I always tell the audience a joke or a funny story. That guarantees a good start.

TIP 3

It doesn't matter if you don't believe what you're saying, provided that the audience believes it.

TIP 5

Don't forget to let your audience know how long you are going to speak and when you will deal with questions.

TIP 7

Write out the actual words you'll say with each slide so that you don't get lost once you're speaking.

TIP 2

You've got to know what you're trying to do with a presentation and what you want the audience to get from it.

TIP 4

Find out as much as you can about the audience before you prepare your talk.

TIP 6

I often get that really great idea just before I start, so I include it. I mean, it's really easy to add another slide to your presentation.

TIP 8

For me, the key to a good presentation is to prepare and plan the content and structure in detail.

A It's important to make an impact when you start a presentation, but this doesn't have to be a joke. Humour doesn't always work well. You can make an equally good impact by asking a key question that you intend to answer in your talk.

B Spoken communication is the same as written communication in terms of the audience. The more you know about the audience and about what they already know about the topic of your talk, the easier it is for you to adjust the contents to their expectations.

C Written language and spoken language are different, and there is nothing worse than listening to somebody reading aloud from a text. Trying to memorize written texts is another disastrous technique. Good speakers use notes so that they don't get lost or forget important ideas, but they speak 'spontaneously' from their notes.

D Be honest about the purpose of your talk and make sure that this purpose corresponds to what the audience is looking for. If you are trying to sell something, don't fool the audience into thinking you are going to give them objective information.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand written and spoken texts about e-travel and online travel sales
- I can change register in emails according to who I am writing to
- I understand the value of pauses when giving presentations
- I can prepare and give the introduction to a presentation on a tourism subject

Key words

Nouns

audience
data aggregator
dynamic packaging
forum
inventory
meta site
multi-channel distribution
sales outlet
single-site agent
slide
travel counsellor
travel distribution

Verbs

guarantee
memorize
summarize

Connections

Websites

- Australian independent travel consultants
www.travelmanagers.com.au
- Amadeus software technology
www.amadeus.com
- Presentations and presentation technology
www.presenteronline.com

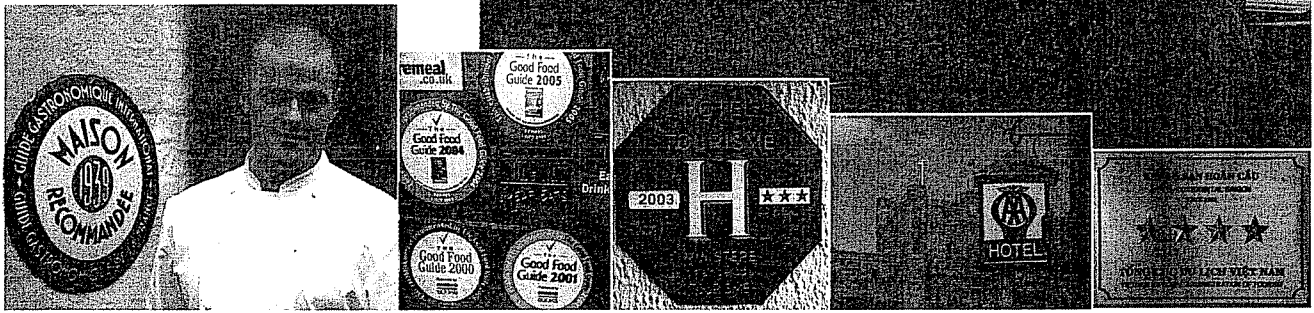
Web search

- e-travel
- online travel agents
- home-based travel agents

6 Quality in tourism

Take off

- 1 What do we mean by 'good quality' in tourism? Think of examples of tourism services and places you know where you would describe the quality as 'excellent' and some where it is 'poor'.
- 2 How can we measure quality?



Listening

'We want you to complain!'

A client services manager for a large hotel chain is giving a presentation to his management team about a new customer service programme which they are launching, entitled 'We want you to complain'.

- 1 Before you listen, discuss these questions.
 - 1 Why do you think he has chosen this title?
 - 2 Are complaints always a bad thing? What could be the advantages of receiving complaints?
- 2 Listen to the talk and answer these questions.
 - 1 The presenter says one reason to welcome complaints is that it shows confidence in the service provision. What other reason(s) does he give?
 - 2 When finding out if guests are happy, which one of these questions does the presenter prefer?
 - a Is everything to your liking, sir?
 - b How are you enjoying your stay?
 - c How was your breakfast this morning?
 - 3 What is the difference between 'reactive' and 'proactive' thinking? Which one involves thinking of solutions?
 - 4 Note down two of the proactive measures he mentions.



- 3 Work in pairs. Discuss the questions.
 - 1 What do you think these proactive measures involve?
 - a solution-focused culture
 - clear lines of referral for problems
 - regular training sessions
 - staff meetings to bring up issues *and* ideas, problems *and* solutions
 - setting quality standards
 - 2 What is meant by the phrase '*best practice*' in all the parts of a job?
 - 3 What do you think the 'customer journey' is? And how can it help to improve quality?

In this unit

- the customer journey
- quality assurance
- spoken and written complaints
- written responses to complaints

Speaking**Customer journey**

- 1 Put these stages in a customer's journey through a hotel in the correct order.
- | | |
|---|----------|
| a using facilities in the hotel | — |
| b making a definite reservation and receiving confirmation | — |
| c staying in touch / return visit | — |
| d receiving information on the room and the facilities in the hotel (spoken or written) | — |
| e making an initial search for hotels in the area (e.g. on the Internet) | <u>1</u> |
| f asking for information during the stay | — |
| g arriving at the hotel and checking in | — |
| h making an initial enquiry to the chosen hotel (e.g. by phone or email) | — |
| i checking out and departure | — |
| j using facilities in the room | — |
- 2 Work in groups of three.
- 1 Are there any stages missing? What can go wrong at each stage?
 - 2 In your groups, look at three or four of the stages. What would be 'best practice' at each stage?
- EXAMPLES**
Clear information on the website (initial search for hotels in area)
Smiling and using the customer's name (any face-to-face stage)
- 3 In your groups of three, act out two or three of the face-to-face stages in the customer journey. One of you should be the quality manager, assessing whether the member of staff is showing 'best practice'. Take turns. Give feedback to each other.
- 4 Think of other sectors of the tourism industry and create a similar customer journey, with examples of best practice.

Vocabulary**Quality assurance techniques**

- 1 Match the phrases 1–9 with the terms or techniques a–i used in quality assurance.
- | | |
|------------------|-----------------------------|
| 1 appraisal | 6 mystery shopper |
| 2 observation | 7 service charter |
| 3 focus group | 8 reward / incentive scheme |
| 4 benchmarking | 9 performance standards |
| 5 suggestion box | |
- a At the end of the season, a number of customers are invited to a meeting to discuss their opinions of various matters related to their holiday. Food and drink, and sometimes special offers, are provided.
- b We closely compare and measure our service against that of other organizations to see where we can improve. We choose organizations which have a reputation for high quality.
- c A manager will spend some time with an employee, watching them perform their normal job, especially tasks that involve interaction with customers.
- d Somebody employed by the organization visits or contacts another part of the organization and reports back to management on their experience. You will not know who this person is.
- e The manager holds individual meetings with each employee to discuss the quality of the employee's work and to plan future tasks. These will usually be at least once a year.
- f You will be given a detailed list of all the processes and tasks involved in your job and the type of behaviour and the level of service we expect to see when you carry them out. This list will be discussed and amended from time to time.
- g There is a place where customers – or staff – can put any ideas or thoughts that they have.
- h There is a publicly-displayed document describing the key quality criteria of our organization. We expect all employees to maintain these criteria at all times.
- i For employees who deliver outstanding levels of performance or show significant improvement, we will show material and public appreciation.
- 2 Have you ever experienced any of these techniques? What are their advantages and disadvantages?


Quality is never an accident: it is always the result of high intention, sincere effort, intelligent direction, and skilful execution.

William A Foster

Pronunciation

- 1 Which consonant sound is common to the words in each column?

A	B	C	D
appraisal	confident	behaviour	once
compare	feedback	incentive	quality
employed	focus	individual	question
experience	perfect	involve	reward
improve	perform	level	where
report	staff	service	work

- 2 Which of the four sounds is made
- 1 by bringing both lips together?
 - 2 using the top teeth and the bottom lip?
 - 3 by making a round shape with your lips?
 - 4 using vibration in your throat?
- 3 Which of the four sounds do you find hardest to pronounce?
- 4  Listen and repeat the pronunciation of the words for the sound you find hardest.
- 5 Make a sentence using as many 'hard' words as you can. Ask your partner to pronounce your sentence.

Reading

Analysing the quality of customer service

- 1 Work in pairs. Read this section from a tourism management training textbook. Underline the different quality assurance techniques.
- 2 Match these headings with the correct paragraph.
- a Monitoring and measuring
 - b Introduction
 - c Engaging the staff
 - d Benchmarking and service charters
 - e Rewarding the staff
 - f Setting performance standards
- 3 Which of the ways of measuring performance mentioned in paragraph 11.4 do you think would be most effective for
- a a hotel?
 - b a tour operator?
 - c a visitor attraction?
 - d a company giving guided tours?
- 4 Write performance standards like the one for the waiter / waitress (serving a light meal or snack to a customer) for one of the following.
- a meeting and greeting someone at the airport
 - b tour guide welcoming passengers onto a coach
 - c one of the stages in the hotel customer journey from p.45

CHAPTER 11

Defining, measuring, and rewarding good performance

- 11.1 Many travel and tourism organizations continually assess and monitor the quality of customer service they provide. They do this to make sure that their service is meeting the needs of customers and, if not, then necessary changes can be made. Customers' needs and expectations are constantly changing, so any customer service programme in travel and tourism must be flexible.
- 11.2 In general terms, organizations may use benchmarking to identify aspects of their own products, services, or processes which are underperforming. Comparisons with other organizations can also highlight strengths that can be capitalized on. Many organizations will also establish a service charter which will list the key quality criteria which they aim to meet consistently. These could be value for money, reliability, maintaining high staff ratios, meeting individual needs, health and safety, and cleanliness and hygiene.
- 11.3 When travel and tourism organizations strive for excellence in customer service, it is not enough simply to encourage staff 'to treat customers well'. The management have to define what 'well' means. Employees need to know the standards against which their performance will be measured. Staff will need both a clear job description and a set of performance standards (or quality standards) for each of the tasks they perform. These must be devised carefully. Look at the example of typical performance standards for one particular task that could be used in a hotel, restaurant, or any catering outlet.
- 11.4 Once the standards are set, it is important to monitor and measure to see they are being met. Travel and tourism organizations have a number of ways of doing this. The most common is probably feedback, either informal (listening to what customers are saying, chatting in the lobby, and so on) or formal customer satisfaction surveys. Other ways of measuring include suggestion boxes, focus groups, mystery shoppers, and observation of staff.
- 11.5 However, these things on their own will still not be enough. The process of improving performance and quality must be active and it must involve the staff. Team meetings are one way of doing this; individual

*Defining, measuring, and rewarding good performance***PERFORMANCE STANDARD**

Staff role: Waiter / waitress
Task: Serving a light meal or snack to a customer

Step one: Greeting the customer

STANDARDS

- 1 Smile pleasantly while you wish the customer a pleasant good morning / afternoon / evening.
- 2 Use the customer's name if you know it to add a touch of warmth.
- 3 Offer the customer a menu if he or she doesn't have one.

Step two: Taking the customer's order

STANDARDS

- 1 Be familiar with all items on the menu.
- 2 Ask the customer for his / her order.
- 3 Answer any questions the customer may have precisely and courteously.
- 4 If something is requested which is not on the menu, suggest an alternative.
- 5 Accept any special orders graciously.
- 6 Thank the customer for the order and let him or her know how long the meal will take to prepare.
- 7 Pass the order to the relevant member of staff for preparation.




appraisals are another. Appraisals can be conducted by the employee's line manager, or they can be 'peer' appraisals with a colleague, or even self-appraisal. They should look at the employee's own assessment of how they meet the performance criteria, not just the line manager's opinion and judgement. They should also set a clear action plan.

- 11.6 Of course, it's important not only to focus on improving service and rectifying shortcomings, but also to reward good performance (and perhaps more importantly, improved performance). Most organizations will have incentive schemes and ways of appreciating good performance. This could be financial bonuses for individuals, a collective reward for a whole department or location such as a party or a trip, or some form of public recognition such as an 'employee of the month' scheme.

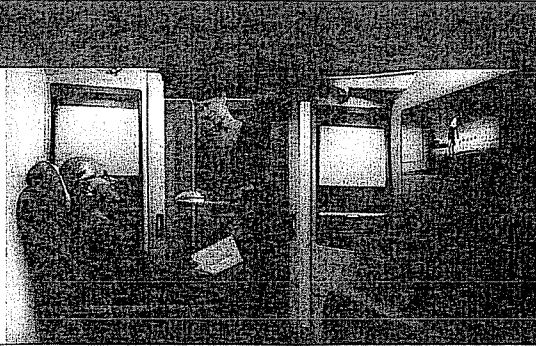
Listening

Spoken and written complaints

- 1 You are going to listen to another part of the talk given by the client services manager of a large hotel chain. Before you listen, discuss these questions.
 - 1 How is a spoken complaint different from a written complaint? Think about the situation in which the complaint is made and received.
 - 2 Is the response to a written complaint different from the response to a spoken complaint?
 - 3 Will tourism managers deal more with written or spoken complaints?
- 2  Listen to the talk.
 - 1 Check your answers to 1.
 - 2 What does the speaker suggest doing when someone is making a 'public' spoken complaint?
 - 3 According to the speaker, is it easier to check details in a written or spoken complaint? Do you agree?
 - 4 What does the speaker say is the most important point? Do you agree?
 - 5 Do you agree with the speaker's final statement ('There is no equivalent of this in written language')?
- 3 Are these statements more likely to occur in written or in spoken responses to complaints?
 - 1 Oh, dear, I'm sorry to hear that.
 - 2 I was sorry to hear about the problem you had.
 - 3 I hope you can understand our position.
 - 4 Once again, please accept my apologies for this unfortunate incident.
 - 5 What exactly is the problem?
 - 6 I'll just take some details.
 - 7 I would be grateful if you could give me full details of the incident.
 - 8 If I could just explain, ...
 - 9 I have now had the chance to fully investigate the matter.
 - 10 Let me see if I can sort it out.

Best quality international airlines

- 1 Singapore Airlines
- 2 Thai Airways
- 3 Cathay Pacific, Hong Kong
- 4 Qatar Airways
- 5 Qantas, Australia



Reading

Written complaints

- 1 Read the letter and email. What are the two people complaining about?
- 2 Complete the letter and email with the words below.

- | | | |
|-------------|-------------|-------------|
| aircraft | occasions | rude |
| delay | office | service |
| departure | overbooking | shopping |
| explanation | queues | staff |
| handled | refund | standards |
| located | request | transferred |
| notice | returned | |

- 3 Make a bullet-point list of the specific complaints being made.

- | | |
|---------------------|-------------------------|
| Letter | Email |
| • the food was poor | • check-in was too slow |

- 4 Read the notes summarizing the main points made by the customer services manager after he / she had investigated the complaint in the letter.

- 1 Match each of the notes with the specific complaints.
- 2 How do you think the manager should respond to each of the complaints? What action, if any, should he / she take?

The Poplars
High Road • Wickham St Nicholas • Berks

Customer Services Manager 15 May 20—
Asian Experience
Queen Street
Auckland
New Zealand

Dear Sir

I have recently _____¹ from your 'Taste of the East' tour (ref: TE 102). I am very upset by the _____² and organization of this tour and I have a number of comments I would like to make.

In general, the food was very poor and the _____³ was often excessively slow. On a number of _____⁴ we had to wait over an hour for our meals. In the hotel in Seoul, there was a problem of _____⁵. After a long and tiring journey, we discovered that this hotel had no accommodation for us. We were _____⁶ to another hotel on the outskirts of the city, in an area which was less than safe. In your brochure you stated that all the hotels were _____⁷ in the city centre.

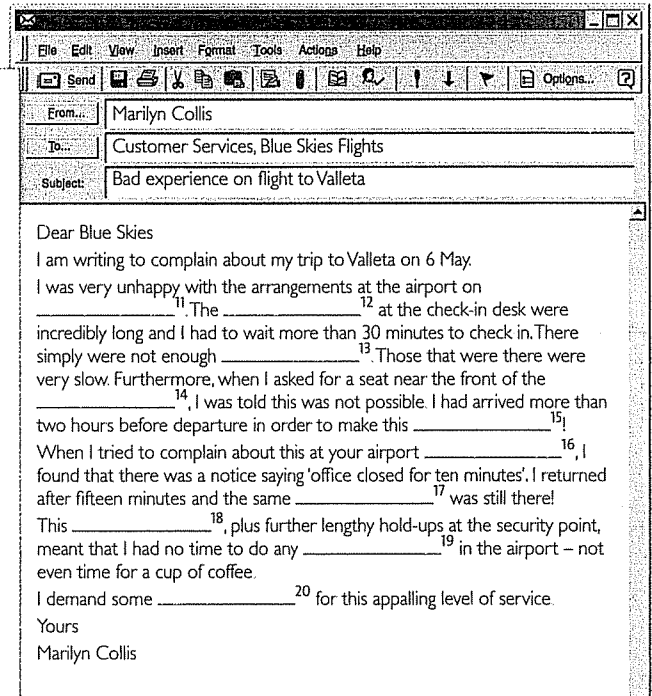
On top of all of this, I have to say that your staff could have _____⁸ these problems in a better way. Some of them were rather _____⁹ when complaints were made.

I feel that your company should consider an appropriate _____¹⁰ because of the bad service.

Yours faithfully

M. Hunker

Martin Hunker



Points re Taste of the East complaint (TE 102)

- substitute hotel in Seoul was not in the actual centre, but was not far from centre
- food was reported as excellent and 100% authentic Korean cooking
- rep not conscious of having been rude and apologizes
- Korean food is not 'fast food' - it is always prepared from fresh ingredients, which may take some time
- the food served is 100% Korean, but this may be different to Asian food found outside Asian countries
- cannot accept that hotel was in dangerous part of Seoul - police constantly patrol tourist areas

● Language spot

Dealing with written complaints – letters and emails

1 Compare the letter of complaint and the email in *Reading*. Write T (true) or F (false).

- 1 In letters, the address of the person or organization you are writing to should be on the right.
- 2 It is not necessary to put postal addresses in emails.
- 3 You can leave the subject line of an email blank if you want.
- 4 Letters start with 'Dear ...' and emails start with 'Hi ...'.
- 5 The opening sentence of both letters and emails should introduce the reason why you are writing.
- 6 Paragraphs are never used in an email.
- 7 Paragraphs are used to introduce a new idea.
- 8 Paragraphs are not usually longer than five or six sentences.
- 9 The spelling and grammar in emails does not have to be correct.
- 10 Emails tend to be a bit more direct (and shorter) than letters.

2 Look at the response to Mr Hunker's letter of complaint.

- 1 Read through the letter and underline the parts that could be used in other responses to letters of complaint (i.e. not specific to Mr Hunker's complaint).

EXAMPLE

Thank you for your letter of ...

- 2 Which phrase or phrases
 - a express apology?
 - b show she has looked into the problem?
 - c indicate a complaint that she takes very seriously?
 - d indicate a complaint that she does not think is very serious?
 - e indicate that she is going to take further action?
- 3 Why do you think she says 'as a sign of goodwill' when offering the voucher?
- 4 What other things would appear on the page of a letter like this?

Dear Mr Hunker

Thank you for your letter of 15 May regarding your recent holiday. I was very sorry to hear that you were disappointed with the service we provided.

I have now had the chance to fully investigate the matter. I was particularly surprised to hear that you found the food unsatisfactory. I have checked the feedback from other guests on the Taste of the East tour, and all of them have described the food as excellent. Korean food is of course very different from western food, but we try to ensure our guests have an authentic experience.

Food is always prepared from fresh ingredients. This may take some time, and I fully understand that this can be difficult for some of our guests.

The problem of the overbooking in the Seoul hotel was very unfortunate and I apologize for this. However, I am assured that the replacement hotel was not far from the city centre and that it was in a safe area with good police security.

I was extremely concerned to hear that you found our staff unhelpful and even rude. I have spoken to the rep involved and she is not aware of having been rude. She nevertheless apologizes. I can assure you that we will continue to monitor her performance very closely, and that of her colleagues.

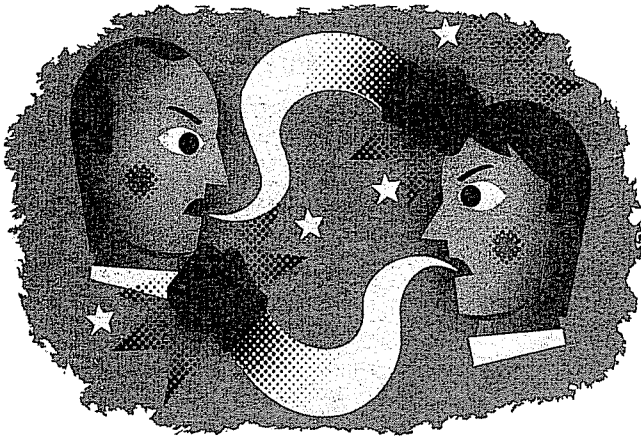
Please accept my apologies for the problems you experienced. As a sign of goodwill, I would like to offer you a discount voucher of 20% off your next holiday should you book with Asian Experience again.

Yours sincerely

Katrine Johansson

Tourism manager

Giving and receiving feedback well



Feedback can be a very positive experience, which can help individuals and organizations improve performance. But it can also go very wrong if not handled carefully.

Read the tips on how to give and receive feedback below.

- 1 Do you agree with them?
- 2 Which tips do these more detailed pieces of further advice relate to?
 - Ask for specific examples of where you have performed badly
 - Hold the meeting in a private place where you won't be distracted
 - Bring copies of any documents that are relevant
- 3 Can you think of other details for each of the tips?

Giving feedback

- Find an appropriate venue
- Make sure the 'reviewee' is prepared
- Set the scene and create an appropriate context
- Be positive
- Ask for feedback on the way you handled the feedback session
- Honour any agreements made during the meeting
- Demonstrate the behaviour you wish to see

Receiving feedback

- Listen carefully
- Ask questions to clarify what's being said and why
- Keep calm
- Try not to be defensive but to look for positive action you can take

Writing

Responding to a complaint

- 1 Look at the notes made by the customer services manager concerning the email complaint on p.48. Are there any other notes or action points you would add?

Points re. Marilyn Collis complaint

- general apology
- 30-minute wait at check-in not unusual in peak season
- checked staff levels - they were normal (but will look at this for future)
- for special requests (e.g. seat at front) we need advance warning - tell customer about online pre-check - in service
- office should not be closed (even for ten minutes) - have spoken to person responsible and taken appropriate action. Apologize.
- can't do anything about security checks
- send goodwill voucher for discount off next booking (?)

- 2 Write a letter responding to Marilyn Collis.
 - Make sure you set out the letter correctly (addresses, dates, start, and finish).
 - Use some of the expressions identified in *Language spot* (the letter to Mr Hunker).
- 3 How would you change your reply if it was an email?

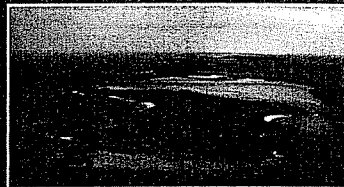
Where in the world?

Read about Musha Cay.

- 1 What are the features that make Musha Cay 'the most luxurious private resort in the world'?
- 2 What type of people will go there?
- 3 Are there any special performance standards for the staff working at a resort like this?
- 4 Does 'expensive' always mean 'high quality'?

Musha Cay, Bahamas

PRICE	from US\$325,000 per week
SIZE	60 hectares
LOCATION	137 km south-east of Nassau



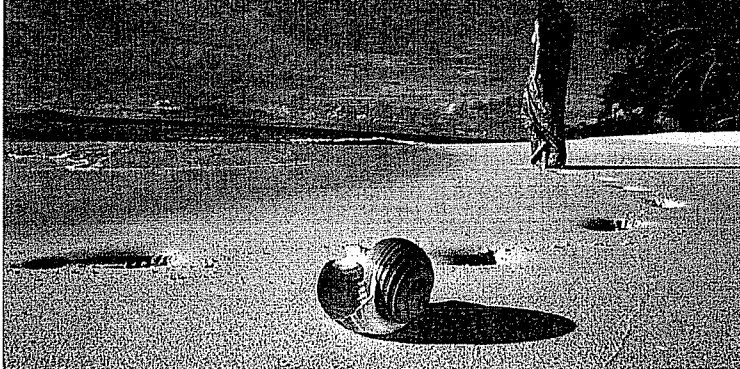
That's not a typo! US\$325,000 per week, and phone calls are extra. Quality comes at a price. This private island in the Exuma Cays, 137 km south-east of Nassau, bills itself as the most luxurious private resort in the world, and at that price, you've got to hope they're correct!

The island features palm trees, exotic flowers, and tropical vegetation, and its white sand beaches border on the crystal clear turquoise waters of the Caribbean. A live-in staff of 30, including a world-class chef, look after the needs of up to twenty guests, with accommodation provided in five unique English Colonial-style villas. Each villa has large mahogany decks, four-poster beds in the master bedrooms, and access to its own private beach.

After guests have arrived at the Mosstown airport on Great Exuma, the island's eight-passenger plane picks them up and transports them to Musha Cay. Alternatively, guests can arrive in their own private plane,

landing at a private 610-metre airstrip on an adjacent island. For those with a fear of flying, Musha Cay's dock can accommodate ships up to 61 metres in length.

Some of the amenities available to guests include a free-form pool, tennis court, indoor / outdoor beachfront bars, a bathhouse and massage room at the beach, four km of jogging paths, the use of golf carts and bicycles, and the use of the conference centre. The hub of island life is The Landings, providing central dining, satellite TV, lounge, meeting area, and a billiard room overlooking the ocean. Activities on Musha Cay include snorkelling, jet skiing, fishing, water-skiing, windsurfing, sailing, and tennis.



Find out

- 1 Think of a local service provider that you feel does not provide good quality of service. It doesn't have to be a tourism provider, but they should be a service provider of some sort.
- 2 Devise a quality service programme for them and an action plan for its implementation.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can talk about different quality assurance methods
- I can write performance standards for jobs in tourism
- I can respond to a written complaint
- I can research quality management systems in my local area

Key words

- appraisal
- benchmarking
- best practice
- bonus
- collective
- focus group
- goodwill
- incentive scheme
- monitor
- mystery shopper
- observation
- quality assurance
- reactive
- service charter
- underperform

Connections

Websites

- European Quality Online
www.european-quality.co.uk
- Institute of Quality Assurance
www.iqa.org
- European Foundation for Quality Management
www.efqm.org

Books / articles

- Richard Luecke and Brian J Hall, *Performance Management*, Harvard Business Essentials (2006)
- Daniel Goleman, *Business: the Ultimate Resource*, A&C Black, London (2006)

Web search

- Total Quality Management
- quality tourism

Writing bank

1 Report writing

- 1 Read the Introduction only and answer the questions.
 - a What is the purpose of the report?
 - b Who is going to receive it?
 - c What ideas do you think will occur in each of the six headings in the main body of the report?
- 2 Read the report to check your answers to 1 c.
- 3 Think of an example for each of the last three report types mentioned in 'Different types of reports used in tourism management'.
- 4 Apart from a pie chart, what other ways are there of presenting data?
- 5 What is 'fig' short for?
- 6 Where would you find an appendix?
- 7 What is wrong with these sentences taken from a badly-written report?
 - a [introduction] My name's Irina Pavlova and I'm going to write about ...
 - b [main body] While I'm on the subject of hotel reception, let me tell you about a really funny story that happened to me a few years ago.
 - c [conclusion] Another thing I didn't mention earlier is that you should always check with your boss first.
- 8 Convert the report into a PowerPoint presentation.

Title	Best practice in report writing for the tourism industry
By	Chris Vaccaro, MD Tourism Information Systems
For	All trainee managers
Date	20 October 20—

Introduction

The purpose of this report is to establish some principles for best practice in report-writing in the tourism industry.

The main point to remember is that the purpose of all reports is to present relevant information so that good decisions can be made. Good reports are concise, helpful, and written with the reader and their context firmly in mind.

In this report we will examine the following areas:

- Different types of reports used in tourism management
- Basic structure and style of reports
- What to put in the introduction
- Structuring the main body of a report
- Presenting data effectively
- What to put in the conclusion.

The report

Different types of reports used in tourism management

There are several types of reports used in the tourism industry. They can include:

- Survey of current industry practice (e.g. use of signage at tourist attractions in your area)
- Industry analysis (e.g. tourism sectors and trends in your country)
- Market research (e.g. demand for adventure holidays)
- Competition review
- Product / service review
- Examination of internal procedures and practices.

Reports can be written by a number of different people, either individually or collectively. A tour operator, for example, may have reports prepared by senior managers to inform and instruct their staff, or by junior management in order to help directors make decisions about which markets to develop.

In all cases it is important to identify who the report is for.

Basic structure and style of reports

A report should have a clear structure. It should have a beginning, a middle, and an end. It should use sub-headings, paragraphs, and bullet points in order to make information clear and accessible.

The layout is also important. Make sure you have used fonts and formatting consistently, and do not be afraid to have white space.

Language should not be too informal, but at the same time do not use ten words when one will do: the important thing is to be clear and concise and keep to the point. That means avoiding irrelevant information and anecdotes.

What to put in the introduction

The introduction is the place where you set the context for the report. All reports should open with a simple statement describing the purpose of the report. Key verbs that can be used here are *examine*, *establish*, *evaluate*. They are easy to remember because they all begin with the letter e!

It is also conventional to include a synopsis of what the report will contain and the main conclusion.

Structuring the main body of a report

Having established the purpose and context of the report, it is important to keep this in mind at all times when writing the main part of the report.

Presenting data effectively

Statistical data (charts, tables, graphs, and so on) can be a very effective way of presenting information. However, many reports can be overloaded with diagrammatic information and lead to criticism by managers who have to read them, as shown in Fig 1 below:

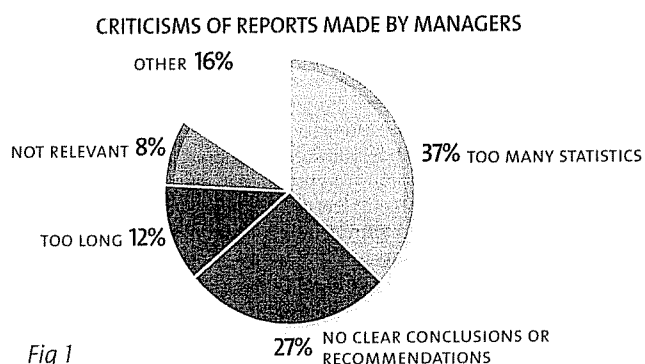


Fig 1

Only put statistics and tables in the main body of the report if they are directly relevant to the purpose and direction of the report. If you think it's interesting, more detailed data can also be attached as an appendix (see Appendix 1: Survey of European Tourism Managers 2009, section 4.2: report-writing).

What to put in the conclusion

A conclusion should summarize the main points. It should not introduce any new information.

It is also the place where final recommendations or an 'action plan' proposal can be made (although it is also possible to make this a separate section).

Make sure that your conclusions and recommendations are a natural outcome of the information and arguments in your report. They should not be based on prejudice or bias.

Conclusion

We have seen that reports for the tourism industry need to follow certain guidelines.

- They need to be targeted at a specific reader (or readers).
- They need to be clear and concise in terms of information content, layout, and structure.
- They need to have a clear purpose and to reach clear conclusions and recommendations.
- Above all, the report-writer needs to remember that good reports lead to good decisions.

2 Meetings – emails, agenda, minutes

- 1 Read the email and agenda. Answer the questions.
 - 1 Who has sent the email?
 - 2 How many heads of department will attend the meeting?
 - 3 What is unusual about this month's meeting?
 - 4 Who is Peter, and what does he not have to do?
 - 5 How many people do you think will be at the meeting?
 - 6 Who will be introduced in point 2 of the agenda?
 - 7 What does 'apologies' mean in point 2 of the agenda?
 - 8 What will the meeting do for point 3 of the agenda?
 - 9 Who are the two guest presenters, and who do they work for?
 - 10 What do the following abbreviations mean? Cc, GM, HOD, PA, AOB
- 2 Read the follow-up email and minutes. Answer the questions.
 - 1 Who was not able to attend the meeting?
 - 2 What action do Heads of Departments have to take with regard to the new logo?
 - 3 What new policy for meetings was agreed?
 - 4 Has the number of guests staying at the Metrostar Hotel increased or decreased?
 - 5 What reason was given?
 - 6 Why is the General Manager worried about staff recruitment?
 - 7 What have the Heads of Department been asked to do about it?
- 3 Write an agenda for a meeting of your class to discuss the course you are currently studying. You can include some or all of the following areas:
 - areas you have covered on the course (in both management training and language development)
 - areas that you need to cover
 - long-term goals
 - things you have learnt in the last two weeks
 - special reports on: homework, speaking skills, teamwork.
- 4 Write the email to your 'colleagues' (classmates) to set up the meeting and attach the agenda.
- 5 List some points that might be made for one of the sections of the meeting. Write them as minutes.
- 6 Write the follow-up email, listing key points of agreement and attaching the minutes extract.

The screenshot shows an email client window with the following details:

- From:** Ralph Dekker, General Manager
- To:** frontoffice@metrostar.com; housekeeping@metrostar.com; conferences@metrostar.com; restaurants@metrostar.com
- Cc:** sally.boylan@metrostar.com
- Subject:** Monthly meeting 27 April
- Agenda:** (indicated by a small icon)

The email body contains the following text:

Dear All

Please find attached the agenda for our monthly meeting next Friday (27 April).

As usual the meeting will be held in conference room B. However I'd like to start earlier, at 10 a.m., as we have two extra mini-presentations this month. Time will be a little tight, so could all HODs please circulate reports beforehand so that we do not spend time reading them in the meeting? (Peter, I know you're going to be away until Friday, so you're excused the Conference Manager's report!)

Please reply to confirm attendance.

Best

Madeleine Kirby
(PA to the GM)
On behalf of Ralph Dekker, GM

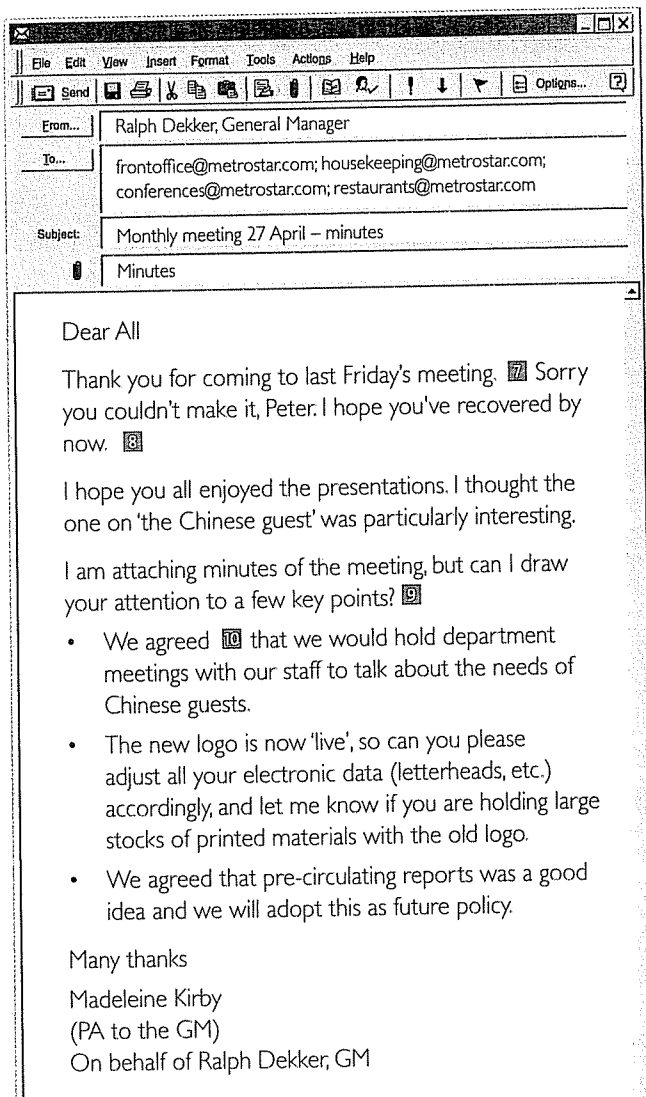
METROSTAR

Monthly Managers' Meeting:
Metrostar Central Hotel

27 April 20—
10.00 – 13.00

Conference Room B

- 1 Welcome
- 2 Introductions and apologies
- 3 Minutes of previous meeting
- 4 GM's monthly report
- 5 Front Office Manager's report
- 6 Housekeeping Manager's report
- 7 Food and Beverage Manager's report
- 8 Conference Manager's report
- 9 Presentation: New company logo (Sally Boylan, Group Marketing Manager)
- 10 Presentation: How is the Chinese guest different? (Chris Goddard, independent consultant)
- 11 Date of next meeting
- 12 AOB



Item 4 [11]

- 4.1 [12] GM [13] reported a strong first quarter with occupancy rates up 15% on previous year. Reasons given were strong marketing campaign and favourable exchange rates. AL asked if the guest profile showed any significant changes. GM said there was a slight increase in guests from the Far East but generally our profile remained consistent with previous years. CG (guest speaker) said he thought this growth was likely to increase in coming years. [14]
- 4.2 GM was worried that recent staff recruitment campaign had not produced a very high standard of applicant and invited opinions. The topic was discussed [15] and it was agreed that HODs would send their thoughts to GM by email (cc all HODs) [16]

- [1] There is no need to name all the people you're sending it to individually.
- [2] There is no need for introductory small talk.
- [3] Abbreviations are acceptable.
- [4] In a general email it is OK to address a particular individual by name (providing it is not a confidential matter).
- [5] Indicate whether a reply is required or not.
- [6] 'Best' is short for 'Best wishes'. Alternatives are 'Regards', 'Kind regards'.
- [7] It is conventional to start by thanking people for coming to the meeting.
- [8] Some informal personal comment is acceptable.
- [9] Use bullet points to draw attention to main points.
- [10] Phrases like 'we agreed' and 'it was agreed' are commonly used when following up on a meeting.
- [11] These minutes are fairly formal and extensive. Some companies produce less detailed minutes, which may simply list the points that were agreed under each agenda item.
- [12] Give different sections a number for easy reference. The main number should correspond with the agenda item.
- [13] Use of initials for job title or name is acceptable shorthand in minutes.
- [14] Significant contributions from members of the meeting should be noted (with initials).
- [15] It is not necessary to record everything that is said. Minutes are not the same as a transcript.
- [16] Action points need to be made clear. They may be listed in a separate section of the minutes.

3 Presentations

- 1 Read quickly through the text on 'Effective Presentations'. Which points in the text are illustrated on the computer screen on p.57?
- 2 When preparing presentation slides, why should you
 - 1 use standard fonts like Arial or Times?
 - 2 put longer texts on the handout?
 - 3 use dark background colours for the slide?
 - 4 leave some lighting on in the room?
- 3 What size font should you use for an audience sitting 17–18 metres from the screen?

EFFECTIVE PRESENTATIONS

SLIDE BASICS

Fonts. Computers now come with far more fonts than you will ever need, especially for preparing presentation slides. For presentation slides, however, you need to choose fonts that are

- clear and simple to read. Good legibility takes priority over all other considerations.
- standard to all computers. You won't always know the operating system of the computer you're going to use (and you can't always use your own), so stick to 'universal' fonts such as Arial, Times, Comic, etc.

Font size. There is nothing more frustrating for the audience than a screen full of text which you want them to read, but which is illegible because you chose a small font size. The size of font is directly related to the distance that the audience will be from the screen:

- 10m – use 20pt
- 15m – use 28pt
- 20m – use 36pt

If it is essential that your audience reads longer texts than these font sizes allow, prepare a handout with the texts on so that you can refer to each text and then

leave the audience to read it.

Font colour. Colour can be really useful to highlight certain words or parts of a text, but don't go mad. Too much colour is distracting and highlighting everything is the same as not highlighting anything. Be careful in the choice of colour – some show up very badly on a full-sized screen.

Background. The background colour of your slide is important. Obviously it must contrast with the font colour so that any text is visible, but in general avoid white and other very bright backgrounds – the light reflected from the screen by this bright background can be uncomfortable for the audience to look at. As a general rule, lighter font colours on a darkish background are preferable.

Room lighting. There is often not a lot you can do about this, but where you can, use blinds or curtains to avoid strong light or strong shadows caused by natural light from the windows. In a dark room, use the artificial lighting to give the audience some light so that they can read what's on your handout.

- 4 Look at the information and advice on using special effects in presentations. Prepare

- 1 talk notes for these ideas
- 2 a slide to accompany your notes.

EFFECTIVE PRESENTATIONS

IMAGE OR TEXT?

Why image? Very simply because image impacts far more than text. A well-chosen image is far more memorable than three or four lines of even the most carefully written prose because

- most people find the image easier to remember
- an image doesn't distract your audience away from you as much as reading text does.

Images come in different types and from different sources. The key to success is to fit the image to its purpose. Choose between

- photos – these are realistic, but are often too detailed. Excessive detail is hard to 'read' and can distract your audience's attention, too.
- drawings and cartoons – their colour and simplicity often makes them a better choice than photos.

The Internet is the most common source of free artwork, especially photos. However, if you find artwork online, be sure it is available for free. Most image banks have some free image sections,

but their best work can cost quite a lot of money.

An alternative to images from an online image bank is to use your own photos. This is easier than ever with digital cameras. However, it is worth finding out a little about the technical side of digital photography. Most cameras take photos with a resolution that is far higher than you need for a presentation. This makes the image file very large, which can cause problems during your presentation, but does not add extra quality to the image on the screen.

Text quantity

- note form NOT full sentences
- bullet points
- quotes. On handout?

Text format

Key words – focus listening / provoke Qs

- coloured / highlighting?
- use of CAPITALS / lower case
- layout (top? bottom? even distribution)
- spacing (between words / lines; around)

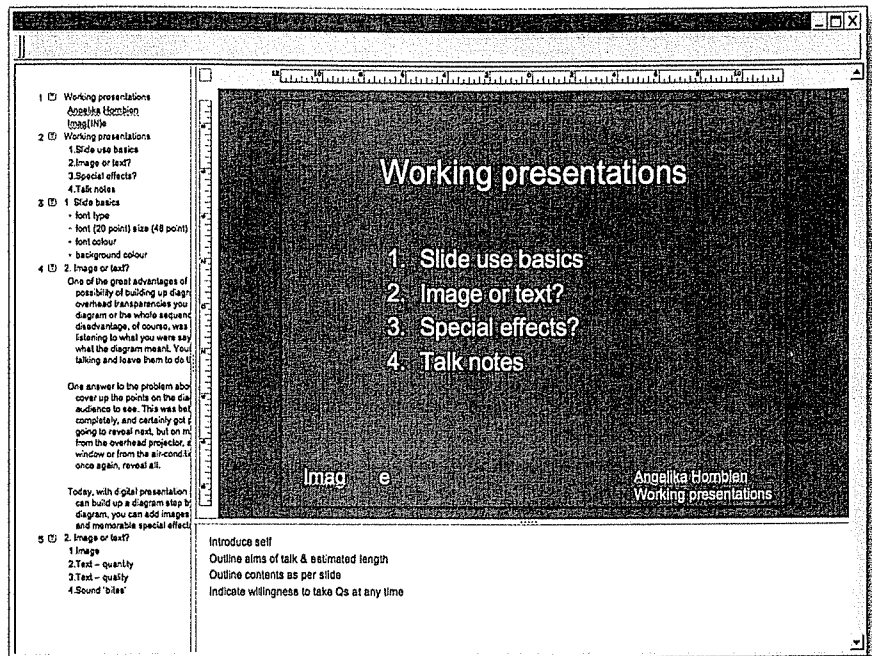
5 Look at the computer screen. Find the windows that show

- 1 the outline of the presentation
- 2 the slide being edited
- 3 the talk notes.

6 What problems do you think speakers have when they try to use the talk notes beneath the screen?

7 Look at the screen and answer the questions.

- 1 What is the name of the company responsible for the presentation?
- 2 Who is going to give the presentation?
- 3 Where would you see this slide in a presentation – first, second, or last?
- 4 What is the main focus of the presentation?
 - a How to give presentations
 - b How to use computer presentation programmes to best effect
 - c How to use presentations at work



- 1 Use letters or numbers to identify main points of the presentation
- 2 Put number and name of each point on all slides to guide the audience
- 3 Use bullet points to highlight the main ideas
- 4 Use note form and key words. Do not use full sentences except for quotes.

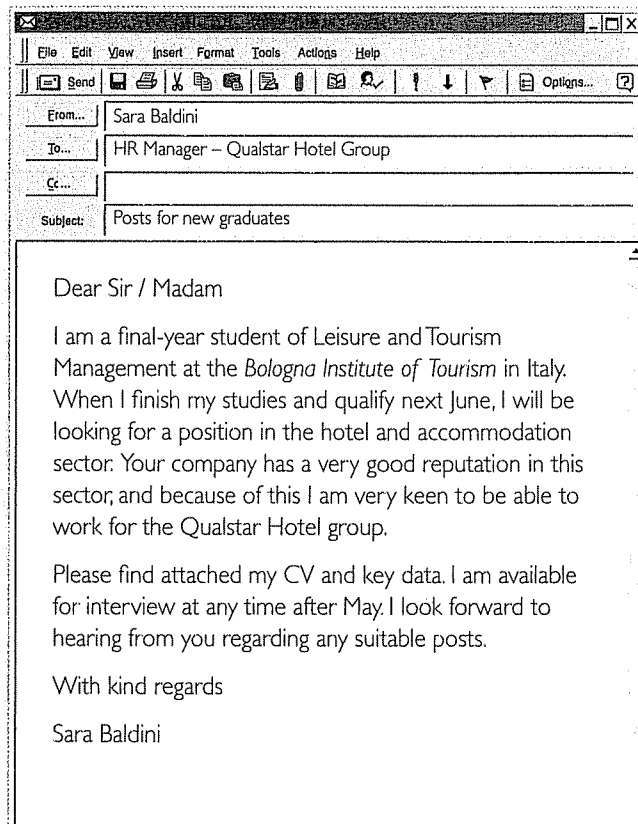
Time	Point	Notes	Pronunciation
4	Slide basics	<p><u>font type</u> - clear, standard type face (Arial, Times, Comic, etc.)</p> <p>a) legibility b) compatibility with other PCs</p> <p><u>font size</u> - 20 pt for 10 m / 36 pt for 20 m</p> <p><u>font colour</u> - avoid white on dark - use colour to highlight</p> <p><u>background</u> - avoid white (check!!) / strong, bright - good contrast with font colour (NB. room lighting - natural - strength, shadows - artificial - position, intensity)</p>	<p>taɪpfeɪs/</p> <p>ledʒɪbɪləti</p> <p>hɑ:lait</p> <p>BACKground</p>

- 1 Think about where you will write your notes: paper can make a noise if your hands shake; file cards avoid this problem.
- 2 Make sure the writing on your notes is legible.
- 3 Avoid print that is too small. You need to be able to look quickly at your notes and find the key words.
- 4 Use markers and / or CAPITALS to highlight key words.
- 5 Make notes for words you find difficult to pronounce. You do not have to use IPA.

4 First jobs, CVs, and key data

As you near the end of your final year of study, it is a good idea to email your CV to companies that you are interested in working for. Most major companies have a section on their website called 'Work for us' or similar. Use this to obtain the email address of the Human Resources Manager.

- 1 Look at Sara's email.
 - 1 Where did Sara study?
 - 2 Which sector of tourism is she interested in working in?
 - 3 Why does she say 'When I finish ...' instead of 'If I finish ...'?
 - 4 Why does she indicate when she is available for interview?
- 2 Look at Sara's CV.
 - 1 What has she been studying?
 - 2 Which area of hotel and accommodation work attracts her most?
 - 3 What key experience does she offer in this area?
- 3 Think about yourself.
 - 1 What is your basic experience in tourism in general?
 - 2 Which sector of the tourism industry are you most interested in?
 - 3 What relevant experience do you have in this sector?
 - 4 Which relevant training and / or qualifications do you have in this sector?
- 4 Use your answers to 3 and your current CV. Prepare
 - 1 a key data section for your CV. Make the key data specific to the sector you are most interested in
 - 2 a covering email addressed to the HR department of a company you would like to work for.



Sara Baldini
Via dela Cima, 6, 5B
Prata 6709
Italy
Tel: +39 1709 543217
Mobile: +39 708 456798
Email: sara912@yahoo.co.it

KEY DATA

I am a final year undergraduate in Tourism Management. After three years' university studies, I am able to offer good basic knowledge of all sectors of the industry, although I have developed a special interest in hotel and accommodation services. I gained significant experience in front office management practices during my work placements. I am trained in the use of both Amadeus and Fidelio Front Office Manager, and in my last work placement I took responsibility for managing the hotel's front office. I can contribute to the success of a front office because I enjoy working in a team, although I am able to work under my own initiative when necessary.

EDUCATION

2007–2010 Istituto di Prata di Turismo, Prata, Italy
Diploma en Turismo
Expected grade: Pass with merit

PROFESSIONAL EXPERIENCE

2009

Writing bank key

1 Report writing

- 1 a to establish some principles for best practice in report-writing for the tourism industry
b trainee managers

3 Possible answers

Competition review – study of what rival tour companies in the same region are offering in next year's programme / brochure
Product / service review – analysis of performance of front desk hotel staff (including analysis of feedback forms, performance observation)
Examination of internal procedures and practices – analysis of how the housekeeping department of a hotel operates

4 Suggested answers

Graphs and charts (line graph, column graph, bar graph, pictogram, radar chart, Venn diagram)
Tables
Spreadsheets (e.g. for accounts)

5 Figure

- 6 At the end of a report, often on a separate page or in a separate file

- 7 a, b, and c Too informal and personalized. We don't use the 'I' pronoun in reports, and we don't tell anecdotes. The sentences in a, b, and c would be more appropriate in a less formal spoken presentation

2 Meetings – emails, agenda, minutes

- 1 1 Madeleine Kirby on behalf of Ralph Dekker
2 4
3 Reports will be circulated beforehand
4 HOD Conferences; he doesn't have to circulate his report beforehand
5 8 (assuming PA attends as minute-taker)
6 The presenters
7 That these people will be unable to attend the meeting

- 8 Review and agree the minutes of the last meeting, and the chair will then sign them

- 9 Sally Boylan (Metrostar Group) and Chris Goddard (independent consultant)

- 10 Cc = carbon copy; GM = General manager; HOD = Head of Department; PA = Personal Assistant; AOB = Any other business

2 1 Peter

- 2 Adjust electronic data and let GM know about stocks of printed documents with old logo
3 To circulate reports beforehand
4 Increased
5 Strong marketing campaign and favourable exchange rates
6 It hasn't produced a high standard of applicant
7 Send their thoughts to the GM by email

3 Presentations

- 1 Clear and simple fonts; font size; font colour; background colour; text quantity; text format

- 2 1 they are 'universal' fonts which are on all computers
2 so that the audience can read them later
3 because the light reflected from a white or bright background can be uncomfortable to look at
4 so the audience can read what's on the handout

3 36pt

7 1 Imag(IN)e

- 2 Angelika Horbien
3 First
4 b

4 First jobs, CVs, and key data

- 1 1 Bologna Institute of Tourism
2 the hotel and accommodation sector
3 to show that she is confident about her exam results
4 so that the person she's writing to knows when she's available

2 1 Tourism Management

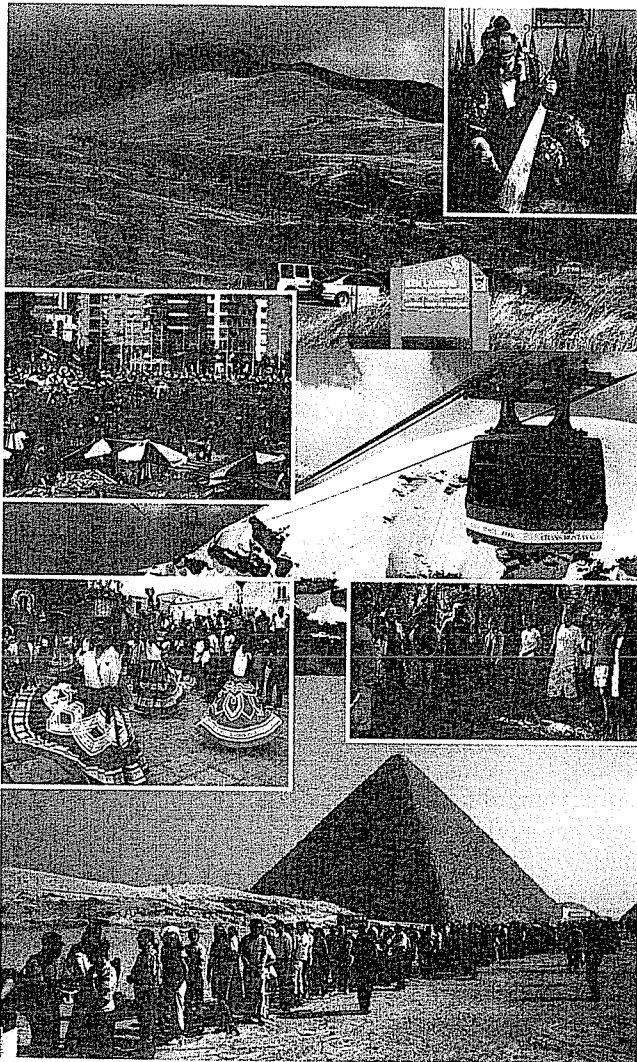
- 2 hotel and accommodation services
3 trained in the use of Amadeus and Fidelio Front Office Manager; took responsibility for managing hotel front office in last work placement

Time	Point	Notes	Pronunciation
12	Image or text?	<u>why image?</u> - impact, memorable - image types & source - size and quality	IMidj
		<u>text quantity</u> - note form NOT full sentences - bullet points - quotes. On handout?	
		<u>text format</u> - Key words - focus listening / provoke Qs - coloured / highlighting? - use of CAPITALS / lower case - layout (top? bottom? even distribution) - spacing (between words / lines; around)	prəvəʊk/ CAPitilz LElout

7 The impacts of tourism

Take off

- 1 Look at the pictures. Try to identify where they are and what sort of tourism they will attract.



- 2 Which show examples of positive impacts of tourism, and which show negative impacts?
- 3 Think about these impacts again and classify them as economic, social, or environmental.
- 4 Without talking to anybody, decide if tourism is basically a positive activity or a negative one.
- 5 Take a show of hands in your class to see what your colleagues think.
- 6 Briefly explain your personal response in 2 to your partner(s).

Reading

Global warming and tourism

- 1 Look at the title of the article and the photos.
- 1 What is a tourism 'hot spot'?
 - 2 What do you think 'cool' means in the title?
 - 3 What sorts of tourism would you expect in the Arctic?
 - 4 What sort of problems could tourism create there?
- 2 Read the article and see if your answers to 1 were right.

Arctic becomes tourism hot spot, but is that cool?

By Gautam Naik



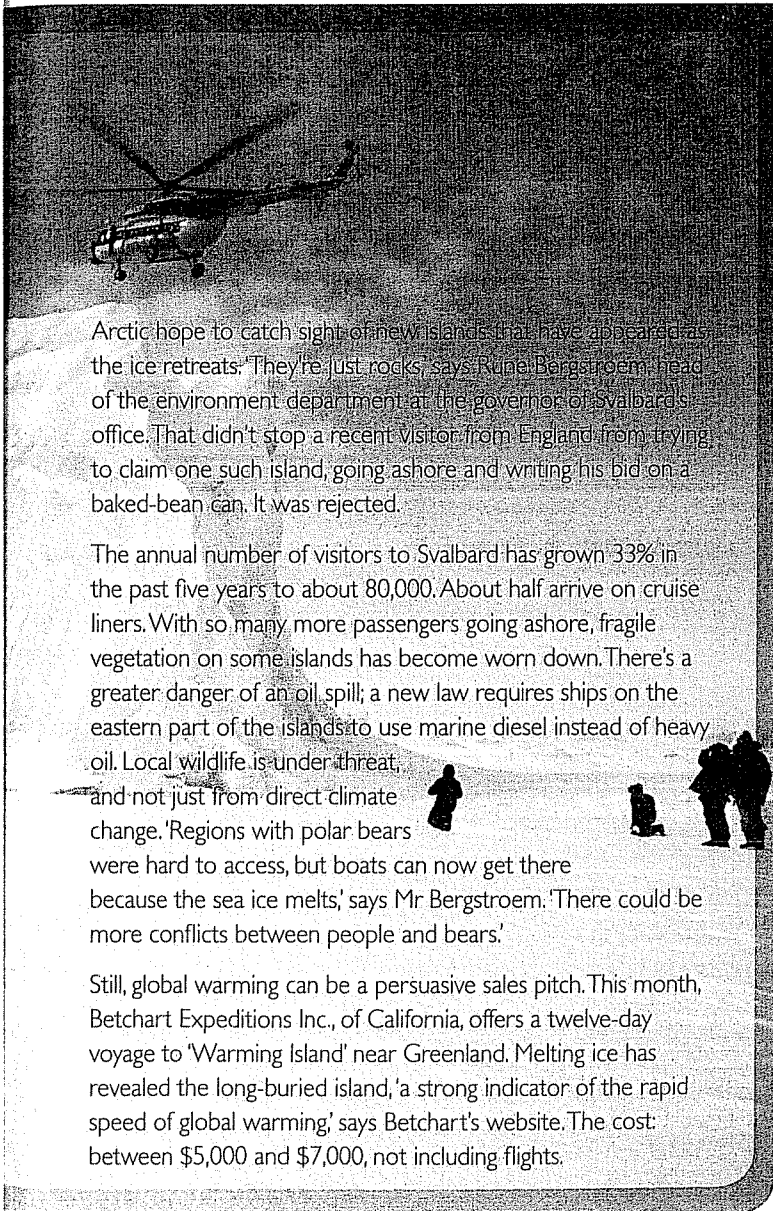
Global warming has given rise to a new niche in the booming ecotourism business: climate tourism. These visitors are looking for places where a long-term warming trend is starting to have noticeable impacts. Yet some experts say there's a big irony in this kind of travel: any trip by train, plane, or cruise ship sends carbon dioxide into the atmosphere and possibly contributes to the warming of the planet.

More than 1.5 million tourists now visit the Arctic each year, up from one million in the early 1990s, according to the UN. Longer and warmer summers keep Arctic seas freer of ice, so cruise ships can visit places that were once inaccessible – raising other environmental concerns. Some tourists to Norway's Svalbard archipelago in the



3 Read the article again and answer the questions.

- 1 What *noticeable impacts* has global warming had in the Arctic?
- 2 How are climate tourists travelling to the Arctic?
- 3 What are the problems created by the increased numbers of climate tourists?
- 4 Do you think the writer sees tourism as a positive thing? Explain your answer to your partner.



Arctic hope to catch sight of new islands that have appeared as the ice retreats. They're 'just rocks,' says Rune Bergstroem, head of the environment department at the governor of Svalbard's office. That didn't stop a recent visitor from England from trying to claim one such island, going ashore and writing his bid on a baked-bean can. It was rejected.

The annual number of visitors to Svalbard has grown 33% in the past five years to about 80,000. About half arrive on cruise liners. With so many more passengers going ashore, fragile vegetation on some islands has become worn down. There's a greater danger of an oil spill; a new law requires ships on the eastern part of the islands to use marine diesel instead of heavy oil. Local wildlife is under threat, and not just from direct climate change. 'Regions with polar bears were hard to access, but boats can now get there because the sea ice melts,' says Mr Bergstroem. 'There could be more conflicts between people and bears.'

Still, global warming can be a persuasive sales pitch. This month, Betchart Expeditions Inc., of California, offers a twelve-day voyage to 'Warming Island' near Greenland. Melting ice has revealed the long-buried island, 'a strong indicator of the rapid speed of global warming,' says Betchart's website. The cost: between \$5,000 and \$7,000, not including flights.

In this unit

- global warming and tourism in the Arctic
- classifying the impacts of tourism
- turn taking and making your point in discussions
- how to contrast and reinforce arguments
- writing guidelines for low-impact tourism

Vocabulary

Describing the impacts of tourism

1 Look at the fixed word endings (suffixes) in the table. Work with a partner and think of one word for each ending. Show your words to another pair.

Verb	Noun (person)	Noun (abstract)	Adjective
-ise / -ize	-er	-tion	-al
	-or	-sion	-able / -ible
	-ist	-ment	-ive
		-y / -ity	-ous
		-ness	verb + -ing / -ed

2 Now choose the correct ending from the table in 1 and create new words.

Verb	Noun (person)	Noun (abstract)	Adjective
access		access	1 _____
		2 _____	complex
conserve	3 _____	conservation	
endanger		danger	4 _____
develop	5 _____	6 _____	developing
	7 _____	ecology	8 _____
9 _____	10 _____	economy	economic
	environ- mentalist	11 _____	12 _____
		13 _____	fragile
improve		14 _____	15 _____
sustain		16 _____	17 _____
18 _____		19 _____	trivial



- 3 Which of the words you have created in 2 appear in *Reading*?
- 4 Write three sentences using words from the table in 2. Leave a gap where the word should go. Give your sentences to your partner to complete.
- 5 Use a dictionary. Find the main stress for each word from 2. Which words have secondary stress?

Many of the problems faced by the tourism industry are ethical in nature, including destruction of the environment, pollution, depletion of natural resources, economic imperialism, and sexual exploitation.

Listening

Classifying the impacts of tourism

Masaki Ikuta teaches an introductory undergraduate course on the impacts of tourism.

- 1 Look at the course description. What do you think Masaki will talk about during the introduction to the subject on the first day of the course? Compare your ideas with your partners.
- 2  Now listen and see who was right.
- 3  Listen again. Answer the questions.
 - 1 Why is HPM290 a 'complex' subject?
 - 2 What is the main objective of the first lecture?
 - 3 What is the main objective of the subject in general?
 - 4 Masaki gives examples of both positive and negative impacts. What are these examples and are they economic, environmental, or social?
- 4 Go back to the reading text about the Arctic. Classify the impacts mentioned there.

SUBJECT CODE:

HPM290

SUBJECT TITLE:

The impacts of modern tourism

MEDIUM OF INSTRUCTION:

English

CONTACT HOURS:

28 hours

(Lectures 8; Seminars, workshops, & presentations 20)

REQUIREMENTS:

HPM213 Principles of Tourism

OBJECTIVES:

To give students a broad overview of the impacts of the tourism industry

LEARNING OUTCOMES:

On completion of this subject, students will be able to:

- 1 develop an understanding of the nature and characteristics of the impacts of the tourism industry
- 2 appreciate the delicate interdependent relationship between the industry and society
- 3 ...

Reading

Tourism in the Ifugao rice terraces

- 1 Look at the map and the photos. What type of tourist might be attracted to the Ifugao rice terraces?
- 2 Work in groups. Make a list of possible impacts of tourism in Ifugao.

Tourism killing world's eighth wonder

by Maurice Malanes



The Ifugao rice terraces in the northern Philippines are considered the world's eighth wonder. Long **plagued by erosion** caused by **earthworms**, this UNESCO World Heritage site now faces a more dangerous threat: tourism.

A new study has pointed to tourism as the main factor in the deterioration of the region's forests. 'Tourism has encouraged the commercial production of woodcarvings and handicrafts and this has **depleted** local forest resources,' says the study.

Tourism also has a direct impact on water resources. In the central town, the community now has to share water with the growing number of hotels and restaurants servicing tourists in the area. Thus, the water left is only enough to irrigate the rice paddies in the higher terraces.

Land conversion

With tourism, some locals have converted their rice paddies into residential lots. The study **cited** cases in the villages of Bangaan, Poitan, and Bocos where farmers either built traditional houses for lodging or sold their rice paddies for residential and commercial purposes.

The study also noted the absence of people to maintain the fields because the people expected to take care of the fields have become either white-collar professionals or entrepreneurs in tourism-related industries.

cite (v) to mention sth as a reason or an example, or in order to support what you are saying

demise (n) the end or failure of an institution, an idea, a company, etc.

deplete (v) to reduce sth by a large amount so that there is not enough left

earthworm (n) a common long, thin worm that lives in soil

erosion (n) the gradual destruction of the surface of sth through the action of wind, rain, etc.

gimmick (n) an unusual trick or unnecessary device that is intended to attract attention or persuade people to buy sth

nurture (v) to care and protect sth while it is growing and developing

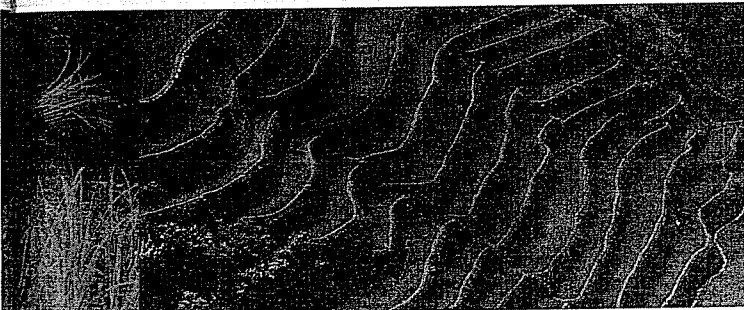
plague (v) to cause pain or trouble to sb/sth over a period of time

shift (n) a change from one state, position, etc. to another

- 3 Read the article and see if any of your ideas from 2 are mentioned.
- 4 Read the article again and make notes about all of the impacts. Are they economic, social, and / or environmental, positive or negative?
- 5 In groups, think about ways to reduce or eliminate two of the negative impacts. When you are ready, share your ideas with somebody from another group.

Threats to cooperative farming

Until now, a traditional cooperative farming practice has helped sustain and **nurture** the rice terraces. But this practice is being eroded as the money economy invades the area, thanks to tourism, said the study.



Under the cooperative practice, neighbouring farmers would go voluntarily to a field to clear weeds, plant or harvest rice, and repair terraces. Not any more. According to the study, workers who now help in the fields are paid in cash.

The **demise** of Ifugao's cooperative farming tradition has led to rising labour costs, which the ordinary farmer cannot afford. As a result, many have given up farming in favour of tourism-related jobs such as posing before the tourists' cameras for a fee.

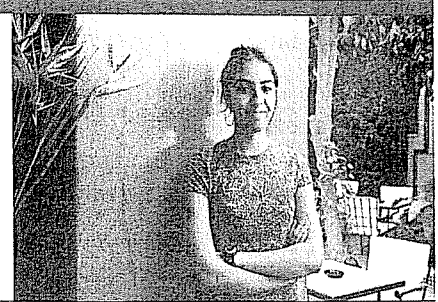
To meet the needs of visitors and tourists, other farmers have shifted to planting vegetables. But this **shift** demands the use of chemical fertilizers and pesticides which could damage the ecology of the rice terraces.

Ecotourism as marketing gimmick

Coming under a new package in recent years, tourism now has a new prefix: 'eco' – for ecology or ecologically friendly. But can ecotourism save the world's eighth wonder? Some experts say no. The new study, for example, exposed ecotourism as 'more of a marketing tool than an ecological necessity or a condition of sustainable development.'

It's my job

Samime Bayyurt



Samime Bayyurt is from Turkey. How do you think tourism has helped her family? How has tourism helped her? How does she feel about this? Read on and find out.

Tell us about your family business, Samime.

We run a small restaurant in the hills behind the main tourist resorts on the south coast. Tourists come up here in coaches and we provide them with a short walk around the area, but mainly they come here to eat goat.

Is that a regional dish?

It's eaten in many places in Turkey, but my father has always been famous for this dish, and when tourism arrived, they asked him if he was interested in serving it to groups of tourists. We were quite poor then and didn't have much of a future, so he said yes.

And do your brothers all work here?

Ercan doesn't. He's gone to Istanbul. He's studying food management at university.

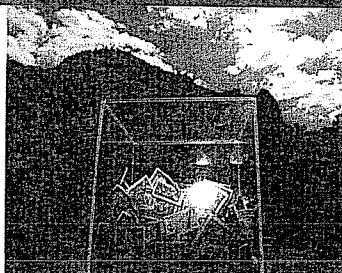
Has tourism been beneficial for your family?

For me, it has. It's meant a job and a salary I wouldn't easily have had in a rural area like this. To get a good job, I would have had to move away, but because I spoke English, I was the only one who could talk to the tourists and take orders when we began. By the age of fifteen, I was practically running the restaurant. My brothers didn't like it when I bossed them about, but they got used to it. It was either that or close down.

What about your parents? How did they see it?

My father wasn't too happy at first, but he's accepted it now. My mother always tells me how proud she is of me, so she sees it as a good thing. Of course, when my brother went off to university she was glad for him, but I know they both miss him a lot. We all do. It never occurred to me that one day we might live in different places.

Good tourists stay at home.
And send their money.



Find out

- 1 Work in pairs. Think about tourism in your area. What sort(s) of tourism does it have, and when did it begin?
- 2 What impacts has tourism had on the area in the time since it began? Try to find examples of economic, social, and environmental impacts. Try to find one positive and one negative impact for each category.

Listening

All in favour of tourism ... ?

Three experts are discussing tourism on a radio programme. After looking at tourism and the environment, they have moved on to discuss the industry's social and economic impacts.

- 1 Listen. Which option best describes the opinions the experts give?
 - 1 All three experts see tourism as having mainly positive social and economic impacts.
 - 2 All three experts see tourism as having mainly negative social and economic impacts.
 - 3 Two of the experts see tourism as having mainly positive social and economic impacts.
 - 4 Two of the experts see tourism as having mainly negative social and economic impacts.
- 2 Work in groups of four. Listen again.

Student A, make notes about the arguments and examples that are given to show that tourism produces positive social impacts.

Student B, make notes about the arguments and examples that are given to show that tourism produces positive economic impacts.

Student C, make notes about the arguments and examples that are given to show that tourism produces negative social impacts.

Student D, make notes about the arguments and examples that are given to show that tourism produces negative economic impacts.
- 3 Use your notes to tell your partners what you understood.
- 4 In your opinion, who was the most convincing of the three speakers? Tell your partners why.

Language spot


Turn taking and making your point in a discussion


- 1 Look at functions 1–4 and phrases a–d. Which phrases are about
 - 1 attacking?
 - 2 defending?
 - 3 holding the floor?
 - 4 interrupting?
 - a ... and so em ... as I was saying ...
 - b Could I come in there?
 - c I don't see that working in practice.
 - d The advantage of what we propose is that ...
- 2 Now look at phrases a–k and decide what their function is.
 - a Can I just say something there?
 - b Can I make a point there?
 - c I'm convinced that ...
 - d I don't see what you mean.
 - e I'm sorry to interrupt, but ...
 - f I'm sorry, but I haven't finished yet.
 - g Nobody can deny that ...
 - h There's no doubt in my mind that ...
 - i What are you trying to say by that?
 - j What's your point exactly?
 - k You don't really believe that, do you?
- 3 Listen once more to the radio programme. Which of these phrases do you hear?
- 4 Work in groups of four. Choose one of the topics to discuss, or decide on a topic of your own.
 - Holidays by the sea are better than holidays in the city.
 - Camping is more fun than staying in a hotel.
 - In a disco, the music is more important than the DJ.
 - The best tourism activities start after midnight.

Two of you must defend the topic and the other two must attack it. When you are ready, start your discussion. Each time you use a phrase from 1 or 2 correctly, you get a point. The winner is the person with the most points after five minutes.

» Go to **Language reference** p.126

Pronunciation

- 1  Look at the extract from the radio programme and listen. Note the way the speakers emphasize certain words.
 - A And then moving *on* ...
 - B Can I just *say* something there?
 - A Well, if I could just *finish*?
 - B Yes, I'm sorry to *interrupt*, but what's your *point* exactly?
 - A Well my point is *this* ...
- 2 Look at the next extract. Note the words that receive emphasis. With your partner, practise the dialogue, paying attention to the emphasis.
 - A Could I come *in* there, because ...
 - B I'm *sorry*, but I haven't *finished* yet. You *see*, there's no doubt in *my* mind that tourism is a force for *good* ...
 - A You don't *really* believe that, *do* you?

 Now listen to the extract and then repeat.
- 3 Look at this third extract. Which words would be emphasized? (Hint: Remember that a grammatical sentence can have pauses to divide it into parts. Each part will have one word emphasized.)
 - A These places just got better by themselves / Is that what you're saying /
 - C No, that isn't what I'm saying / and I think you know that it's not /
 - A So what is your point exactly / I mean, what are you saying /
 - C What I'm saying / What I'm saying / is that as I understand it ... /
- 4 Look at the other phrases in *Language spot*. How would they be divided up by pauses, and where would the emphasis be in each part?

Tourism manager

How to behave in meetings



- 1 Do you agree or disagree with these statements? Change the sentences you disagree with so that you agree with them.
 - Make sure you shake everyone's hand at the start and finish of the meeting.
 - Everyone at a meeting should sit upright and behave formally.
 - Always turn off your mobile phone during a meeting.
 - It's OK to interrupt someone mid-sentence.
 - You should only speak at a meeting when someone invites you to do so.
 - Periods of silence in meetings are good because they give people time to think.
 - Always arrive at least ten minutes before the scheduled time.
 - Don't have 'comfort breaks' because it stops the flow of the meeting.
- 2 Do you think there would be different 'rules' in other countries? Do you know any examples?

Speaking

Access and tourism for Sulben



1 Look at the map of the Eskadronan mountains. The village of Sulben is isolated from the rest of the region. At the moment, access to Sulben is limited to a horse track up the steep and difficult Telvo gorge. In an attempt to end the village's isolation, the regional government have proposed a cable car to the village. The cable car will have a maximum capacity of 1,500 tourists a day. Twenty people live in Sulben all year round. In summer, this number grows to 45 when relatives who left the village to work in the city return for their summer holidays.

- 2 In groups, make a list of positive and negative impacts of a cable car on the village. When you are ready, share your ideas with the rest of the class.
 - 3 Your teacher will put you into one of four groups.
 - Group A, you are villagers. Go to p.109.
 - Group B, you are conservationists. Go to p.111.
 - Group C, you are regional government representatives. Go to p.115.
 - Group D, you are local tourism entrepreneurs. Go to p.116.
- Study the information about your group and think of additional arguments in favour of what you want.
- 4 Your teacher will put you into new groups. Using the information from 2, together with the information from the coursebook, try to defend your point of view.

Writing

Guidelines for low-impact tourism

- 1 Look at these arguments from *Speaking* in favour of the cable car.
 - For
 - will be a major tourist attraction
 - will provide jobs for local people
 - Against
 - will have to compete with the cable car on the south side of the mountains
 - will provide mainly poorly-paid low-quality jobs for local people

Look at these sentences. How do we use *however* and *although*?

- 1 The proposed Sulben cable car will be a major tourist attraction. *However*, it will have to compete with the cable car on the south side of the mountains.
 - 2 The cable car to Sulben will provide jobs for the local people, *although* these will be mainly poorly paid and low quality.
 - 3 *In spite of* the cable car to Sulben providing jobs for the local people, these will be mainly poorly paid and low quality.
- 2 Use *however* and *although* to contrast these ideas.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

I can understand written and spoken texts about the impacts of tourism

I can take turns and make my point in a discussion

I can use stress to emphasize or contrast ideas during a discussion

I can prepare written guidelines of good practice for low-impact tourism

- 1 less damage to the Telvo gorge than a road / high impact on the scenic beauty of the Telvo gorge
- 2 connect the inhabitants of Sulben with the rest of the region / closed during November and at night

3 Now look at these sentences. How do we use *moreover*, *as well as*, and *in addition to*?

- 1 The cable car will be a major tourist attraction, and will provide jobs for the local people. *Moreover*, it will do less damage than the road up the gorge.
- 2 *As well as* providing the local people with jobs, the cable car will give them a place to sell produce from their farms.
- 3 *In addition to* having to compete with the cable car on the south side of the mountains, the Sulben cable car will be closed in November and at night.

4 Think about the arguments for and against the road up the Telvo gorge and the one over the Pambucho col. Write sentences comparing and contrasting these arguments.

5 Think of a type of tourism you are familiar with and enjoy.

- 1 Make a list of its positive and negative impacts.
- 2 Use the list to write a short article for a professional website. Advise tourist entrepreneurs who are thinking of introducing this type of tourism about how to keep the impact as low as possible.

One possible structure for your article is:

- Introduction – the type of tourism you propose and examples of this in other regions
- Paragraph 1 – the positive impacts
- Paragraph 2 – the negative impacts
- Paragraph 3 – advice for keeping the impact as low as possible
- Summary and concluding remarks

Can you think of another equally good structure?

Key words

Nouns

access
conservationist
deterioration
development
ecology
irony
relationship
sales pitch
trivialization

Verbs

emphasize
endanger
interrupt
sustain

Adjectives

booming
cooperative

Connections

Websites

- Tourism in Greenland
www.greenland.com
- The UNESCO site for Asia and the Pacific
www.unescobkk.org
- The United Nations Environment Programme
www.unep.fr/tourism

Web search

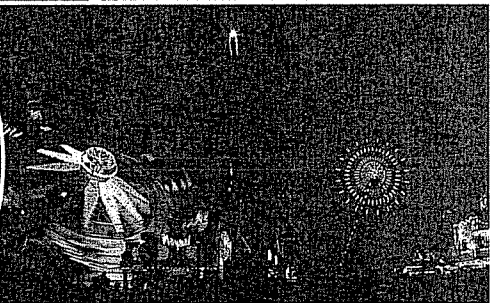
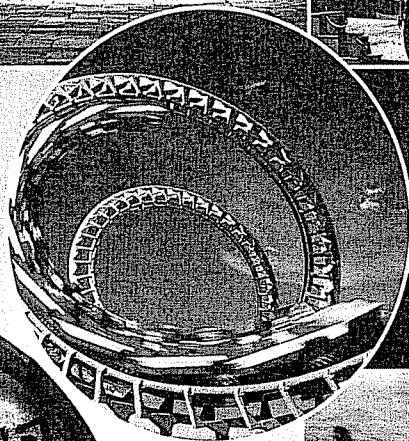
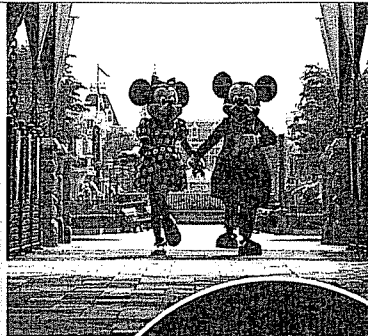
- tourism impacts UNESCO
- tourism climate Arctic

8 Built attractions

Take off

Look at the photos and answer the questions.

- 1 Which of these rides or attractions have you been on?
- 2 When was the last time you were at an amusement park?
- 3 What's the best ride you've been on? And the worst?



Reading

Theme parks

- 1 Work in pairs or groups. Before you read the article, try to answer these questions.

- 1 Which was the world's first theme park?
- 2 When and where was it built?
- 3 Who created it?
- 4 What are the key features of a theme park?

Now read the article and see if you were right.

- 2 Read the article again and write T (true) or F (false).

- 1 Disneyland was a completely original idea.
- 2 Modern theme parks are all basically the same.
- 3 Parks can have a number of themed areas or be based on a single theme.

- 4 The most important feature of a theme park is the roller coasters.

- 5 The rides in theme parks are free.

- 3 How do theme parks create the sensation of being in a perfect world?

- 4 Why did Disney want to create this illusion?

- 5 Do you think theme parks still need to create the illusion of a perfect world?

- 6 Work in pairs. Rank the features of theme parks from most to least important. Compare your list with another pair.

In this unit

- history and characteristics of theme parks
- presenting a design for a theme park
- how to use signposting in presentations
- criteria for recognizing built attractions
- writing a report about local built attractions

THEME PARK FEATURES

The origins of the theme park are usually attributed to Walt Disney, although he himself was influenced by two European amusement parks: Tivoli Gardens in Copenhagen and De Efteling in the Netherlands. Disney married these influences to his popular Disney cartoon characters, the outcome of this unlikely union being 'Disneyland'. Officially opened in California in 1955, Disneyland changed the amusement industry forever.

Though still based on amusement parks, modern theme parks offer much more than just the thrill of the rides. Each is a unique mix of different identifying features, but almost all of them

- contain one or more themed areas
- appeal to the whole family
- have a pay-one-price admission policy
- have a 'greenfield' location
- offer high standards of service and cleanliness, and some form of 'ambient entertainment.'

THEMED The use of themed areas is the fundamental difference between theme parks and amusement parks. Disneyland, for example, offered visitors five themed areas – Main Street USA, Adventureland, Frontierland, Fantasyland, and Tomorrowland. Today, the interpretation of the concept of 'theme' has evolved, giving rise to parks based around a single theme or around a set of characters such as Asterix and Obelix.

APPEAL The 1950s in the USA were difficult times, with social depression seriously affecting family life. Disney's desire was to provide a place where people of all ages could have fun together. So although the thrill of the roller coasters is frequently used to advertise theme parks, there are always gentler rides for children and their grandparents.

ADMISSION Access to the early amusement parks was free, with visitors paying for rides on a 'pay-as-you-go' basis. This made it difficult for people (especially families) to calculate the cost of a visit. By charging visitors a single entrance fee, and making the rides themselves free, theme parks overcome this problem.

LOCATION To create the illusion of a perfect world, theme parks need to be sited away from nearby cities. This means using land that is not heavily built up, which is often known as a 'greenfield' location. In addition, theme parks are normally hidden from the outside world by high fences or vegetation barriers, to reinforce the feeling of escape that visitors seek.

STANDARDS AND AMBIENCE In a perfect world there is no litter (so theme parks are always kept spotlessly clean) or conflicts (so park staff are carefully trained to smile at all times and to resolve problems quickly, fairly, and without shouting). At the same time, actors and performers move around the park, entertaining those waiting in queues and creating an atmosphere of fantasy and fun.

Vocabulary**Words in context**

1 Match the words and phrases from the article in *Reading* with their synonyms.

- | | |
|----------------|-----------------------|
| 1 marry | a basic, essential |
| 2 thrill | b join, unite |
| 3 fundamental | c defeat, resolve |
| 4 give rise to | d delight, excitement |
| 5 overcome | e cause sth to happen |
| 6 site | f fence, obstacle |
| 7 barrier | g perfectly clean |
| 8 spotless | h location, place |

2 Use each word or phrase once in the correct form to complete the following sentences.

- 1 The best _____ for the new water park is on the edge of the town.
- 2 One of the _____ attractions of theme parks is the roller coasters.
- 3 Modern theme parks attempt to _____ the concept of theme to the illusion of a perfect world.
- 4 The park staff looked very smart in their uniforms, which, being completely new, were _____.
- 5 The _____ around a theme park is not just to keep people out who haven't paid.
- 6 EuroDisney had to _____ a lot of problems before it finally opened.
- 7 For most visitors the biggest _____ is turning upside down on a roller coaster.
- 8 The success of the Disney parks has _____ many imitations.

A roller coaster was closed by a Maryland state agency yesterday after riders were injured on Saturday night when they were stranded ten stories in the air and then suddenly jolted back to the ground. About a dozen riders were treated at the scene on Saturday for neck and back problems.


Listening


Theme park planning

Dr Searle is an expert in theme park design. He is giving a seminar in Korea.

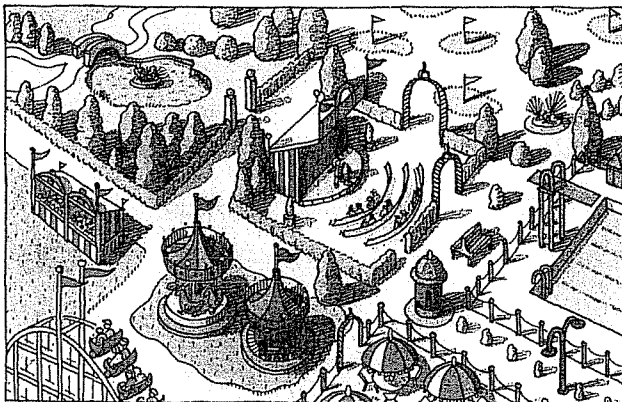
- 1 Work in pairs or groups. Look at Part a) of the handout for his talk. What do you think he is going to say about each point? Write down your ideas.

- a) Location
- » market proximity – types of market?
 - » access – air / road?
 - » physical limitations – size & cost
 - » complementary and competitive facilities – climate, beach, other parks / attractions ...
- b) Choice of theme
- » single unifying theme (e.g. *Futuroscope in France*)

- 2  Now listen and see if your predictions were right.

- 3  Listen again and answer the questions.

- 1 Which is the most important area of theme park planning – location, theme, or rides?
- 2 How do experts like Dr Searle determine a theme park's location?
- 3 What is the *resident market*?
- 4 Why is road access to theme parks important?
- 5 What do you think Dr Searle means by the term 'prime land'?
- 6 Why isn't 'prime land' important for theme parks?
- 7 What does Dr Searle mean by the term 'complementary and competitive facilities'?




Language spot

'Signposting' a talk

When Dr Searle begins his talk, he says 'Now, what I'd like to do today is talk about ...' This phrase helps the listener to follow the structure of the talk. It is an example of 'signposting'.

- 1 Look at these phrases for signposting. Which would you use at the beginning of your talk, which during the main part of your talk, and which at the end? Write B (beginning), M (main part), or E (end).

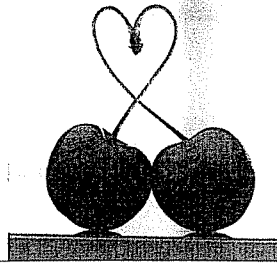
- 1 What I'd like to do today is talk about ... *name your main topic.* ____
- 2 Today I'm going to talk about ... *name your main topic.* ____
- 3 That brings me to my next point, which is ... *name your next point.* ____
- 4 Thank you for listening. Does any one have any questions? ____
- 5 So let's take a look at ... *name your next point.* ____
- 6 My second / third point deals with ... *describe your next point.* ____
- 7 Let's move on to ... *name your next point.* ____
- 8 Let's begin, then, with ... *name your first point.* ____
- 9 Last but not least, there's ... *name your last point.* ____
- 10 In conclusion, I'd like to say that ... ____
- 11 I've divided my talk into ... *three / four / etc. ... areas.* These are 'a', 'b', and 'c'. ____
- 12 I've been talking to you about ... *list your main points.* ____
- 13 I'll be glad to answer any questions at the end of my talk. ____
- 14 Last of all, we mustn't forget ... *name your last point.* ____

- 2  Which of the phrases did Dr Searle use? Listen to his talk again and tick (✓) them.

- 3 Look at the listening script on p.134 and check your answers. Can you find any other signposting phrases that Dr Searle uses?

» Go to **Language reference** p.125

Valentine's date? Chocolates? Flowers? What about persuading a theme park to open just for two? That's what Salem native Lori Rogers gave as a surprise Wednesday night to Ben Grimmer, her Valentine's Day date. 'I don't even need a birthday this year,' Grimmer said. 'This is good enough.'



Pronunciation

1 Listen to these examples of phrases from *Language spot*. Where does the speaker pause? Which word(s) does he stress most?

- 1 What I'd like to do today is talk about theme parks.
- 2 Today I'm going to talk about theme parks.
- 3 I've divided my talk into three parts ... location, theme, and rides.
- 4 Let's begin, then, with location.

2 Look at these phrases. Where will the pauses be, and which words will be stressed most in each piece of speech?

- 1 I'll be glad to answer any questions at the end of my talk.
- 2 That brings me to my next point, which is choosing your theme.
- 3 So let's take a look at location.
- 4 My third point deals with rides and attractions.
- 5 Last of all, we mustn't forget rides and attractions.
- 6 In conclusion, I'd like to say that theme parks are one of the fastest growing areas of tourism in the world.

3 Listen to the recording and check your answers to 2.

4 Practice the pronunciation of all of the signposting phrases until you are confident you can use them fluently.

Speaking

Presenting a new theme park

Stage 1

Work in groups. You are going to design and present a new theme park for your region. If you can, go to the Internet. Use Google, Lycos, or similar search engines and

- 1 find a theme park which uses
 - a a single overall theme
 - b several themed areas
 - c a set of unifying characters.
- 2 find out what the following types of ride are
 - a log flume
 - b 'white-knuckle' ride
 - c dark ride

- d carousel
- e splash pads
- f loops
- g corkscrews.

3 find maps of different theme parks. Study the distribution of the different types of ride.

Stage 2

In your groups, discuss the following issues and come to agreements.

- 1 Location. Think of three possible locations for your park. For each location, consider
 - market proximity
 - access
 - complementary and competitive facilities.

Now choose one of your locations. Write down your reasons for choosing this location.

- 2 Theme. Think about the theme for the park. Decide if you want
 - a single unifying theme, *or*
 - a range of themed areas inside the park, *and / or*
 - a set of unifying characters.

Choose the theme(s) for your park. Try to use your local culture as well as more international ideas.

- 3 Rides and attractions. Think about the rides and attractions your park will have. Ideally your park will have
 - rides and attractions for all ages
 - good spacing between attractions
 - a distribution from the least exciting to the most.

Stage 3

Prepare a presentation of your theme park idea.

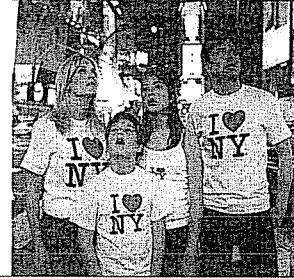
- 1 Your presentation should concentrate on the location and the theme(s).
- 2 Remember to use signposting and talk notes when you give your presentation.
- 3 Be sure you know the pronunciation of the key vocabulary.

Stage 4

Your teacher will put you into new groups. Give your presentation to the people in your group. They will evaluate you using the assessment sheet on p.112.

Forbes Traveller magazine compiled this list of the most popular tourist attractions in the world.

- 1 Times Square, New York City
- 2 National Mall and Memorial Parks, Washington DC
- 3 Disney World's Magic Kingdom, Florida
- 4 Trafalgar Square, London
- 5 Disneyland, Anaheim



Where in the world?

UNESCO is the United Nations Educational, Scientific, and Cultural Organization. Part of its mission is to protect important sites and monuments around the world. It does this by declaring these places *World Heritage Sites*.

- 1 Look at the photos and answer the questions.
 - 1 Where is the Tomb of Askia?
 - 2 How big is it?
 - 3 What is it made of?
 - 4 How old is it?
- 2 Read the article and see if you were right.
- 3 What does the article tell us about Askia?
- 4 How many other World Heritage Sites do you know of in Africa?



THE TOMB OF ASKIA

The late fifteenth-century pyramidal Tomb of Askia has been declared a World Heritage Site. The seventeen-metre-high monument was built in Gao, the ancient capital of the Songhay Empire, by Askia Mohamed, the founder of the powerful empire, which dominated the Sahel and the trans-Saharan trade routes for centuries. Now, Gao hopes more tourists will discover the eastern Malian city.

At a congress in the Chinese city of Suzhou this week, the UNESCO Director-General, Koichiro Matsuura, welcomed a number of new sites to the World Heritage list. One of the sites most talked about was the Tomb of Askia. The tomb is the fourth Malian monument to receive UNESCO recognition. The UN agency had no difficulty in accepting the Malian request to include the Askia tomb in the prestigious World Heritage list.

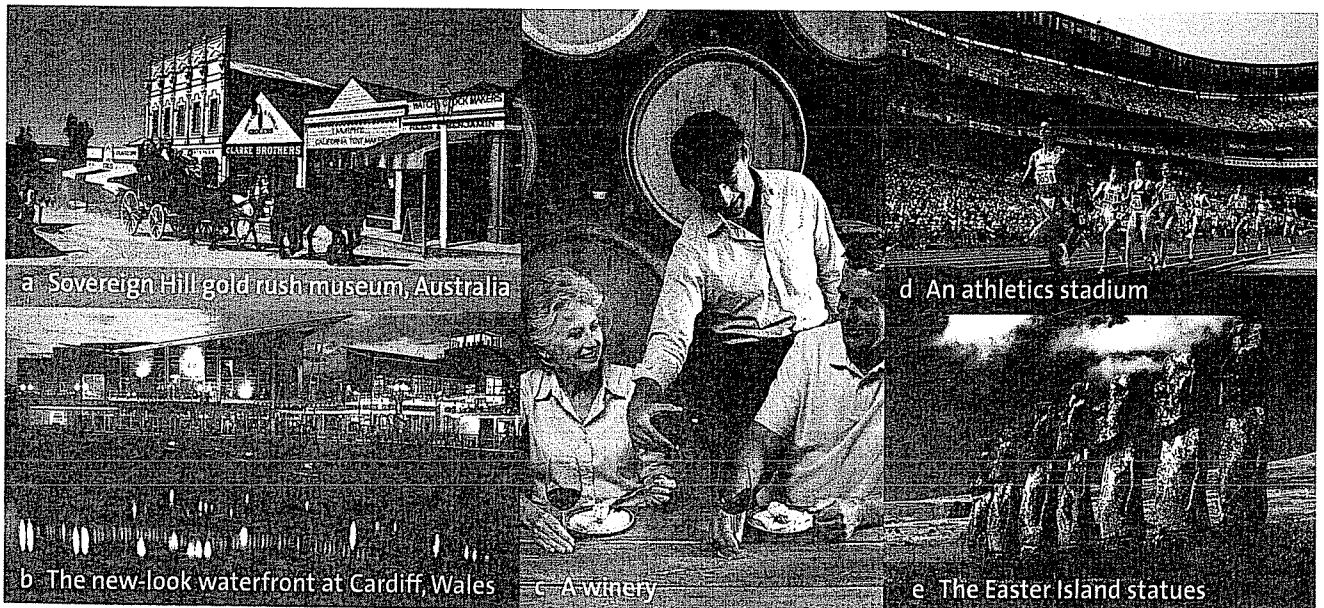
The founder of the Songhay empire, the hero Askia, ordered the building of the monument in 1495 in his capital Gao. It is a good indicator of the power and riches of the Empire, which flourished in the fifteenth and sixteenth centuries through its control of the trans-Saharan trade routes for salt and gold.

According to UNESCO specialists, Askia's tomb is also 'a fine example of the monumental mud-building traditions of the West African Sahel.' The building, where Emperor Askia's remains are supposedly placed, stands out as the largest pre-colonial architectural monument in the whole region.

Listening

How do you define a built attraction?

- 1 Look at the photos. Which of the attractions are built and which are not?




a Sovereign Hill gold rush museum, Australia

b The new-look waterfront at Cardiff, Wales

c A winery

d An athletics stadium

e The Easter Island statues

- 2 Work in groups. Write a definition of a built attraction.
- 3 Share your definition with other groups in the class.
- 4  Listen to an interview with Shane Warner of Tourism Western Australia.
 - 1 How does the interviewer define built attractions?
 - 2 How does this definition compare with the class definitions?
 - 3 What problems does Shane see in the interviewer's definition?
 - 4 Which of the photos in 1 is a built attraction for Shane?
- 5 At the end of the interview, Shane refers to 'essential' and 'desirable' criteria. What do you think he means by these terms?
- 6 Re-write your definition to take in what Shane believes about defining built attractions.

Find out

- 1 What are the ten most popular built attractions in your country?
- 2 How many World Heritage Sites does your country have and how long have they been World Heritage Sites?
- 3 What classification system does your country have for the different types of tourist attraction according to their importance at local, national and / or international level? (Note: If it doesn't have one, find a country that does have a system and analyse it to see if it will work for your country.)

Tourism manager

Managing the presenter



As a tourism manager, you may have to look after someone who is giving a presentation. It could be one of your colleagues, your boss, or a big-name guest speaker.

Here is a list of advice on how to support and 'manage' the presenter. Which pieces of advice would be relevant / not relevant for the three presenter types above?

Before the presentation

- contact the presenter a few days before to check arrangements and find out if they need any equipment or materials
- ask to see a summary of the presentation.

During the presentation

- introduce the presenter, giving some biographical information
- help with any technical difficulties (e.g. know where you can get a back-up laptop or projector)
- monitor the audience to check they are interested
- keep an eye on the time and signal to the presenter when there are five minutes to go and when it is time to stop
- initiate applause at the end
- thank the presenter.

After the presentation

- take the presenter out for lunch / dinner
- send the presenter copies of audience feedback on their presentation.

approval (n) official agreement to, or permission for, sth

boundary (n) a real or imagined line that marks the limits or edges of sth and separates it from other things or places

equitable (adj) fair and reasonable

substantive (adj) dealing with real, important, or serious matters

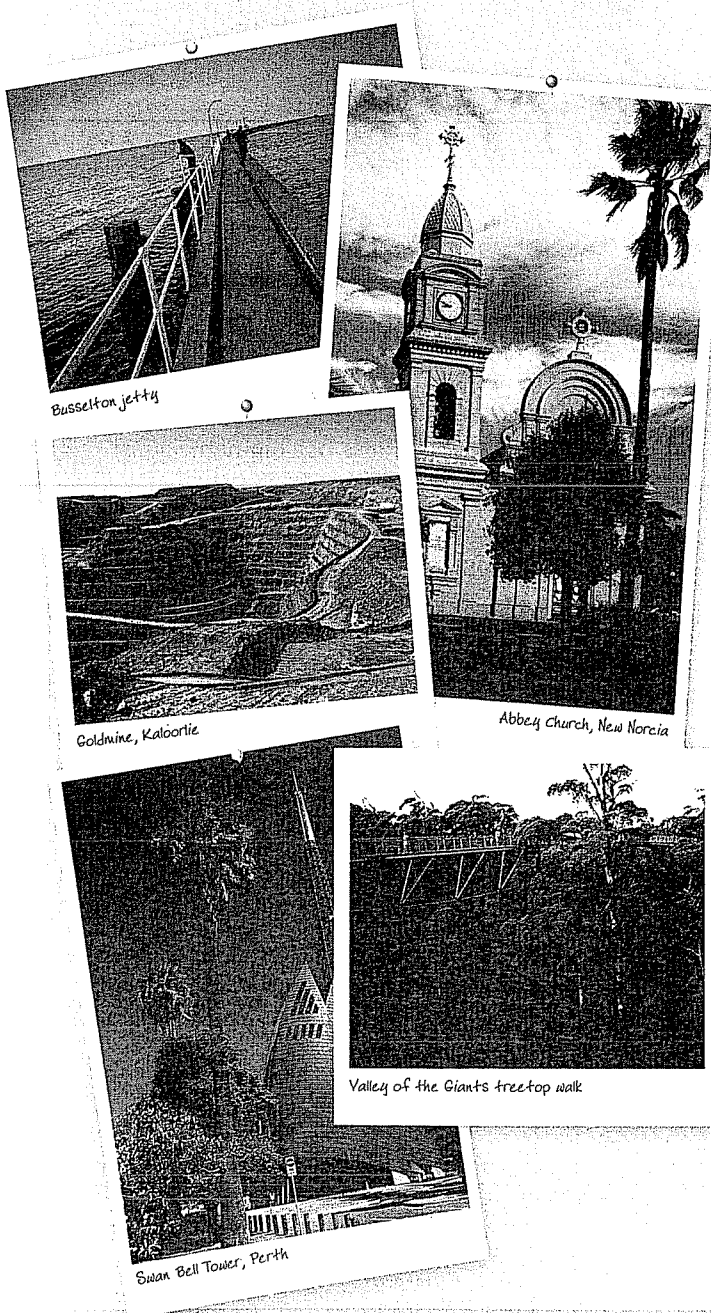
Reading

Recognizing built attractions

- 1 What criteria could you use to decide how to recognize a built attraction? Write three criteria.
- 2 Get into groups and share your criteria.

- 3 Read the guidance document produced by Tourism Western Australia for new tourism businesses. Compare your criteria with those of the document.

- 1 Which criteria do you have in common?
- 2 Which criterion surprises you most?
- 3 Which criterion seems to be the most difficult to comply with?



Types of Attractions

There are basically two types of attractions:

- * Built Attractions
- * Natural Attractions

Tourism Western Australia has developed the following set of essential and desirable recognition criteria for assessing a tourist attraction. The use of these criteria will ensure that uniform standards provide a fair and **equitable** assessment of all tourist attractions.

A tourist attraction will need to meet all of the essential recognition criteria before a recommendation is made to Main Roads Western Australia or a local government for the erection of appropriate road signs.

Built Attractions - recognition criteria

Essential Criteria

Most importantly:

- * Tourism must clearly be an important part of the business.
- In addition, the attraction must provide a **substantive** tourist experience in addition to, or as part of, the commercial establishment's normal activities
- * have all relevant State and Local Government licenses and **approvals** to operate as a commercial tourist attraction
- * be a member of a recognized local tourism organization
- * be open on weekends and three other days of the week including public holidays
- * clearly display opening times (if not open seven days):
 - at the entrance to the property or establishment
 - in brochures and all promotional media (advertisements, websites,

etc.)

- * be open at least between 10 a.m. and 4 p.m.
- * produce a leaflet or brochure describing the attraction
- * be distinctly signed at the property **boundary** so that the attraction can be easily identified
- * be clean and well presented at all times
- * have clean and conveniently located toilet facilities.

Desirable Criteria

- It would be desirable for the attraction to also
- * be open every day
 - * be Quality Assured by Tourism Council Western Australia
 - * provide a parking area for coaches and caravans
 - * keep a record of visitor numbers (e.g. by way of a visitors' book).

Speaking

Criteria for local built attractions

- 1 Work in groups.
 - 1 Rank the essential criteria in the TWA document from the most to the least important in your group's opinion.
 - 2 Which criteria would not be appropriate in your country or region? Why not?
 - 3 Are there any useful criteria that are not in the TWA document? Add them to your list.
- 2 Compare your list to the lists of other groups. Give reasons for your ranking and for any changes or additions to the TWA criteria.

Writing

Researching local built attractions

How well do your region's built attractions do? Do they deserve official recognition as tourist attractions?

- 1 Work in pairs. Use the essential criteria from *Speaking* 1 and visit as many local built attractions as you can. Check each attraction against the different criteria on your list.
- 2 Combine your findings from 1. Write a report describing the results and recommending changes to attractions that do not meet all the essential criteria. Use the report in the *Writing bank* (p.52) to guide you if you want.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand spoken and written texts about theme parks
- I can make a presentation of the design for a new theme park
- I can use signposting to make the structure of my presentation clear
- I can understand spoken and written texts about built attractions
- I can write a report about the built attractions in my area

Key words

Adjectives

pay-as-you-go
pay-one-price
unifying

Verbs

give rise to
overcome

Nouns

complementary facilities
criteria
greenfield location
market proximity
prime land
resident market

site
themed area
thrill
vegetation barrier

Connections

Websites

- Theme parks – history and design
www.themedattraction.com
- Theme park design
www.designboom.com/trash/themepark.html
- Tourism in Western Australia
www.tourism.wa.gov.au
- Sovereign Hill gold rush museum
www.sovereignhill.com.au

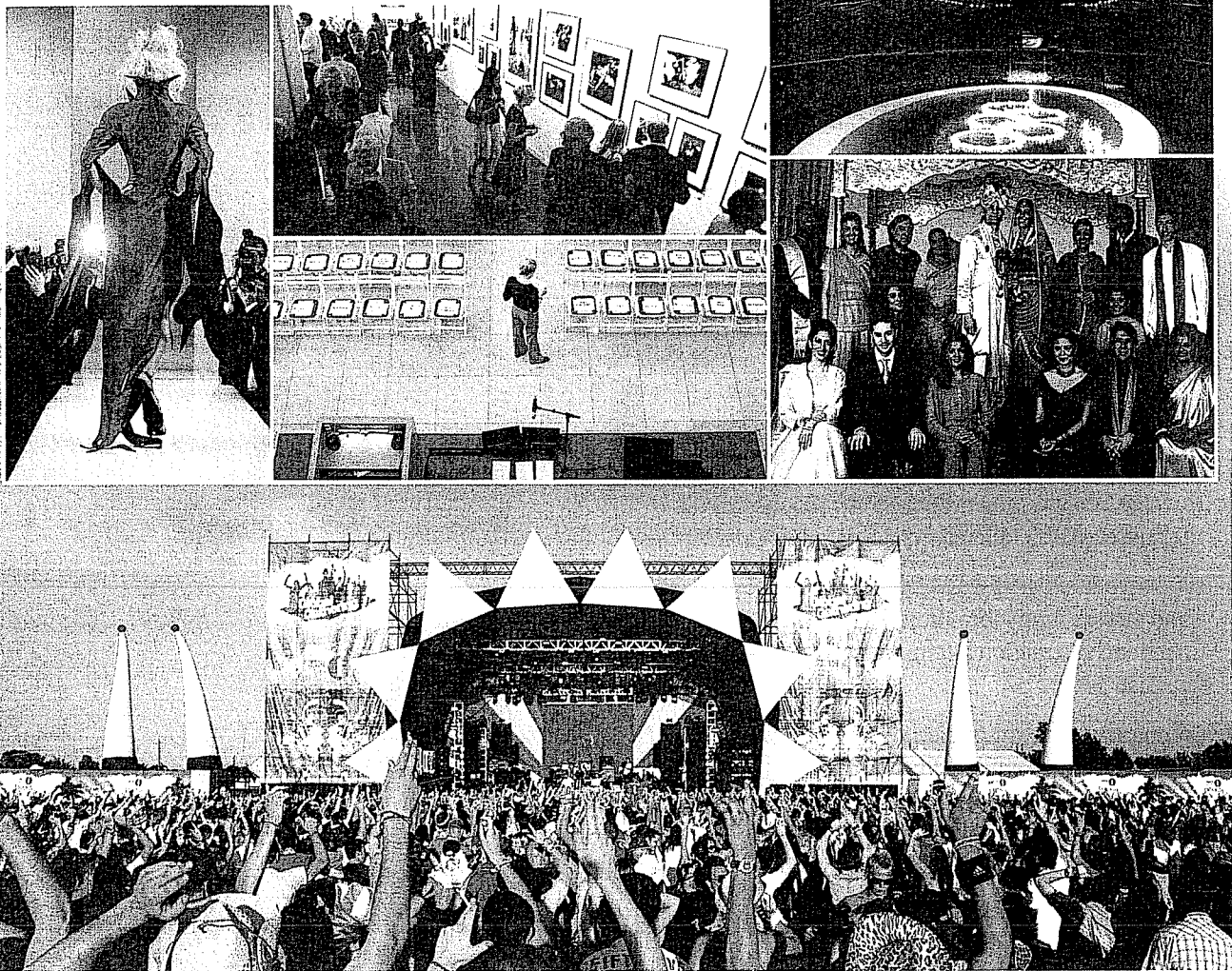
Web search

- theme parks design history
- tourism built attractions

9 Events management

Take off

- 1 Can you identify these events?
- 2 Which do you think would be the most difficult to organize?
- 3 Which one would you most like to be involved in (as an organizer)?



Listening

Careers in events management

- 1 Work in pairs.
 - 1 How many different events can you think of that an events management company might organize?
 - 2 What skills do you think are needed in events management?
- 2 Listen to Peter Baker talking to a group of tourism graduates about careers in events management. Check your answers to 1.
 - 3 Listen again.
 - 1 Peter uses a number of different words to describe 'small' events and 'big' events. Add them to the list below.

a small	b big
<i>small-scale</i>	<i>major</i>
 - 2 Is events management a growth sector in the tourism industry?
 - 3 How can the graduates start their career in events management?

In this unit

- explaining and defining
- events organizer job description
- trouble-shooting
- organizing a fam trip
- briefing and clarifying arrangements
- work experience

● **Language spot**

Explaining and defining

1 What are the missing technical terms in these sentences?

destination management company
fam trips
fire-fighting
work experience

- 1 _____ are tours organized by tour operators, resort managers, and so on, where journalists or people in the travel trade can get to know the facilities and services offered, and thus help to sell or promote it.
- 2 A key skill in events management is _____, in other words solving problems as they come up.
- 3 A _____ is a company which, as the name suggests, organizes every aspect of the event from the destination itself.
- 4 They usually involve _____. By that I mean that you'll do a work placement with an events company or a venue, such as a sports stadium.

2 Note the words and phrases in **bold** which are often used when explaining and defining technical terms.

3 There are other ways in which we can explain a technical term. Look at these examples.

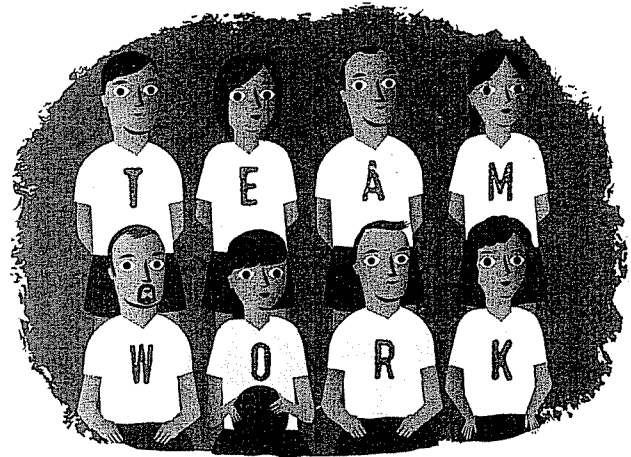
- 1 An incentive tour is a **type of** tour that is organized for a group of workers as a reward for good work.
- 2 Venue is **another word for** the place where the event is going to be.
- 3 A customized tour is **one which is** designed to meet the specific needs of a client.
- 4 MICE is a **term used** in the business travel market and **stands for** Meetings, Incentive tours, Conferences, and Exhibitions.

4 Think of four technical words or phrases you have learnt in previous units. Make sentences like the ones above, and, without saying the word, see if your partner can guess the word or phrase.

» Go to **Language reference** p.121

Tourism manager

It's all about teamwork



In events management, you need **TEAMWORK**:

- T** is for *Training* to practise and improve skills
- E** is for *Enthusiasm* for the event and the team
- A** is for *Awareness* of the tasks to be carried out and of the needs of others
- M** is for *Motivation* to meet the objectives and to help others in the team
- W** is for *Willingness* to adapt to change and take decisions
- O** is for *Organizing* yourself to undertake responsibilities
- R** is for *Recognition* of the work of others in the team
- K** is for *Knowing* what is happening and keeping everyone informed

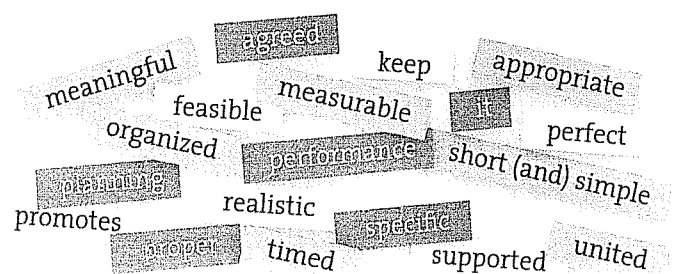
Acronyms like this are often useful in management training. Do you know what these are? Choose from the words below.

1 Aims should be **FAMOUS**

2 Objectives should be **SMART**

3 You have to plan - **PPPPP**

4 When giving instructions **KISS**



Events organizers must respond quickly to change and they must expect the unexpected.

Alex Clayton, Events and conference trainer

Reading

The job of events organizer

1 What is involved in organizing an event such as corporate entertainment at a Formula One race meeting? Think through from start to finish and use the pictures to help you. Think about what you need to

- research • prepare
- produce • arrange.

Think about who you need to

- contact • liaise with.



2 Read this email from a young manager to their former course tutor. The tutor has asked for some information on the manager's early experiences working for an events management company so that she can advise her current trainees.

- 1 Who do events organizers work for?
- 2 What skills are mentioned by Marc?
- 3 What went wrong with the arrangements for the trade fair? How did he solve the problem?
- 4 Did you list any of the typical work activities in 1 that Marc mentions?

Send [Icons] Options...

Dear Rachel

Great to hear from you, and of course I don't mind giving you some information to pass on to this year's trainees.

As you know, I've been working for EVO, an events management company, for six months now. It's a private company, but you can also work for a public state organization or go freelance. That's what I want to do eventually – work for myself. EVO does everything: exhibitions and fairs, festivals, conferences, promotions and product launches, and fundraising and social events.

I love the job. They said in the job description that an EO had to be hands-on and work as part of a team, and that you had to complete a wide range of activities – and they weren't wrong! So far I've been involved in researching markets, producing proposals for events, preparing document packs, arranging accommodation for VIPs, booking venues ... the list is endless! Every day is different.

You asked me if there was anything that I hadn't expected. One thing I knew I'd need was good communication and organizational skills, but I wasn't ready for the fact that you have to respond quickly to change in order to make sure events run smoothly. Let me give you an example. The other week I was put in charge of coordinating venue management for a trade fair; in other words, liaising with caterers, stand designers, and all the other people involved. Everything was going fine – we'd arranged the layout for the stands, and organized facilities for everything from car parking to first aid. Then I got a call from the caterers. They'd had a major fire at their kitchens and weren't able to come. I couldn't get to talk to my boss, so I had to do something. I contacted various other catering companies in the area and eventually found one that could come at short notice. In the end it went smoothly, but I can tell you it was a real panic for a while.

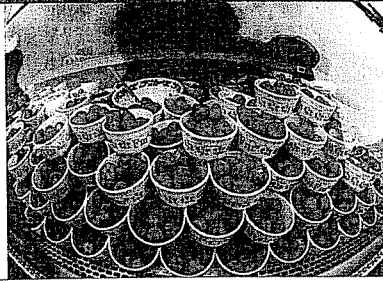
Anyway, I hope that helps. If you need any more information just let me know. Good luck with the course!

Best wishes
Marc

Wimbledon Lawn Tennis Championship

In the fourteen-day event, the following food and drink is consumed:

- 28,000 kilos of strawberries
- 17,000 bottles of champagne
- 300,000 cups of tea or coffee
- 30,000 portions of fish and chips

**Vocabulary****Collocations and compounds**

1 Match the verbs in A with the nouns in B to make collocations. More than one match may be possible.

- | | |
|---------------|------------------|
| A | B |
| 1 arrange | a queries |
| 2 organize | b decisions |
| 3 make | c events |
| 4 handle | d accommodation |
| 5 sell | e clients |
| 6 plan | f reports |
| 7 liaise with | g sponsorship |
| 8 prepare | h markets |
| 9 write | i packs |
| 10 research | j evaluation |
| 11 coordinate | k layouts |
| 12 carry out | l facilities |
| | m staff |
| | n press releases |

2 Peter Baker (in *Listening p.76*) said that events management involved trouble-shooting and fire-fighting. Here are some more compound nouns.

- | | |
|------------------|-----------------|
| problem-solving | fundraising |
| team-building | decision-making |
| sightseeing | brainstorming |
| forward-planning | |

- 1 Do you know what they mean?
- 2 Are any of them important when working
 - a in events management?
 - b in tourism in general?

Speaking**Trouble-shooting**

1 On your own, read situations A–F and answer the questions.

- 1 What is the problem?
- 2 Who can you talk to to help solve it?
- 3 What is the best solution?

- A** You are organizing an outdoor summer festival of dancing and music. With one week to go, the weather forecast suddenly changes to heavy rain and thunderstorms.
- B** Your client has booked a small room in a conference centre for their product launch, but two days before, you realise that it is not going to be big enough.
- C** It's the morning of a conference and delegate packs and promotional material have not arrived from the printers yet. You phone the printers and they say they are in the warehouse awaiting despatch.
- D** One of the participants in a farm trip becomes rude and aggressive towards the guide leading a tour.
- E** A key member of your team phones you on the morning of an event. He has a family problem and cannot come to the event.
- F** An event that you thought went very well receives negative feedback during the evaluation process – particularly targeted at one of your colleagues who is a personal friend.

- 2 Discuss your answers in pairs with another student, then with another pair (i.e. in a group of four).
- 3 As a class, compare your different opinions on what to do in the situations. Did you all agree?
- 4 Work in small groups. Look at the pictures of different events.
 - 1 Could any of the six situations in 1 have occurred at these events?
 - 2 What other problems might occur at these events?
 - 3 How would you deal with them?



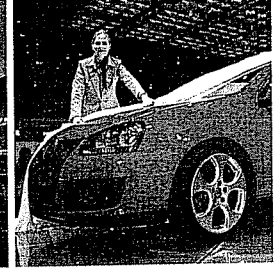
marathon



incentive trip



concert tour



product launch


Did you know?

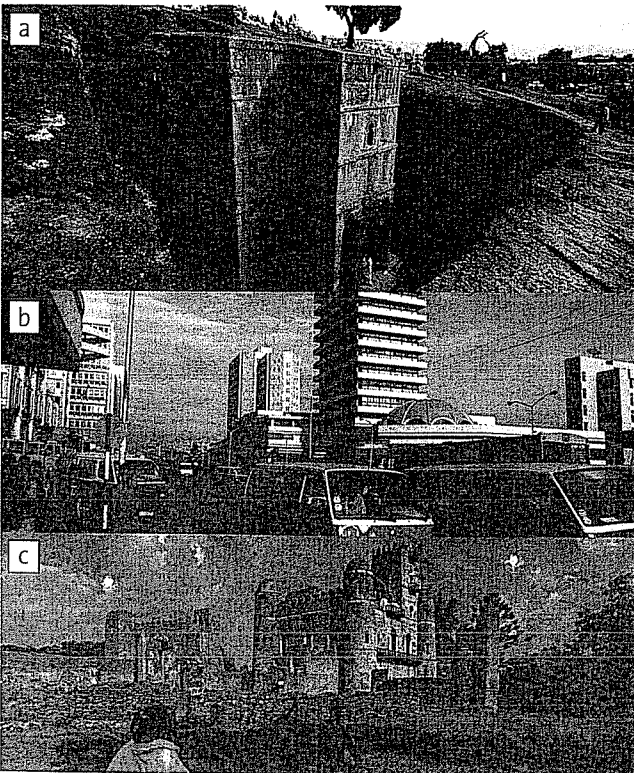
- Ethiopia is the only African country to escape colonization.
- Ethiopia adopted Orthodox Christianity in the fourth century.
- Ethiopia is a landlocked country.
- The average life expectancy in Ethiopia is 46 years.

Listening

Fam trip to Ethiopia

A Canadian events management company has been asked to run a fam trip to Ethiopia for tour operators and other representatives of the tourism industry. Ken Dueck is the main organizer and he is briefing his team on arrangements for the trip.

- 1 Before you listen to part of the meeting, try to match the pictures with the places mentioned in the draft itinerary for the fam trip participants.
- 2  Work in pairs. Listen to the meeting. Answer the handwritten questions on the itinerary. Student A, complete the 'Action points' for Helen. Student B, complete the 'Action points' for Donal.
- 3 Student A, you are Helen. Student B, you are Donal. In your pairs, check your answers to the handwritten questions and tell each other what you have on your action plan.
- 4 Decide how you would organize the farewell party on the final night. Draw up a schedule, and decide what each of you (Ken, Helen, and Donal) would be doing.



AGENTS' FAM TOURS:

follow the Queen of Sheba's historic route to the enchanting land of

ETHIOPIA

THE MAGICAL LAND: Ethiopia is truly a land of discovery – brilliant and beautiful, secretive, mysterious, and extraordinary. Above all things, it is a country of great antiquity, with a culture and traditions dating back more than 3,000 years. The traveller in Ethiopia experiences a journey through time, transported by beautiful moments at edifices built many centuries ago.

Day 1 Arrive Addis Ababa Transfer to Ghion Garden Palace Hotel Reception Evening tour and dinner back at the hotel <i>transport?</i>
Day 2 A.M. transfer to airport for flight to Axum <i>Ethiopia's most ancient city</i> Upon arrival, transfer to Yeha Hotel P.M. sightseeing of Axum, including Queen of Sheba's Palace Overnight at hotel <i>name?</i>
Day 3 A.M. flight from Axum to Lalibela – transfer to hotel P.M. sightseeing of the rock-hewn churches of Lalibela Overnight at hotel <i>what is rock-hewn?</i>
Day 4 <i>Africa's camelot</i> A.M. flight to Gondar – transfer to hotel P.M. visit Gondar including tour of imperial castle <i>how big?</i> Overnight at hotel
Day 5 A.M. flight to Bahir-Dar – transfer to hotel sightseeing of Bahir-Dar including boat trip on Lake Tana to visit the monasteries <i>how many?</i> P.M. optional trip to Blue Nile Falls <i>how long?</i>
Day 6 Return to Addis Ababa – day at leisure Evening: Farewell party
Day 7 Return flights


Action points

Helen	Donal
1 Special responsibility for accommodation	1 Special responsibility for publicity
2	2
3	3
4	4
5	5
6	6

● **Language spot**

Briefing and clarifying arrangements

- 1 Look at these expressions from the briefing meeting. Which ones are
- 1 briefing (asking someone to do something, giving instructions)?
 - 2 asking for clarification?
 - 3 giving clarification?
 - a Helen, can you take responsibility for accommodation arrangements?
 - b Donal, I want you to be in charge of publicity – promotional information and so on – at all the venues.
 - c Can I just ask, what's the deadline for shipping material out there?
 - d Can you look into that yourself, Donal?
 - e Right, let's go through the itinerary, starting with the welcome reception.
 - f I want you to pay particular attention to this. So listen carefully.
 - g Donal, ... you'll need to check we've got full menu plans in advance.
 - h Will you get in touch with the various providers and get samples emailed or faxed over?
 - i Could I just clarify one thing that's troubling me a bit?
 - j Let me make it absolutely clear ...
 - k Can I remind you, Helen, you will need to put the exact names down and the addresses and websites?
 - l I'm curious about these 'rock-hewn' churches. What exactly are they?
 - m Let me give you a bit more information on the churches.

- 2 Look at the listening script on p.135 and find other examples.
- 3  When briefing his staff, Ken has to explain the different things that are happening either at the same time or one after the other. Listen to the extract and complete the text, using the correct form of the verb in brackets.

Helen, while Donal _____¹ (give out) information packs and _____² (talk) to the people, you _____³ (circulate) and _____⁴

(make sure) everyone's got a drink and someone to talk to and so on.

When everyone _____⁵ (relax), I _____⁶ (make) a brief speech to introduce the hosts. After we _____⁷ (do) that, Donal _____⁸ (accompany) the evening coach tour followed by dinner back at the hotel. While Donal _____⁹ (see) the sights, we _____¹⁰ (make sure) everything's arranged for the tour the next day, Helen.

- 4 Which of the actions are happening at the same time?
- 5 Which are happening one after another?
- 6 Use your ideas from *Listening 4* to make similar sentences explaining when things are happening at the farewell party and who's doing them.

>> Go to **Language reference** p.123



Pronunciation

- 1 How do you pronounce the underlined letters in these words?

1 <u>a</u> ccount	6 <u>l</u> uxury	11 <u>th</u> ousand
2 <u>c</u> ompany	7 <u>p</u> ool	12 <u>th</u> rough
3 <u>u</u> sing	8 <u>r</u> oom	13 <u>th</u> rough <u>o</u> ut
4 <u>g</u> roup	9 <u>s</u> ound	14 <u>o</u> uch
5 <u>i</u> nterrupt	10 <u>st</u> unning	15 <u>t</u> roubling

Put each word in the right column to complete the table.

/ʌ/ us	/u:/ blue	/aʊ/ out

- 2  Listen to the words from each column. Were your answers in 1 correct?
- 3  Now listen and repeat. Focus on the sound of the underlined letters.
- 4 Which is the shortest of the three sounds practised here?
- 5 What is special about the pronunciation of the *ou* letter combination?

Top countries and cities for international events 2007 (as defined by the International Congress and Convention Association)	Countries	Cities
	1 USA	1 Vienna
	2 Germany	2 Berlin
	3 Spain	3 Singapore
	4 UK	4 Paris
	5 France	5 Barcelona

It's my job

Andrea Geuggis, 29, is from Switzerland. Before moving in to tourism, she used to work in finance, but she now works as a roadshow coordinator.

- 1 What type of event do you think a 'roadshow' is?
- 2 Who takes part in it?
- 3 What do the organizers have to do?

Find out by reading what Andrea has to say.

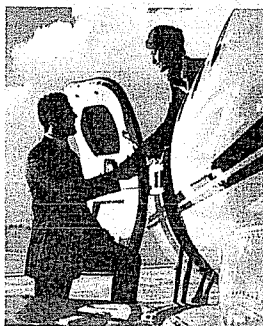
Andrea Geuggis



'Roadshows are very important events in the business world. They're basically a marketing tool for the corporate client to meet their key investors so as to maintain a good relationship and perhaps raise more capital.

'I'm part of a team that organizes the whole event. We arrange flights, hotels, venues, and entertainment. We're responsible for everything -- from the distribution of handouts to the temperature of the champagne! Because there are usually millions of dollars at stake, the whole operation has to be super-efficient and of the very highest standard.

'I'm working on a fairly typical event right now. Our client is a major technology company based in India. We're flying the CEO -- that's the Chief Executive Officer -- the Chief Finance Officer, the Head of Investor Relations, and five other senior staff to Stockholm, Copenhagen, and the Netherlands. They'll be staying in the best hotels; we'll be using limousines and private



jets to get them to their meetings. The catering will have to be five-star plus, and for the entertainment we've arranged a private viewing at the Van Gogh Museum in Amsterdam given by the museum director himself. As you can see, only the best will do!

Reading

Work experience

At the start of this unit, Peter Baker talked about qualifications in events management, which are run at many colleges and universities. He also talked about work placements as an important part of the course.

Read this extract from the description of one such course and answer the questions.

- 1 Which parts of the course would interest you?
- 2 Which of the example work placements would appeal to you?
- 3 Are there similar types of company in your area?

BSc (Hons) Events Management with Tourism

This course prepares you for a career in events management, specializing in tourism and destination management.

You study events and tourism theory, policy, and practice integrated with business management. We develop your understanding of what is involved in the planning and management of events.

An important part of your work involves projects and business simulation. Through these, you experience the part venues play in the leisure industry and in events such as

- sporting events
- corporate events
- festivals
- concerts
- business conferences
- weddings.

You can take a one-year work placement. This can be in

- the UK
- Australia
- Europe.
- the USA
- Canada

This valuable work experience develops your industry knowledge and improves your employability after you graduate.

Placement providers include

- Newcastle United Football Club
- Sheffield City Council Events
- Acorn Adventure Holiday Company
- Disneyland Florida
- Marriott Hotel Baltimore
- The National Trust
- Hallam FM radio.



Find out

Research events management with tourism training courses – either in your own country or a country you would be interested in studying and working in. Think about the following questions.

- What level is it (degree, postgrad, etc.)?
- How long is the course?
- What is the delivery method (lecture, practical, etc.)?
- Is there a work experience component? Where? What?
- Are there any other interesting features?

Writing

Work placement brief

Choose one possible work placement that could take place in your local area as part of the events management course.

Decide exactly what the work experience would consist of and write a description and a brief for the participant. Use the template to help you.

Name of company _____

Type of business _____

Job title _____

Duties involved _____

Skills developed _____

Other information

(e.g. hours, dress code, working in a team, line manager)

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

I can understand and talk about the events management sector

I can explain and define technical vocabulary

I can understand and talk about the job of events organizer

I can give a briefing and clarify arrangements for a fam trip or other event

I can research events management training courses and work experience

Key words

brainstorming
 customized tour
 fire-fighting
 freelance
 fundraising
 press release
 product launch
 promotional
 provider
 roadshow
 sponsorship
 team-building
 trouble-shooting
 venue
 work placement

Connections

Websites

- Association of Events Organizations
www.aeo.org.uk
- Events Industry Alliance
www.eventsindustryalliance.com
- International Congress and Convention Association
www.iccaworld.com
- International Festival and Events Association
www.ifea.com

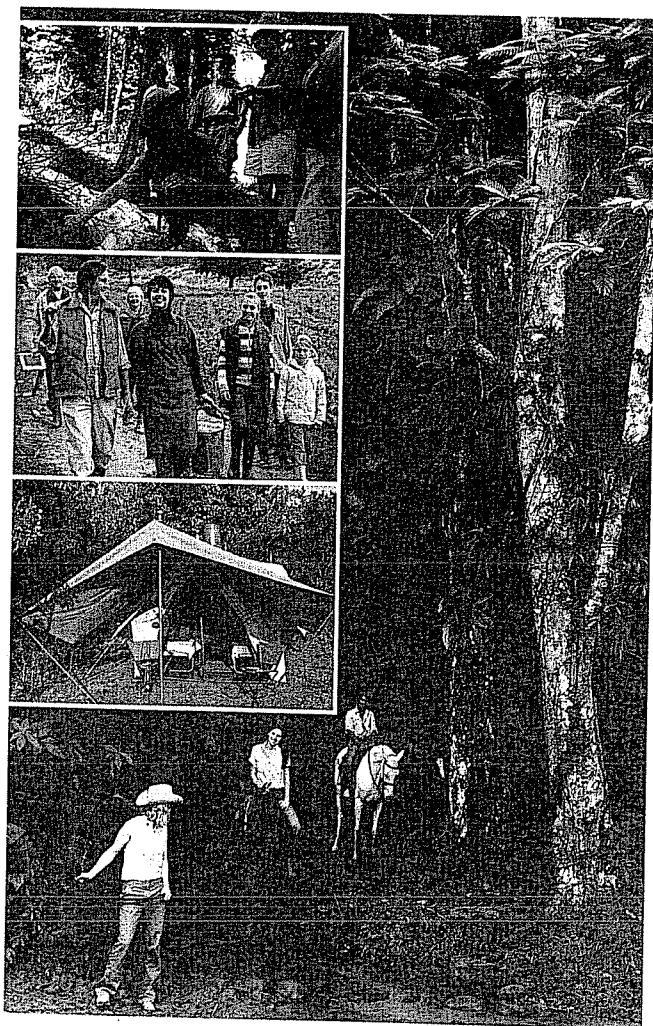
Web search

- events management careers
- fam / familiarization trip (your country)

10 Sustainable tourism

Take off

- Which of the following types of tourism do you recognize? Can you match them with the pictures?
 - ⊗ sustainable tourism
 - ⊗ green tourism
 - ⊗ ecotourism
 - ⊗ agritourism
- Do you know what the differences between them are? Try to explain them to your partner.
- Which of these types of tourism is common in your part of the world?
- Have you tried any of them as a tourist? If you have, tell your partner about your experience. If you haven't, say which type sounds most attractive to you and why.



Vocabulary

Sustainable tourism concepts and definitions

- Match the terms with the beginnings of their dictionary definitions.

- | | |
|------------------|-------------------|
| 1 authenticity | 7 principle |
| 2 biodiversity | 8 stable |
| 3 guideline | 9 stakeholder |
| 4 host community | 10 sustainability |
| 5 mass tourism | 11 viable |
| 6 optimum | 12 values |

- a /'væɪəbl/ *adj* able to work or succeed
- b /'steɪbəl/ *adj* fixed; not likely to move or change
- c /'ɒp tɪmə/ *adj* best; most likely to bring success
- d /səsteɪnə'biləti/ *n* [U] the ability to continue over a long period of time ...
- e /'steɪk'həʊldə/ *n* [C] a person or group who is a part of ...
- f /'prɪnsəpl/ *n* [C] a law, a rule, or a theory that ...
- g /'vælju:z/ *n* [pl] ideas that control how something happens or works
- h /həʊst kə'mju:nəti/ *n* [C] the local or indigenous people ...
- i /'gaɪdlɑːn/ *n* [pl] detailed plans to guide you ...
- j /bə'ɒdər'vɜ:səti/ *n* [C] the number and variety of plant and animal species ...
- k /ɔ:θen'tɪsəti/ *n* [C] the quality of being real or true
- l /mæs 'tʊərɪzəm/ *n* [C] tourism on a large scale

In this unit

- ecotourism and the sustainable development of tourism
- minimizing the tourism footprint
- presenting guidelines to ecotourism operators
- writing commands and requests without causing offence
- sending an internal memo about sustainable policies

- 2 Choose the right term to complete the 2004 UNWTO description of sustainable tourism. Use each term only once.

Sustainable tourism development *guidelines / sustainability*¹ and management practices are applicable to all forms of tourism in all types of destinations, including *authenticity / mass tourism*² and the various niche tourism segments. Sustainability *principles / stakeholders*³ refer to the environmental, economic, and sociocultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term *authenticity / sustainability*⁴.

Thus, sustainable tourism should


- 1 make *optimum / stable*⁵ use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and *biodiversity / mass tourism*⁶.
- 2 respect the sociocultural *authenticity / biodiversity*⁷ of host communities, conserve their built and living cultural heritage and traditional *guidelines / values*⁸, and contribute to intercultural understanding and tolerance.
- 3 ensure *mass tourism / viable*⁹, long-term economic operations, providing socio-economic benefits to all *stakeholders principles*¹⁰ that are fairly distributed, including *stable / viable*¹¹ employment and income-earning opportunities and social services to *host communities / stakeholders*¹², and contributing to poverty alleviation.

Listening


Sustainability – today for tomorrow

Steve Walsh works for *Intelligent Tourism Initiative*, a private sector international tourism organization. Here we join him towards the end of a talk on sustainable tourism to a group of tour operators and travel agents.

- 1 Look at the three UNWTO guidelines for sustainable tourism in *Vocabulary*. How do you think each of the different guidelines will affect
 - 1 tour operators?
 - 2 travel agents?
 - 3 hoteliers?

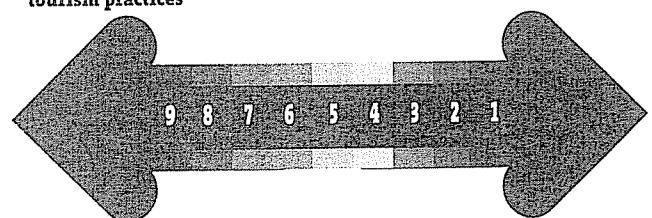
- 2  Now listen to Steve.

- 1 Which one of the three guidelines for sustainable tourism do you hear him talk about?
- 2 Which *three* of the following issues does this part of his talk include?
 - a how tourism can help to reduce poverty
 - b long-term economic tourism operations
 - c the cost of local tourism infrastructures
 - d the distribution of tourism's socio-economic benefits
 - e the loss of tourism revenues to multinational companies
- 3 Steve talks about two reasons why organizations speak of *sustainable development of tourism* rather than *sustainable tourism*. What are they?

- 3  Now listen to Steve ending his talk.

- 1 Where would you place Steve on the continuum of commitment to sustainable tourism? Why?

Totally committed to sustainable tourism practices



Doesn't see how sustainable tourism practices affect them

- 2 Which option shows the structure of the ending of the talk?

Ending A

- 1 concluding remarks
- 2 summary of talk contents
- 3 thank audience and invite questions

Ending B

- 1 summary of talk contents
- 2 concluding remarks
- 3 thank audience and invite questions

- 4 Work in groups.

- 1 Individually, think of three tourism providers from your area – a transport company, a hotel, and a specialist provider such as an adventure tourism operator, a spa, or a theme park operator.
- 2 Place each company on the continuum in 3.
- 3 Tell your partners which companies you chose, where you put them on the continuum, and why.

New Tourism is tourism that is sustainable, environmentally and socially responsible, and mutually beneficial to visitors and host countries.

Tourism Intelligence International

Reading

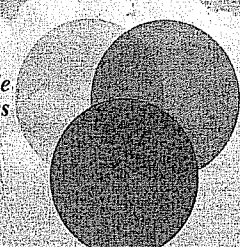
Ecotourism in practice

- 1 Look at the title of the article and the sub-headings. Who do you think this article is aimed at – tour operators, tour guides, or tourists? Explain your answer to your colleagues.
- 2 Read the first paragraph and see if you were right.
- 3 Say if these sentences are true (T) or false (F). The main part of the article suggests that an eco-friendly tour operator
 - 1 uses part of the profits to finance local wildlife projects
 - 2 involves its staff and clients in these projects
 - 3 facilitates the sales of local handicrafts
 - 4 explains to the clients the importance of driving their vehicles only on the roads
 - 5 trains its staff in the company's eco-policies
 - 6 keeps its clients away from local tribes so that they don't become westernized.
- 4 'Eco-friendly' tours was written originally for USA-based tour operators offering ecotourism holidays in East Africa.
 - 1 Work with a partner. Adapt the article to make it suitable for tour operators offering holidays in natural areas of your country.
 - 2 Compare your changes with those made by other pairs.

'ECO-FRIENDLY' TOURS


Being an 'eco-friendly' tour operator or travel agent brings many benefits such as reduced costs, wildlife conservation, cultural understanding and more ecotourists. Here are some guidelines to consider for a 'green' travel agency or tour operator.

Profitable business



Local benefits

Environmental conservation



ECONOMIC POLICY

How much of your profit is returned to the local community and wildlife projects?

Choose a project that interests your company, such as rhino conservation or village water supplies, and set yourself a goal. Create the timeline with your staff and then inform your clients of your goal.

How do you support local camps and villagers that provide the traveller with local gifts?

Do you give your clients tips on what to purchase? Do you purchase local gifts to give to your clients? Do the lodges and camps you use have a local handicraft shop?

ENVIRONMENTAL POLICY

How do you offer local, environmental insights for your travellers?

Do you give your clients the Kenya Wildlife Service Park Regulations, a great guide to the 'dos and don'ts' of wildlife watching?

How do you reduce environmental impact with your tours?

How do you ensure that your drivers don't drive off the road in national parks? Explain to your clients the potential damage of off-road driving and ask them to help protect the parks by not asking the driver to do so.

Are your staff trained to be eco-friendly?

Do you have an eco-policy briefing for new staff? If not, ask one of your staff to mentor new staff on your company's eco-policies.

How involved are you in regional initiatives to conserve the environment?

Start looking for partners that will help you help themselves, and protect the wilderness areas at the same time!

SOCIAL RESPONSIBILITY

What pre-departure cultural information do you provide the traveller?

Create pre-departure information that provides helpful hints on how to visit local cultures. Give background information on cultural 'dos and don'ts' for each area your client is visiting.

How do you introduce the local culture to your travellers?

Do you work with the camps and lodges to create cultural talks and tours? Do you allow the clients to spend time with the local tribes while travelling?

How many of your company's staff are local citizens?



Working with local citizens gives you the local information that you and your clients need.

We are committed to developing, operating, and marketing tourism in a sustainable manner; that is, all forms of tourism which make a positive contribution to the natural and cultural environment, which generate benefits for the host communities, and which do not put at risk the future livelihood of local people.

Article 1.3 of the Statement of Commitment, Tour Operators' Initiative

Pronunciation

- 1 Look at the words about sustainable tourism. Underline the syllable that is stressed most.

1 authenticity	4 responsibility
2 biodiversity	5 sustainability
3 community	6 viability
- 2  Listen and check your answers. Then pronounce each word with the correct stress.
- 3 Write a rule about the position of the main stress in words that have the *-ity* ending.
- 4 Can you think of any more words that have the *-ity* ending?
- 5  Now repeat steps 1 and 3 for this group of words. What can you say about the *-ion* ending and word stress?

1 conservation	5 information
2 contribution	6 operation
3 destination	7 regulation
4 dimension	
- 6 Do you know any other common word endings that affect the stress in the same way as *-ity* and *-ion*?

Find out

What potential is there in your country / region for ecotourism? Are there tour operators already working in this sector? If so, how long have they been working and what sort of eco-holidays do they offer? Do they cater mainly for domestic tourism or do they work mainly with tourists from outside your country? Most importantly, what are their eco-policies? If you can, use the questions from *Reading* and interview a representative of one of the companies. Report your findings to your class in a presentation.

Speaking

Presenting an eco-friendly policy

- 1 Look at phrases 1–10 below. They all typically come at the end of a presentation. What is their function? Choose from a–e.
 - a to indicate that you are beginning the conclusion of your presentation
 - b to invite questions
 - c to make final recommendations, predictions for the future, or concluding remarks
 - d to summarize what you've said so far
 - e to thank the audience
 - 1 I'm now coming to the end of my talk.
 - 2 I've been talking to you about ...
 - 3 If anyone has any questions ... ?
 - 4 If you have any questions, I'd be delighted to answer them.
 - 5 In conclusion, I'd like to say that ...
 - 6 In my opinion, then, eco-tour operators should ...
 - 7 Let me just run through the main points again. First, I talked about ...
 - 8 Thank you very much for listening.
 - 9 Thanks for listening.
 - 10 To sum up, first I looked at ...
- 2 Imagine you have just been speaking about how to be an eco-friendly tour operator.
 - 1 Look at the points in *Reading*. Choose four of them.
 - 2 Use the points and phrases you have chosen to prepare the **conclusion** of the presentation.
 - 3 Rehearse your conclusion. (Hint: Think about where to pause in the longer phrases.)
 - 4 Give your conclusion to your group. They should tell you if you sounded formal or informal.
- 3 Use your data from *Find out* to prepare a full presentation to your colleagues. You will need to bring together everything you have learned so far about giving oral presentations, so if necessary, look back at
 - Unit 5 – starting your presentation
 - Unit 8 – signposting a talk.
- 4 As you listen to your colleagues give their presentations, use the feedback sheet on p.113 to help you evaluate their performance.

Tourism is like a fire: you can use it to cook your soup, but it can also burn down your house.

Asian proverb

Where in the world?

The Almonds and Corals Hotel in Costa Rica was opened in 1993. Located in the National Wildlife Refuge of Gandoca-Manzanillo, the hotel claims to be eco-friendly and sustainable on all levels – economic, sociocultural, and environmental. How does it do this in practice? Read on and find

- 1 two ways the architecture is sustainable
- 2 two ways the hotel is environmentally sound
- 3 two ways the hotel supports the local community.



Listening

Controlling the fire of tourism

- 1 Listen to the interview with Dr Amaka Mapanje, a West African expert in the sustainable development of tourism. During the interview Dr Mapanje mentions
 - a the International Hotels Environment Initiative (IHEI)
 - b the World Tourism Organization (WTO)
 - c non-governmental organizations (NGOs)
 - d the Rio Earth Summit.
 - 1 What do you know about these organizations and events?
 - 2 In what order does Dr Mapanje mention them?
 - 3 Which one is a result of the Rio Earth Summit?
- 2 Listen again.
 - 1 Answer the questions.
 - a Which organization is Dr Mapanje most closely connected to – the IHEI, an NGO, or the WTO? How do you know?
 - b Are sustainable tourism and ecotourism the same?
 - c Can sustainability be measured, in Dr Mapanje's opinion?
 - d Does private industry take sustainability seriously?
 - e Who is responsible for making tourism sustainable?
- 3 Dr Mapanje talks about *carrying capacity*.
 - 1 What do you understand by this term?
 - 2 Listen again and make notes about what she says.
 - 3 Compare your notes to your partner's. Do you have the same main points?

Almonds and Corals Hotel – Costa Rica

Sustainable architecture

The layout of the bungalows, the reception, and the restaurant was established in harmony with the oldest trees in the rainforest. The buildings were designed to fit in the spaces between trees.

Open structures and open windows with screens are used to maximize the ventilation. The shape of the roofs and the materials provide insulation in each bungalow, all of which minimizes considerably the need for electrical appliances to cool them inside.

Environmental management

Almonds and Corals Hotel has a strong policy regarding pollution of any kind in or outside the wildlife reserve. Inside the hotel, we only allow biodegradable toiletries. No chemical fertilizers or weedkillers are allowed anywhere within the hotel grounds. Garbage is separated into organic matter, recyclable, reusable, and non-recyclable or reusable.

Promoting sustainable community development

Almonds and Corals has made a lot of effort to provide proper training to the local personnel, bringing representatives from the National Learning Institute to give waiting, cooking, and other hotel management courses. All staff have been trained to be proficient at all the positions in order for them to be able to rotate when needed, increasing their development this way.

Currently Almonds and Corals is involved in the Blue Flag Programme, which consists of keeping the beaches clean and unpolluted. They also go to local schools and give speeches on the importance of having a clean environment, thus promoting an environmental awareness from an early age.

cruelty-free (adj) without causing pain or suffering to animals

dispenser (n) a machine or container holding shampoo, soap, etc.

organic (adj) produced without using artificial chemicals

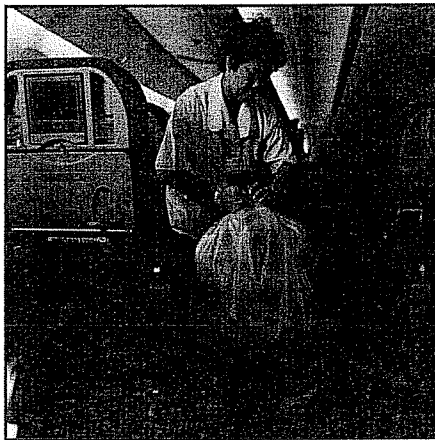
soy-based (adj) made from soya beans

staggering (adj) so large, shocking, or surprising that it is difficult to believe

Reading

Putting sustainability to work

- 1 Work in groups. Write down as many ways as you can think of that an airline company can act to be sustainable.
- 2 Now do the same for a typical urban hotel.
- 3 Read the two articles and see which of your ways appear for each situation.



Monarch extends cabin waste recycling

An onboard recycling initiative introduced by Monarch Airlines on flights to Gatwick in October is being extended to Birmingham airport. The extension of the scheme will mean that all aluminium, plastic, glass, and paper used during flights to Birmingham will now be recycled after landing. Managing director Tim Jeans said, 'Over the past three months, our onboard recycling initiative on flights into Gatwick has been fantastically received by both Monarch cabin crew and customers. Seventy per cent of the waste generated in the cabin is potentially recyclable, so the fact that more airlines are not adopting similar policies is staggering.'

- 4 Which article is aimed at tourism professionals? How do you know?
- 5 Which of the sustainable practices
 - 1 surprised you most?
 - 2 would be most visible to hotel or airline users?
 - 3 costs nothing or almost nothing to carry out?
- 6 Make a personal list of the six most effective practices for sustainable hotels. Show your list to a colleague and explain your choices.

Sustainable solutions for green hotels



This page lists sustainable practices that hotels can implement. Hotels can keep up to date on green lodging news at greenlodgingnews.com. If you would like your hotel to 'go green', consider printing this information and putting it on staff noticeboards.

- 1 Start a linen (both towels and sheets) reuse programme in all guest rooms.
- 2 Switch to low-flow toilets.
- 3 Switch to compact fluorescent light bulbs in guest rooms, lobbies, and hallways. Use sensors and / or timers for areas that are infrequently used.
- 4 Whenever possible, buy food and guest amenities in bulk (i.e. use refillable hair and skin care **dispensers**).
- 5 Educate your staff to turn off lights and turn down heating / air conditioning when rooms are unoccupied (also, during summer months, to close the curtains).
- 6 Install window film to lower heating and cooling loads and reduce glare in guest rooms.
- 7 Provide recycling bins for newspaper, white paper, glass, aluminium, cardboard, and plastic in guest rooms.
- 8 Provide recycling bins both in public areas (e.g. poolside), in the kitchen, and in the back office (including one at each desk) to make recycling as easy as possible.
- 9 Buy office and guest amenity products that contain recycled material.
- 10 Buy **organic**, fair trade, **cruelty-free** guest amenity products whenever possible.
- 11 Use recycled paper products. Minimize the amount of paper used for each guest (i.e. reduce paper size of invoices, etc.).
- 12 Print with **soy-based** inks.



The Kenyan tourism industry's *Eco-rating Scheme* encourages and rewards eco-friendly operations.



Tourism manager

Dealing with difficult staff



1 Read the problem situation and decide which of the possible procedures would be appropriate (you can choose more than one). You can make other suggestions if you want. Think carefully about the consequences of each of your chosen procedures.

2 Decide on a step-by-step action plan.

Problem situation

You are responsible for a team of four in the marketing department of a large tour operator. Recently you have had a problem with one of your team. He has made a lot of small mistakes which have started to affect the efficiency of the team. He has also started to argue with you at meetings and challenge your authority. He also seems to be taking a lot of days off for sickness. What should you do?

Possible procedures

- ⊗ Talk to the person informally (maybe suggest a drink after work)
- ⊗ Talk to the person formally, setting out what you want him to change
- ⊗ Arrange a general appraisal interview for each of the team members individually, and use the interview with the 'problem person' to find out what is wrong
- ⊗ Send an email or letter to him saying that you are not happy and giving him a deadline by which you expect to see improved performance
- ⊗ Consult your own line manager
- ⊗ Call the other members of the team together and discuss what you can do
- ⊗ Ask your manager to transfer him to another team
- ⊗ Fire him

● Language spot

Authority – use with care

- 1 What structures do you know of for giving advice?
- 2 Look at the recommendations in the article in *Reading* on p.89. What structure is used for giving advice?
- 3 Look carefully at the recommendations below. Compare them to the originals in the reading. How have they been 'softened'? Match each piece of advice to a 'softening' structure in the box.

- 1 We need to start a linen (both towels and sheets) reuse programme in all guest rooms.
- 2 As of next January we're going to have to switch to low-flow toilets.
- 3 I would be grateful if all hotels were to switch to compact fluorescent light bulbs in guestrooms, lobbies, and hallways beginning next month.
- 4 Can I remind everyone to turn off lights and turn down the heating / air conditioning when rooms are unoccupied?
- 5 Could maintenance install window film in guest rooms as soon as possible, please?
- 6 Please be sure to install window film to lower heating and cooling loads and reduce glare in guest rooms.

- a As a minimum, add *Please* or *Please be sure to ...* as a preface to a command.
- b Use phrases like
 - ⊗ *We need to ...* + infinitive
 - ⊗ *Can I remind people to ...* + infinitive / *not to ...* + infinitive
 - ⊗ *I'd be grateful if everyone ... were to ...* + infinitive.
- c Using *we* rather than *I* helps give the impression of everyone being part of the same team.
- d Use requests. They are softer than commands.
- e Use *would*, *could*, and *may* to soften requests.
- f Avoid words with negative connotations: *Leaving lights on is terribly wasteful. – Leaving lights on is not a good use of resources.*
- g Soften unpopular moves / changes with
 - ⊗ *I'm afraid we can no longer ... / we're going to have to ...*
 - ⊗ *As of the first of next month, we can no longer / we're going to have to ...*

- 4 Soften these commands from the text on green hotels using structures from 3.
- 7 Provide recycling bins for newspaper, white paper, glass, aluminium, cardboard, and plastic in guest rooms.
 - 8 Provide recycling bins in public areas, in the kitchen, and in the back office.
 - 9 Buy office and guest amenity products that contain recycled material.
 - 10 Buy organic, fair trade, cruelty-free guest amenity products whenever possible.
 - 11 Use recycled paper products. Minimize the amount of paper used for each guest (i.e., reduce paper size of invoices, etc.).
 - 12 Print with soy-based inks.

>> Go to **Language reference** p.126

Writing

Sustainability starts with us

- 1 Work in pairs. Imagine you have seen the article on Monarch Airlines and want your airline to go one better. You want to improve sustainability not just in the aircraft cabin, but in the company offices, and not just by recycling waste, but by every means possible.
 - 1 Look back through all of the ideas in this unit about being sustainable.
 - 2 Select the ideas that you feel individual members of staff can easily put into practice. Add any other ideas of your own.
 - 3 Organize your ideas by areas of the company (air and cabin crew, check-in clerks and staff, ground staff, general office staff).
 - 4 Choose one area each.
- 2 Write the draft of an internal memo to the staff under your command as head of the area you chose. Use 'softening' language as appropriate.
- 3 Give your draft to your partner to check for its 'tone'. Have you been authoritative in a sensitive, team-building way? Is your text grammatically correct? Is the spelling correct?
- 4 Use the comments and corrections from your partner to improve your text.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

I can understand texts on the sustainable development of tourism

I can talk about the difference between ecotourism and sustainable tourism

I can use appropriate phrases to bring an oral presentation to an end

I can give a presentation on eco-friendly policies

I can send an internal memo using different structures to soften any commands

Key words

Adjectives

optimum
sustainable
viable

Verbs

mentor
minimize

Nouns

agritourism	host community
authenticity	indigenous people
biodiversity	initiative
carrying capacity	principle
conservation	stakeholder

Connections

Websites

- UNWTO sustainable tourism definitions
www.world-tourism.org/frameset/frame_sustainable.html
- World Hotel Link
www.whl.travel/sustainable_tourism
- UNWTO code of ethics
www.world-tourism.org/code_ethics/eng/principles.htm
- Sustainable tourism in India
www.ecoindia.com/sustainable-tourism.html

Web search

- tourism sustainable practices
- ecotourism ethics tour operators

11 Social tourism

Take off

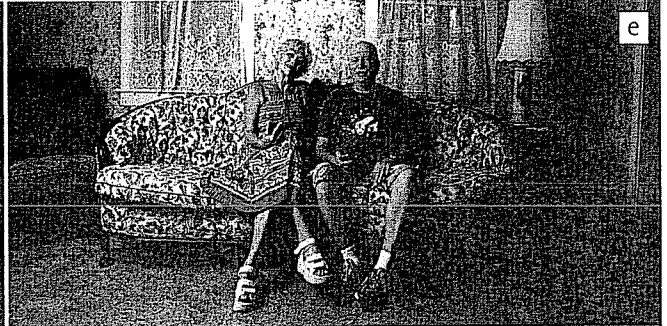
Look at the pictures and answer the questions.

- 1 How, if at all, does tourism feature in the lives of these people?
- 2 Decide whether they are likely to be users of tourism services or providers of tourism services. In some cases they may be both.

EXAMPLE

The student in (f) could be a user (e.g. going on extended study holidays / trips to other countries) or a provider (e.g. working as a part-time guide to visitors in her city or in the restaurant / bar of a tourist attraction).

- 3 For each of the users you have identified, decide which type of holidays and facilities or services they would be interested in.
- 4 For each of the providers, decide which tourist facilities and services they might be able to provide.



c

d

e

f

b

In this unit



- social tourism
- support systems
- the benefits of holidays for young people
- written recommendations
- the low-cost revolution
- 'body' idioms

Listening**Social tourism**

- 1 You are going to listen to a news report about the conference described below. Before you listen, discuss these questions.
- 1 What is the 'global challenge' facing tourism, according to the conference?
 - 2 Who were the tourists of 250 or 100 years ago?
 - 3 Which groups are 'excluded from tourism'?
 - 4 How would these groups benefit from holidays?

Tourism for all – the global challenge

For centuries, tourism has been opening up to more and more groups of society. In recent decades, social tourism in Europe has focused on low-income groups and others marginalized from society and excluded from tourism. This is still a challenge, but with globalization, social tourism faces new international challenges. The conference aims to explore issues affecting both Europe and the rest of the world.

- 2  Listen to the report and check your answers.
- 3  Listen again.
- 1 Complete this information.
Percentage of population that don't go on holiday:
a Europe ____
b Belgium ____
c Portugal and Spain ____
 - 2 Put these events in historical order.
a paid holidays
b jet engine
c disability discrimination laws
d package tour
e European Grand Tour by aristocracy
f invention of the railway
g holiday camps
 - 3 Where has the opportunity for tourism expanded dramatically recently?
 - 4 Work in groups. Discuss the questions.
 - 1 Which groups of society were able to benefit from the events in 3.2, as far as tourism and travel is concerned?
 - 2 Do you agree with Jean-Paul that holidays should be seen as 'a basic right for all'?

Reading**Social tourism in Europe**

- 1 Read the leaflet introduction below.
- 1 What is the aim of the three organizations?
 - 2 How do you think each of them raises funds?
- 2 Work in groups of three. Read about the three organizations. Student A, look at p.110. Student B, look at p.112. Student C, look at p.116.
- Find out as much as you can about your organization. If you have access to the Internet, you could supplement the information by looking at the website. Report back to the other group members.

Giving Europe a break*Why social tourism is important*

A common view from three different organizations working in Belgium, France, and the UK

Three organizations – one aim

A charity in the UK, an association established by a former trade union leader in France, and a government agency in Flanders, Belgium – three different organizations working in three different countries, providing different services but with the same objective of including people living on a low income in holiday and leisure activities.

A holiday (four nights or more away from home) is more than a rest after work – it is a time for leisure, a time for others and oneself, and an opportunity for learning and widening of horizons.

To promote access to holidays for all is to work towards a social Europe.



'cheques vacances' (holiday cheques)

In France, around 6.3 million people a year benefit from this government-backed scheme for people on low incomes. Employees save a proportion of their salary, which is topped up (tax-free) by their employer through a state-subsidized scheme by between 20% and 80%. Vouchers can be used in over 135,000 outlets, including campsites, holiday parks, and sports facilities.

Vocabulary

Support systems

1 Work in pairs. Support for social tourism can be delivered in many ways. It can, for example, be through *financial support*, through the *provision of care facilities*, or through *education and information*. Look at these methods of support and decide which category they belong to.

- 1 Financial support
- 2 Care provision
- 3 Education and information
- a crèche
- b government grant
- c discounted railcard
- d accommodation vouchers
- e babysitting service
- f travel vouchers
- g tax benefits
- h community promotional campaign
- i nursing support
- j wheelchair access
- k subsidized holidays for schoolchildren
- l specially constructed holiday villages
- m awareness-raising programme (e.g. in schools)
- n charity handout
- o interest-free loan
- p family exchange programme

2 Do you know what they all mean? Give a definition for each of them.

EXAMPLES

crèche = place where small children are looked after while their parents are free to do something else
government grant = sum of money given by the government which does not need to be paid back

3 Work in groups. Which of the support systems would be suitable for the following groups?

- young people
- low-paid people
- unemployed people
- disabled people
- children / families
- single parents
- seniors
- ethnic minorities

4 Can you think of any other support systems which would help these groups?

Pronunciation

1 How do you pronounce the underlined letters in these words?

- a air
- b Asian
- c available
- d aware
- e benefit
- f campaign
- g care
- h crèche
- i delegate
- j developing
- k disabled
- l ethnic
- m exchange
- n parent
- o wheelchair

Complete the table with the words.

/e/ rest	/ei/ paid	/eə/ pair

- 2 Listen to the words from each box. Were your answers in 1 correct?
- 3 Now listen and repeat. Focus on the sound of the underlined letters.
- 4 Which is the shortest of the three sounds?
- 5 Which is the most common spelling of the /e/ sound? Are there common spellings for the other two sounds?

Speaking

The benefits of holidays for young people

1 Work in pairs. What typical holidays and tourism experiences do young people have? What are their benefits? Complete the table for different age groups.

Youth sector	Typical holidays and tourism experiences	Benefits
Child	beach holiday – build sandcastles	fresh air, meet other children
Teenager		
Student		
Young adult		

- 2 Compare your ideas with another group. Tell each other about your own experiences of these events and their benefits for you.
- 3 Do all young people in your country have these experiences?

We all know the benefits of holidays – they improve our well-being, they strengthen family communication and bonding, they give us new perspectives, as well as providing lasting memories.

Jean-Paul Guillaume



Find out

Here are the logos of some UK-based organizations that specialize in supporting tourism and travel for young people.



- 1 Find out what the organizations do.
- 2 Make a list of the different social tourism activities that each of the organizations offer.
- 3 Search on the Internet for other organizations that provide similar services. Use selected keywords to search, e.g. *social tourism holidays – young people – disadvantaged – low income*.
- 4 Build up a list (with key data) of organizations in your country which provide tourism facilities for young people. Make sure you cover all four groups discussed in *Speaking*: child, teenager, student, young adult.

● Language spot

Written recommendations

- 1 Which of these expressions are most commonly used as
 - 1 spoken statements?
 - 2 written statements?
 - 3 spoken or written statements?
 - a Look, I'd like to make a recommendation. Why don't we offer a travel discount?
 - b I would like to make the following recommendation: that we offer a 'kids go free' deal.

- c Having discussed the issue with my staff, I propose that we reduce our brochure price by 10%.
- d With regard to the question about other incentives we could offer, I think we should consider providing free accommodation.
- e My proposal is that we put a special offer on the website.
- f What do you think about the idea of offering free flights for under sixteens? Any thoughts?
- g Basically, what we want to do is attract a different sort of tourist client.
- h I recommend meeting again next month to discuss the next stage.
- i I suggest that you circulate this email to your staff.
- j We should consider the immediate implementation of this proposal.

2 Can you think of any other expressions?

3 Write complete sentences from these notes. You will need to add other words and you may need to change the form of the verb. You can refer to the sentences in 1 to help you.

- 1 I / recommend / hire / another marketing assistant
- 2 I / propose / launch / new website
- 3 My proposal / open / holiday village / the coast
- 4 We / consider / start / educational campaign in schools
- 5 I / suggest / you / hold / meeting with staff
- 6 I / like / make / recommendation / discount for over 60s

>> Go to **Language reference** p.126

Writing

Recommendations

- 1 Write an email to your line manager putting forward proposals for a national scheme to provide holidays for disadvantaged young people in your country. Make sure you include a detailed recommended action plan describing the stages that might be necessary.
- 2 Exchange emails with another student. Write the reply from the line manager. If you think any of the proposals you put forward in 1 are better than your partner's, suggest that these are included.

deregulation (n) the removing of government rules and controls from an industry

Reading

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

1 Before you read, discuss these questions.

- 1 Can you name any LCCs (low-cost carriers) that operate in
 - ⊗ your country?
 - ⊗ Europe?
 - ⊗ Asia?
- 2 When and where did low-cost air travel start?

2 Read the text below to check your answers.

The history of low-cost air travel

The first successful low-cost carrier was Pacific Southwest Airlines in the United States, which pioneered the concept when their first flight took place on May 6, 1949. Often, this credit has been incorrectly given to Southwest Airlines which began service in 1971 and has been profitable every year since 1973. With the advent of aviation **deregulation** the model spread to Europe as well, the most notable successes being Ireland's Ryanair, which began low-fares operations in 1990, and easyJet, formed in 1995. Low-cost carriers developed in Asia and Oceania from 2000, led by operators such as Malaysia's AirAsia and Australia's Virgin Blue. The low-cost carrier model is applicable worldwide although deregulated markets are most suited for its rapid spread. ♦

3 Read the extracts from easyJet's website and answer these questions.

- 1 When were the first easyJet bookings made
 - a by telephone?
 - b online?
- 2 When was their first flight?
- 3 What was easyJet's first advertising slogan?
- 4 Which country did they expand into after the UK?
- 5 Which service other than air travel did they open?
- 6 When did easyJet fly their 100 millionth passenger?
- 7 What is the ELFAA?
- 8 How are LCCs different from 'flag carrier' and 'charter' airlines?

key events in our history

March 1995

easyJet incorporated to offer low-cost scheduled air services within Europe.

October 1995

The first booking taken on 23 October, as the easyJet telephone reservation centre opens at easyLand, the home of easyJet at London Luton Airport.

November 1995

Inaugural flights from London Luton to Edinburgh and Glasgow, supported by advertising campaign 'Making flying as affordable as a pair of jeans – £29 one way'. At this time, the airline had two leased Boeing 737-200 aircraft and essentially acted as a 'virtual airline' which contracted in everything from pilots to check-in staff.

March 1998

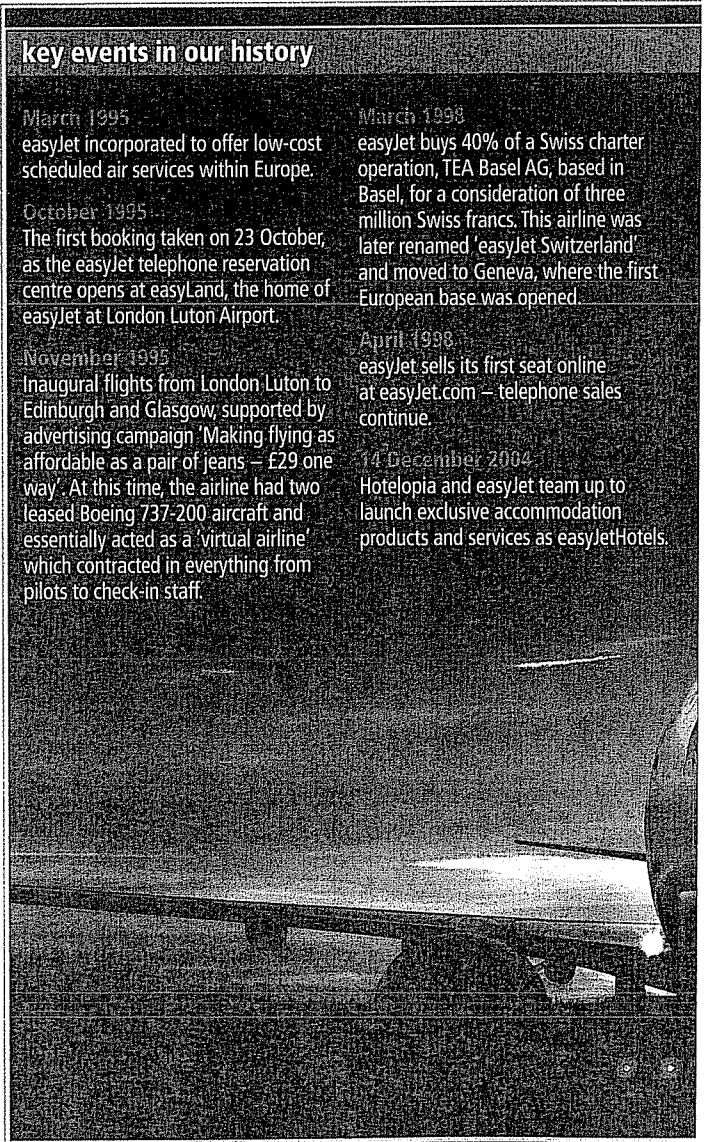
easyJet buys 40% of a Swiss charter operation, TEA Basel AG, based in Basel, for a consideration of three million Swiss francs. This airline was later renamed 'easyJet Switzerland' and moved to Geneva, where the first European base was opened.

April 1998

easyJet sells its first seat online at easyJet.com – telephone sales continue.

14 December 2004

Hotelopia and easyJet team up to launch exclusive accommodation products and services as easyJetHotels.



- 4 Which of these views do you agree with? Think of arguments in favour of each position.

No frills low-cost air travel: social tourism in practice?

Extract from report on BITS (International Bureau of Social Tourism) Conference 2006

The social and equitable tourism niche does attract a certain amount of envy from private operators, which calls for extra vigilance. For example, 'Ryanair has just set up in Marseilles,' Frederic Rosmini stressed, 'but, as far as I am concerned, low-cost airlines are not social tourism, but dumping.'

18 May 2005
easyJet welcomes its 100 millionth passenger.

1 October 2005
easyJet joins the European Low Fares Airline Association (ELFAA). ELFAA was established in late 2003 as the voice of Europe's low-fare airlines – a new breed of fast-growing airlines with distinct business models that could not be represented by the long-established associations of the traditional flag carrier and charter airlines. The association, which is non-profit making, tackles various issues of joint interest and protects the needs of low-fare airlines and their customers.

2 August 2007
easyJet becomes the first major European airline to offer its customers the opportunity to offset the carbon emissions of their flights by investing exclusively in United Nations-certified projects. All funds contributed by passengers will initially be used to buy carbon credits from the Perlapi Hydroelectric Project in Ecuador. The scope of the scheme will later be extended to other United Nations-certified programmes.



Vocabulary

'Body' idioms

- Do you know what these idioms using parts of the body mean?
 - I just can't *get my head round* this problem.
 - All the companies *pay lip-service* to environmental issues, but they don't actually do anything about it.
 - We have to *face up to* our responsibilities.
 - If you see someone in difficulties, you should always *give them a hand*.
 - When you're a manager, you sometimes have to *get your hands dirty*. It might mean helping on the front desk or even carrying someone's suitcase.
 - There was something very strange about the interviewee, but I couldn't *put my finger on* what it was.
 - We must all open *our eyes to the fact* that tourism is a potential environmental threat.
 - Without written evidence, *we don't have a leg to stand on*.
- Match the expressions in 1–8 with the definitions a–h.
 - to help someone
 - to identify what is wrong or different about a particular situation
 - to say you approve of something without proving you support it by what you do
 - to be in a position where you are unable to prove something or explain something
 - to realize
 - to accept and deal with something that is difficult or unpleasant
 - to understand
 - to accept
- Can you think of any other idioms using parts of the body? Use an English–English dictionary to help you. Write an example sentence with a tourism context for each of them.

Listening

Awareness, access, opportunity

14:30 Room 301

Rachel Forrester: *'Awareness, access, and opportunity'*

A presentation and training workshop looking at the importance of catering for the needs of all travellers and tourists, with a special focus on transport systems.

- 1 What special requirements would be needed to provide full access to travellers and tourists with these needs? Think about access to coaches, airplanes, hotels, beaches, and ancient city centres.



- 2 Listen to the conference presentation.
- Which of the items in 1 does the presenter mention?
 - Which other items of 'baggage' does she talk about?
 - What are the three 'messages' that she says tourism managers should get across to their staff?
 - What suggestions does she make for activities in training sessions?
- 3 Work in pairs. Discuss how useful it would be to do training simulations like this and the practicalities of how they could be done.

Tourism manager

Planning a workshop



- 1 Do you agree with all the dos and don'ts?

Do

- Create an informal atmosphere
- Focus on getting the group to work collectively
- Adopt tasks and activities that are meaningful to the participants
- Encourage participants to solve their own problems
- Get the group to own their findings and recommendations
- Finish with a summary of what has been agreed or achieved
- Allocate responsibilities and arrange for a follow-up

Don't

- Don't allow things to become too relaxed
- Don't worry about an individual's non-participation at the expense of overall group success
- Don't spoon-feed participants
- Don't seek to dominate or try to impress the group with your knowledge
- Don't spend too much time lecturing or presenting
- Don't indulge too many red herrings introduced by participants

- What is meant by 'get the group to own their findings and recommendations'?
- What is meant by 'red herrings'?
- Plan a training session for the international staff in your tourism section on the importance of 'tourism for all'. Make notes on how you will conduct the session, following the guidelines in the dos and don'ts.
- If you can, conduct the training session.

It's my job

Kasumi Tanaka



Meet Kasumi Tanaka. She works in an airport, but she has a rather unusual job. She doesn't check in passengers, check their passports, or guide them through security checks or baggage reclaim. Can you guess what her job is?

Do you need a clue? OK, she works in a hotel at the airport, but they don't accommodate any people. Any ideas?

Let Kasumi tell you:

'I work in the Pet Inn Royal at Narita Airport. We take care of passengers' pets while they are away. Passengers can check in their dogs, cats, hamsters – even ferrets – and we will look after them while they're away. They then collect them when they return.

'When I first worked at the airport, I was at the check-in desk, which was not so interesting for me. Then I heard about this job, and I thought, 'Why not?'

'You know, I think I prefer working with pets than people. They are much cuter – and I think they also behave better sometimes!

'We have 170 luxurious rooms as well as an exercise field, a veterinary clinic, and a clipping salon. The best suites cost \$200 a night.

'We're located on the first floor of the basement in the Terminal 2 multi-storey car park building with direct access to Terminal 2. Why not come and visit us? We welcome all visitors, even humans!'



Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand and talk about social tourism
- I can research information about providers of social tourism
- I can participate in a meeting to discuss ideas for holidays for young people
- I can write emails making recommendations
- I can read articles about low-cost travel and discuss its implications

Key words

Adjectives

- disadvantaged
- equitable
- marginalized
- subsidized

Nouns

- awareness-raising
- crèche
- discount
- discrimination
- ethnic minority
- government grant
- handout
- interest-free loan
- single parent
- tax benefit
- voucher

Connections

Websites

- www.fhaonline.org.uk
- www.easyjet.com

Books / articles

- A Haulot, 'Social tourism: current dimensions and future developments' *Tourism Management* 2, 207–12 (1981)
- 'Government urged to back social tourism' (UK *Guardian* 8 February 2005) www.guardian.co.uk/society

Web search

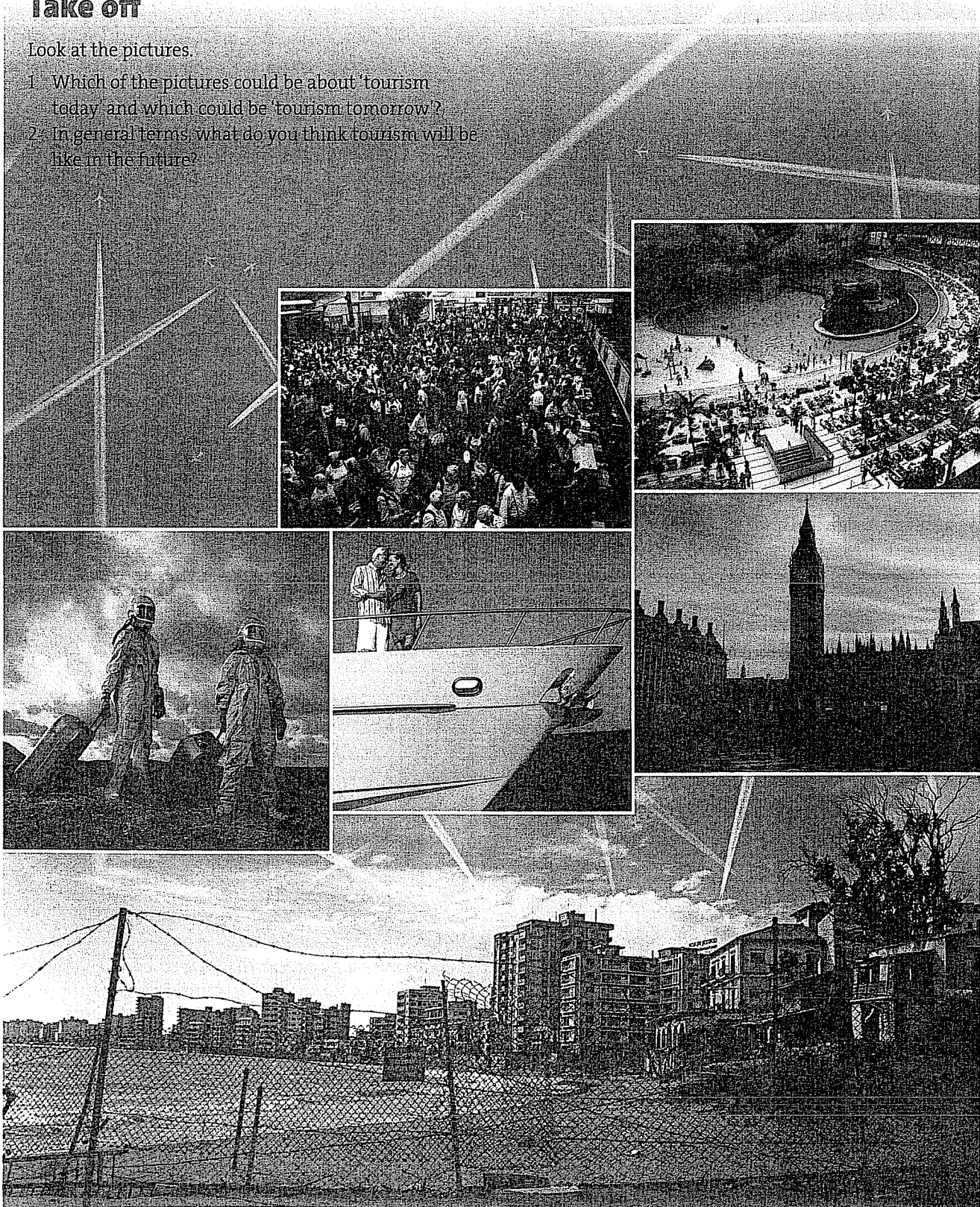
- social tourism (your country)
- BITS (International Bureau of Social Tourism)
- low-cost carriers (your country)

12 Tomorrow's tourism

Take off

Look at the pictures

- 1 Which of the pictures could be about 'tourism today' and which could be 'tourism tomorrow'?
- 2 In general terms, what do you think tourism will be like in the future?



In this unit

- tourism experiences of the future
- expressing future prediction
- security and disaster management
- hypothesizing
- CV preparation

Reading

Future trends and statistics

Read the reports and notes. Answer the questions.

- 1 Which three Asian countries are described as 'tourism tigers'? What does this expression mean?
- 2 Which three Asian countries are expected to be among the top five tourism industry employers?
- 3 Which region is expected to have the highest number of international tourist arrivals in 2020?
- 4 What do the following abbreviations mean: EU, LCC, VFR, Med?
- 5 In what ways might high-speed train travel affect air travel in the future?
- 6 Which of the 'possible consequences' relate to the different demographic trends?
- 7 What is meant by the term 'Mediterraneanization'?
- 8 Have any of the climate change features affected your country or a country where you have worked or travelled?

Asia's future 'tourism tigers'

According to world tourism experts, three Asian countries are among the top six for expected annualized growth over the next twenty years. China is way out ahead, followed by India in third place, and Vietnam in sixth.

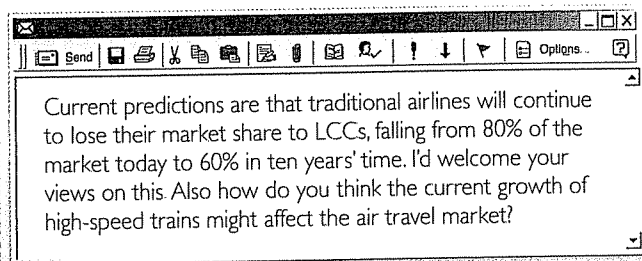
Countries expected to generate largest amount of Tourism and Travel sector employment (absolute terms)

- 1st = China
- 2nd = India
- 3rd = US
- 4th = Japan
- 5th = Brazil

Listening

An expert's view

- 1 You are going to listen to an interview with Melyvn Pryer, the tourism expert we met in Unit 1. Before you listen, read the questions and discuss possible answers.
 - 1 What problems will there be if international arrivals continue to grow?
 - 2 What predictions does he make about
 - a capacity at attractions and resorts (like Venice)?
 - b global warming?
 - c prices at the more popular resorts?
 - d space tourism?
 - 3 Is he excited about the future? Why / why not?
- 2 Listen and compare your answers with Melvyn's.



By 2050, 40% of the population in the EU will be over 60

International tourist arrivals market share		
	2005	2020
Americas	19.3%	18.1%
Europe	59.8%	45.9%
East Asia and Pacific	14.4%	25.4%

Demographic trends in Europe

- 1 Ageing population — fewer workers, fewer consumers
- 2 Growth in singles and divorced
- 3 Increase in one-parent families
- 4 More women at work
- 5 Increase in migrant workers in EU

Possible consequences

- More people travelling alone
- Shrinking income
- Shrinking consumption
- Fewer family holidays
- Increase in VFR
- Increased need for care facilities
- More money to spend on leisure

Climate change

- Mediterraneanization of Western and Central Europe (lifestyles, coastal waters)
- Med too hot in summer (already happening, but will get more so)
- Consequences: more domestic holidays in W & N Europe, increase in Med hols in shoulder months, fall in 'peak' months
- Similar in other hot places (Caribbean, east coast USA, Australian cities) - any others?
- Also rising sea levels generally

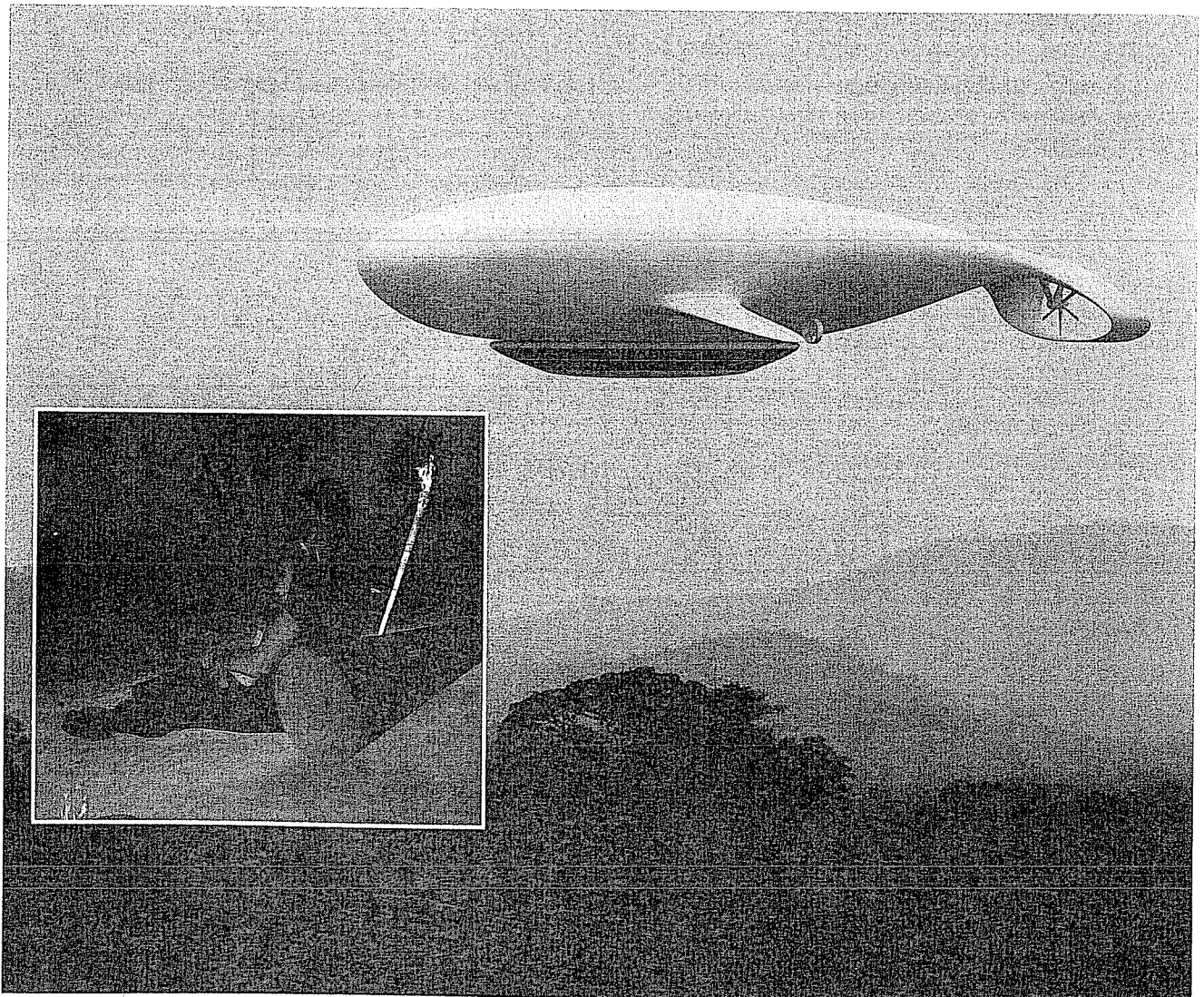
Reading

Future tourism – fantasy or fact?

- 1 Look at the pictures. What type of tourism experiences do they provide?
- 2 Which of the two tourism experiences do the following words and phrases relate to?

a airship	g swimming pool
b carbon footprint	h tour guides
c cruising speed	i ugly hotels
d hot-air balloon	j vertical take-off
e impact on the environment	k virtual vacation
f Second Life	l whale

- 3 Work in pairs. Student A, look at p.114. Student B, look at p.117. Find out which of the words in 2 appear in your article, then answer the questions.
 - 1 What is it?
 - 2 What can you see?
 - 3 Where can you visit?
 - 4 What makes the experience special and unique?
 - 5 Is there any other important information about the experience?
- 4 Tell your partner about what you have read. What do you both think about the two experiences?



● Language spot

Expressing future prediction

- 1 Can you remember the expressions used for different degrees of future probability that we looked at in Unit 3? Write an example sentence for each, giving your opinion on an aspect of travel in the future.

EXAMPLE

Air travel is definitely going to lose out to high-speed train travel in the future.

- 1 Certain
- 2 Likely
- 3 Possible
- 4 Unlikely
- 5 Impossible

- 2 Read these phrases which are often used when expressing future prediction.

There's no reason why we shouldn't see the continued growth of air travel.

I wouldn't be surprised if high-speed trains took more of the market share.

Everything seems to suggest that the air travel sector has reached capacity.

Taking everything into account, there's a good chance that train travel will take more of the short-haul business.

- 3 Work in pairs. Look at the reports and statistics in *Reading* on p.101 and decide how they will affect the different sectors of tourism: accommodation, travel and transport, tour operation and retail, national and regional tourism agencies. Put the consequences into three sections: positive, neutral, and negative.

- 4 Tell another pair your predictions, using the expressions in 1 and 2.

>> Go to **Language reference** p.122

Pronunciation

- 1 Look at the underlined sounds. Find 'pronunciation partners'. For example, *bar* and *spa* are partners.

<u>bar</u>	<u>friendly</u>	<u>project</u>
<u>carvings</u>	<u>globe</u>	<u>room</u>
<u>circle</u>	<u>gym</u>	<u>spa</u>
<u>cloud</u>	<u>intrusive</u>	<u>trace</u>
<u>cruise</u>	<u>lazing</u>	<u>trend</u>
<u>event</u>	<u>lounge</u>	<u>virtual</u>
<u>floating</u>	<u>perfect</u>	

- 2 🔊 Listen and check your pairings from 1.
- 3 🔊 Now listen again and repeat. Focus on the sound of the letters underlined.
- 4 Add two more words to each pair. Use the glossary on p.140 to help you.

Speaking

Presenting the future of tourism

Work in groups of two or three.

- 1 Here are some other futuristic ideas for holidays and tourism experiences.
- Replica resorts
 - Seabed hotels
 - Dream fulfilment
- 1 What do you think they are?
 - 2 What type of experience would they involve?
 - 3 Where would they be located?
 - 4 What difficulties would there be?
- 2 Can you think of any similar futuristic ideas?
- 3 In your group, choose one of the ideas (from 1 or 2 above) and produce a more detailed description in note form. Think about how the difficulties could be overcome and how the experience could be 'sold' to tourists and other partners in the tourism industry.
- 4 When you have added enough detail, prepare a PowerPoint presentation for your 'idea for the future'. Look back at Units 5 and 8 and use the ideas and language we looked at there. The presentation should be approximately ten to fifteen minutes long.
- 5 As a team, give your presentation to the rest of the class.

Where in the world?

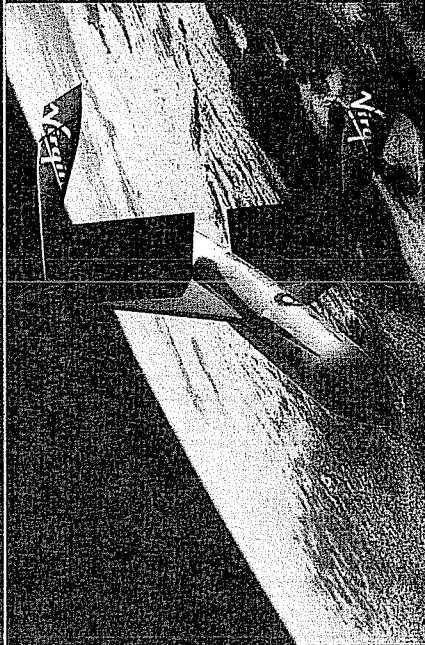
1 Read about the proposed Virgin Galactic flight. Answer these questions from an enquiring 'space tourist'.

- | | |
|----------------------------|-------------------------------|
| 1 What do we see? | 4 How do we get back to land? |
| 2 Where do we stay? | 5 What time of year do we go? |
| 3 Where do we launch from? | 6 What altitude do we reach? |

2 What other questions is the enquirer likely to ask?
How can you find out the answers?

3 Would you like to go on the flight? Why / why not?

Kiruna, Sweden: base for Virgin Galactic's space flights into the Northern Lights



Richard Branson's Virgin Galactic intends to launch flights from Lapland in Arctic Sweden, sending tourists into space though the dazzling lights of the Aurora Borealis, the greatest light show on Earth.

Adding even more magic to this truly cool space holiday package, Galactic passengers will stay at the famous IceHotel at Jukkasjarvi, a village not far from Kiruna, the Arctic town that's been designated 'Spaceport Sweden'.

Spaceship Two is the first spacecraft designed specifically for carrying

paying passengers and will launch from Kiruna airport, 200 kilometres inside the Arctic Circle, with flights controlled and monitored from the Esrange Space Centre, 45 kilometres outside the town. After its flight, the spacecraft will glide back to Earth and land back at Kiruna.

Flights will take place in autumn and spring, when the Aurora Borealis, or Northern Lights, are seen at their best.

One of Earth's most amazing natural wonders, the Aurora Borealis consists of shining curtains of coloured

light – green, red, violet, and blue – which appear in the sky in Arctic regions. They are kept in constant motion by the interaction of the solar wind and Earth's magnetic field.

They may appear in the sky for hours or may last only a few minutes, often swirling into a huge green ring of light before fading away. The lights usually appear between 90 and 110 kilometres above the earth. The altitude of a Virgin Galactic flight will be more than 109 kilometres.

Threat Levels: The System to Assess the Threat from International Terrorism (UK)

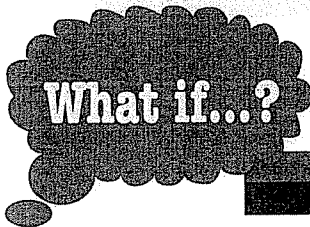
- Low** – an attack is unlikely
- Moderate** – an attack is possible, but not likely
- Substantial** – an attack is a strong possibility
- Severe** – an attack is highly likely
- Critical** – an attack is expected imminently



Listening
Scenario planning

LAX holds disaster exercise

Total power failure, hydraulic systems unengaged, aircraft heading for terminal building ...



1 Look at the agenda for a management meeting. What do you think is meant by the term 'scenario planning'? How could it help tourism businesses?

- 1 Welcome
- 2 Scenario planning: what is it?
- 3 Brainstorming risk scenarios – group activity
- 4 Application of SP to identified risks
- 5 Action plan
- 6 Set date for follow-up meeting

2 Listen to part of the meeting.

- 1 Which of these statements does not match the chairperson's definition of scenario planning? Scenario planning is about
 - a making long-term plans by asking hypothetical questions
 - b predicting the future
 - c testing you have the systems in place to deal with any disaster or problem.
- 2 What type of tourism operation are they running?
- 3 What topic areas does the chairperson want the group to brainstorm?

3 Listen again. Note down the scenarios that the group suggests.

EXAMPLE

What would happen to our international conference business if the exchange rate suddenly changed?

4 What scenarios might be relevant for an airport?

Language spot

Asking and answering hypothetical questions

1 Complete the questions from the scenario planning meeting using the verbs in the correct tense.

be (x2) become continue crash hit take

- 1 What if global warming _____ to get worse?
- 2 What if our resort _____ by a tsunami?
- 3 What if the beach areas _____ too dangerous for people to sunbathe?
- 4 What if there _____ another 9/11 style attack?
- 5 What would we do if terrorists _____ some of our guests hostage?
- 6 What if the computer system _____?
- 7 What would we do if there _____ a total internet shutdown?

2 Look at the listening script on p.139 to check your answers.

3 Why are some verbs in the present tense and some in the past tense?

4 Which questions could you answer starting

- 1 'We'll have to ...'?
- 2 'We'd have to ...'?
- 3 'We should ...'?

5 Write the answers that the managers of the hotel-conference-resort complex might give to the questions.

6 Work in groups of three or four. Choose one of these scenarios and discuss the implications for the tourism industry in general and for specific sectors.

- What if oil prices were so high that it meant that only the super-rich could fly?
- What if Americans no longer wanted to fly?
- What if governments banned all outbound tourism?
- What if water levels rose by twenty metres?

>> Go to **Language reference** p.118

Our survey asked: What do you worry about most when going on a flight?

- Long delays at check-in and security 62%
- Being late at destination 17%
- Being bored on the flight 10%
- Crash 6%
- Terrorism 5%

Vocabulary

Security and surveillance

1 Match the headlines in A with the first lines of the newspaper articles in B.

A

- 1 Sky marshal opens fire on US aircraft **c**
- 2 Airport turns new x-ray security scan on public **—**
- 3 Biometrics: the future of travel security **—**
- 4 CCTV catches hotel thief **—**
- 5 Crash survivors identified by thermal-imaging **—**
- 6 Iris scanning to become routine at most tourist attractions by 2020 **—**

B

- a An employee who has been stealing bags from guests was today arrested after being identified by closed-circuit television.
- b It's by far the quickest and the most reliable security method because it's a system that checks a high-resolution image of an individual's eye, a part of the body that is virtually impossible to alter.
- c An **armed on-board security officer** travelling in plain clothes yesterday shot and wounded a passenger who was trying to enter the cockpit of an American Airlines flight to Florida.
- d Special cameras that identify the heat of a person's body helped rescuers save several people from the wreck of a coach that plunged into a deep ravine.
- e Amsterdam's Schiphol Airport has introduced a new security scan that sees through clothes, the first airport in the world to use the system, officials said.
- f There are now a range of measures that use the unique features of each human body for identification purposes.

- 2 Identify the section of B that gives an explanation of the underlined word or phrase in A. The first one is done for you in **bold**.
- 3 Can you think of any other methods of security or surveillance that might be used in tourism and travel situations?
- 4 Which of these methods do you think are the most effective?

Find out

Research more about the different security systems used at airports, hotels, and other tourism venues. You can do this by searching on the Internet and by looking at measures used locally in tourism facilities and attractions in your area.

Writing

Your CV

1 Look at these sub-headings from a curriculum vitae (CV). Make notes under each heading for your own CV.

Brief personal profile

Education

Qualifications and courses

Work experience

Languages

Interests

References

2 Work in pairs. Exchange the notes you made in 1. Take turns to ask each other questions about each section to get more details.

EXAMPLE

*Where is the university you studied at / are studying at?
What exactly did you do in your work experience / summer job? What did it involve?
How do you follow your interests?*

3 Write 'one-liners' for each of the elements on the CV.

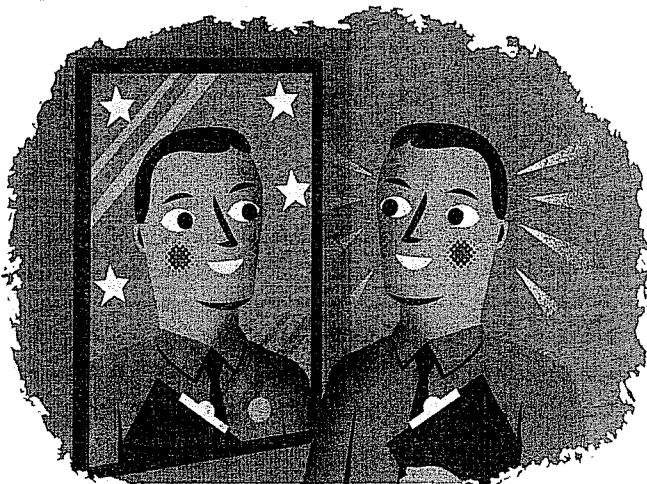
EXAMPLE

*Assistant in coffee-shop, July–September 2008
Worked as part of a team of six, serving members of the public in a busy city-centre location
Course in 'Interpersonal and communication skills'
Four-week course on practical activities for working in a team and dealing with the public*

4 Produce a full CV, including 'one-liners' where relevant.

Tourism manager

Managing yourself – personal review, personal ambitions



- 1 On your own, write down eight things that you feel you have achieved during the course. You can refer to the *Checklist* statements at the end of the unit if you want, but you can also make more general points (e.g. *I'm much better at teamwork*).
- 2 Choose the three 'star' achievements you are most proud of – your 'gold', 'silver', and 'bronze' achievements.
- 3 In groups of two or three, tell each other about your star achievements. Ask each other questions about them.
- 4 Refer back to your CVs. Do your 'star achievements' shine out? If not, adjust the CV so that they do.
- 5 Now think about your future. Write down three ambitions that you have for the next three years. Decide which is your main ambition.
- 6 In your groups, tell each other about your ambition and discuss how you might be able to achieve it.
- 7 Together, produce a brief 'self-prediction statement' for each of you (approximately 50 words).

In three years' time I will ...

Keep this somewhere safe, so that you can look at it in three years' time to see if your prediction was accurate.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can understand and talk about data and statistics on current and future trends
- I can make predictions about the future of tourism
- I can ask and answer hypothetical questions and discuss scenarios
- I can write a detailed CV
- I can review my personal achievements and talk about my ambitions

Key words

- ambition
- biometrics
- carbon footprint
- CCTV
- demographic
- iris scanning
- Mediterraneanization
- replica resort
- routine
- scenario planning
- sky marshal
- surveillance
- thermal-imaging
- unique
- virtual

Connections

Websites

- WTTC (World Travel and Tourism Council) www.wttc.travel
- UNWTO 2020 Vision www.world-tourism.org

Books / articles

- Ian Yeoman, *Tomorrow's Tourist: Scenarios and Trends* (Future Foundation, 2008)

Web search

- scenario planning – risk planning
- disaster planning

Pairwork

Unit 2 p.15

Deciding the theme for a trade fair stand

Chairperson

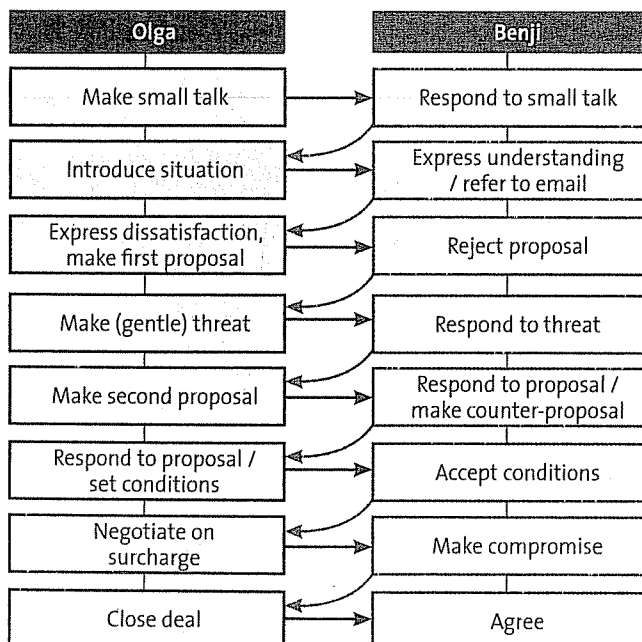
Your main job is to run the meeting as set out on the agenda. At the end of the meeting you need to get a majority decision from the group, voting on the best idea if necessary.

As with any group of people, some members will talk more than others. Some will even try to dominate the meeting in order to get their idea selected. You must stop this from happening. In particular, you should actively seek the opinions of quieter members of the group.

You can contribute your ideas, too, of course, especially at the beginning during the discussion about your country's identity. Deciding exactly what this is, is critical to choosing a successful theme.

Unit 3 p.24

Negotiating



Unit 3 p.25

Getting the best deal

Group A

You are tour operators. You need to make some predictions about what you need for the coming season. You normally have an allocation of 100 places per week for the eight-week peak season. Make predictions about the state of business and decide if you want a larger or smaller allocation this season.

When you have decided your target allocation, calculate your accommodation budget – number of places per week x the average figure as agreed in stage 1 x 8 (number of weeks). Also calculate your flight budget – number of places per week x the approximate cost of a return ticket as agreed in stage 1 x 8 (number of weeks). The combined figure is your **maximum budget**, and you cannot spend any more (but of course if you spend less you will make more profit).

You now have to decide your negotiation tactics in detail. Here are some questions for you to think about, but you can add any sensible ideas of your own.

- What level of discount on the hotel's list price and the airline's standard price are you looking for – 15%, 30%, or 50%?
- Are you prepared to take a higher allocation at certain times in order to get a higher discount?
- Are you happy with the standard of service last year, or are there changes you would like – which could be part of the negotiation?
- Are there any extra services you would like or would be prepared to accept (e.g. dinner or extra facilities in hotels, or coach / taxi transfer from airport for airlines)?
- What type of contract do you want? For example, do you want to set release dates?

Finally, decide on your tactics in the meetings. Remember, you want to be able to meet your demand, but you also want to make a profit and come in below budget if possible.

Unit 4 p.35**Surviving the interview****Reception Manager**

An excellent opportunity has arisen for a Reception Manager at a contemporary hotel that is part of a well recognized branded chain of hotels. The Reception Manager will have overall control of all aspects of customer service:

- ◆ management of guest services
- ◆ control of all financial transactions and administration
- ◆ ensuring that all standards of service are adhered to
- ◆ training, developing, and motivating the team
- ◆ dealing with telephone enquiries
- ◆ assisting within the bar area.

The Reception Manager will have excellent interpersonal skills and will be

- ◆ dynamic, proactive, and flexible
- ◆ experienced as a deputy receptionist or head receptionist
- ◆ computer literate
- ◆ available to work shift patterns.

Unit 4 p.31**Rewarding good performance**

- 1 50% discount on a stay in any hotel in the company
- 2 A 10% bonus over normal pay
- 3 A free afternoon in the hotel spa for two people
- 4 A free massage and beauty treatment session for you
- 5 10% discount all year on rooms, food, and beverages in the hotel
- 6 Free access to the hotel gym and fitness centre
- 7 One month's trial promotion to the next most senior job
- 8 One month's unpaid leave
- 9 One week's paid extra holiday during the hotel's low season
- 10 One year's payment on a life insurance policy
- 11 Vouchers for local clothes boutiques
- 12 Verbal praise in the manager's office
- 13 Verbal praise in front of your team
- 14 Certificate or small gift given to you in private
- 15 Certificate or small gift given to you at the staff annual dinner

Unit 7 p.66**Access and tourism for Sulben****Local villagers**

You are neither for nor against tourism. The village has always received a small number of walkers and climbers each year, especially in the summer, and you would be quite happy to see that number grow, although you wouldn't want the number to get out of control.

However, you are completely opposed to the cable car because

- ⊗ it doesn't give the villagers the chance to get to their houses by car.
- ⊗ it will only run during the day, so it doesn't solve the problem of what to do if one of the villagers needs urgent medical attention at night.
- ⊗ when you visited the cable car on the other side of the mountains you could see that although local people had jobs there, these were poor quality jobs (bar staff and waiters in the cafeteria, ticket inspectors, or cable car cabin staff).
- ⊗ the jobs at the cable car were mainly in the summer when most local people had to work on the land, harvesting crops and looking after the animals (milking cows twice a day, etc.).
- ⊗ the arrival of the cable car will mean outsiders buying up empty houses for holiday homes, and this will mean the cost of everything will rise for everyone, including the villagers, who have much poorer salaries than the outsiders from the cities.

You want a road to your village up the Telvo gorge (see map). You would prefer the road to be private for the villagers' use as in some villages in Switzerland. You reject the road proposed by the ecologists that goes first to Renares because it would mean a journey of 22 km from Acebes, as opposed to 7 km using the Telvo gorge.

Unit 11 p.93**Social tourism in Europe****Student A**

One in three families in UK cannot afford a holiday

For the past thirty years, the *Family Holiday Association* has been the only UK charity solely dedicated to helping provide holidays to families in need. Some seven million people in the UK are effectively excluded from holidays because of a lack of money. Over 1.5 million families cannot even afford a day at the seaside.

Social tourism is a concept rarely mentioned or even understood in the UK, and yet social survey after social survey shows that the vast majority of Britons consider holidays a social necessity.

Recently, the charity has sought to build a more robust case for the importance of holidays through publishing research into the benefits of holidays for families in need, staging conferences bringing together interested parties, and raising public awareness about the scale and scope of the problem. ■

Unit 2 p.15**Deciding the theme for a trade fair stand****Secretary**

Your main job is to take notes during the different stages of the meeting. When new ideas are discussed, try to note down the most important pros and cons that are put forward in the discussion. At the end of each point on the agenda, briefly summarize what has been agreed.

You can contribute your ideas, too, of course, especially at the beginning during the discussion about your country's identity. Deciding exactly what this is, is critical to choosing a successful theme. You should also give some thought to Point 2b on the agenda.

Unit 4 p.35**Surviving the interview****Front Office Manager 4* New Hotel**

Front Office Manager required, new hotel

This new development will have over 350 rooms, food and beverage facilities, meeting rooms, spa and well-being facilities, etc.

The Front Office Manager will be responsible for supervising all areas of the Front Office Department, ensuring outstanding customer service, effectiveness, and enforcement of policies. You must have

- ◆ good communications skills
- ◆ excellent leadership skills
- ◆ people management experience
- ◆ previous front office management experience
- ◆ a full knowledge of a front office system, preferably xFidelio
- ◆ the ability to train and develop staff.

You should be able and willing to

- ◆ lead and direct a front office team
- ◆ work on your own
- ◆ sell and market the hotel.

Unit 5 p.42**Presenting a personalized product**

1 **Speaker's name:** _____

2 **Listener's name:** _____

3 **Main points of talk as detailed in the introduction**

- a _____
- b _____
- c _____
- d _____

4 **Speed of delivery**

too fast / a little fast / ideal / a little slow

5 **Pausing**

very effective / quite effective / not very effective

6 **Sense of speaker's confidence**

very strong / quite strong / not very strong

7 **Overall impact of introduction**

high / quite high / not very high

Unit 3 p.25

Getting the best deal

Group B

You are hoteliers. You need to make some predictions about next season:

- How busy do you think the resort will be?
- Will there be an increase in demand for holidays in your resort?
- Have you expanded your accommodation in any way?

Last year the tour operator took an allocation of 100 places per week for the eight-week peak season. Do you want them to take the same number this year or do you want them to take more or less? Decide the figure and then you can calculate your **target income** – number of places per week x average price for one week accommodation as agreed in stage 1 x 8 (number of weeks).

Now decide the details:

- a list of the types of rooms you have available (e.g. economy, luxury, family, villas, and so on) – are they exactly the same as last year?
- the list price per person per week for each
- the maximum discount you would be prepared to offer on the list price (e.g. 10%, 25%, or 40%)
- any extras you could offer, for example dinner included, free use of spa, complimentary gifts in the rooms
- What type of contract do you prefer? For example, what is your position on release dates?

Finally, decide on your negotiation tactics. Remember, you want to sell your rooms but you also want to make a profit on the target income figure.

Unit 7 p.66

Access and tourism for Sulben

Conservationists

You are in favour of all sustainable tourism practices and believe that the right kind of tourism can be very positive for mountain regions in general, and for the village of Sulben in particular. You accept that tourism could provide jobs and a future for the young people, who at the moment all leave for the city once they are eighteen.

You are completely opposed to a cable car because

- it represents a now discredited, outdated, high-impact model of tourism
- it is based on tourism models from the early-middle 20th century that have had a very negative impact on mountain areas in the European Alps
- it will transport 1,500 tourists a day to Sulben, which has a permanent population of 20 and a summer population of 45. The villagers will be swamped by tourists and local crafts, customs, and traditions will be lost or trivialized
- the cable car will not provide the villagers with 24-hour access to the rest of the region, so medical emergencies will be a problem at night or during November, when the cable car is closed for obligatory servicing and maintenance
- it will allow local tourism entrepreneurs to buy and develop property in Sulben for profit.

You are also completely opposed to the road up the Telvo gorge because

- the impact on the scenery will be enormous and will destroy one of the most beautiful natural gorges in the country
- the existing horse trail up the gorge is a major tourist attraction for walkers and trekkers.

You want the regional government to build a road to Sulben via the Pambucho col using the road that already services the villages of Espina and Renares. This option would use existing farm tracks for the new section from Renares to Sulben. The environmental impact would be minimal as a result.

Unit 2 p.15

Deciding the theme for a trade fair stand

Marketing representative

Your main job at the meeting is to describe to the other participants the identities and themes that neighbouring / competing countries might use for their stand. It would be a disaster if a competitor came to a trade fair with a stand that was similar to your own. Think for a few moments about the countries around you. What sort of tourism do you associate them with? How is your country different?

You should offer this information at Point 2b on the agenda. You can contribute at any other time during the meeting, of course, especially at the beginning during the discussion about your country's identity. Deciding exactly what this is, is critical to choosing a successful theme.

Unit 11 p.93

Social tourism in Europe

Student B



Holidays prepare people for life

Established in 1990, *Vacances Ouvertes* is an association where tourism meets social welfare. Today, in partnership with 500 grassroots organizations, it helps over 10,000 people plan and enjoy a holiday.

Families and young people are supported locally with a range of services to organize their holiday. They are active holiday project participants, and holidays are seen as a way of overcoming social exclusion.

Vacances Ouvertes works with local authorities on many of its initiatives and with local employment and skills advice agencies to build sustainability. Holidays provide an opportunity to experience and develop skills to travel outside the local area – an important job-seeking competence. ■

Unit 8 p.71

Presenting a new theme park

Assessment sheet: theme park presentation

Speaker's name _____

Listener's name _____

As you listen to the presentation, answer these questions.

- 1 Did the speaker introduce the talk correctly by telling you
 - a her / his name? YES / NO
 - b her / his partner's name? YES / NO
 - c the basic scheme of the presentation? YES / NO
- 2 Did the main part of the talk justify the location of the park in terms of
 - a market proximity? YES / NO
 - b access? YES / NO
 - c complementary and competitive facilities (climate, natural beauty, other tourist attractions)? YES / NO
- 3 Did the main part of the talk describe the choice of theme(s) and the reasons for this choice? YES / NO
- 4 Was there a beginning, a middle, and an end to the talk? YES / NO
- 5 Was there a good balance between the different parts of the talk? YES / NO
- 6 Did the speaker use talk notes? YES / NO
- 7 Did the speaker use signposting? YES / NO
- 8 Was the pronunciation clear and easy to understand at all times? YES / NO
- 9 Overall, how would you describe the speaker's presentation, irrespective of the ideas for the new theme park?

VERY GOOD	GOOD	OK	NOT THAT GOOD
-----------	------	----	---------------
- 10 Overall, what mark would you give the ideas for the new theme park, irrespective of the quality of the presentation?

(High)	5	4	3	2	1	(Low)
--------	---	---	---	---	---	-------

Unit 3 p.25

Getting the best deal

Group C

You are representatives of the airline. You need to make some predictions about next season:

- How busy do you think flights to the resort will be?
- Will there be an increase in demand for flights to the resort?
- Are fuel prices likely to increase at short notice?
- Have you expanded your fleet in any way?

Last year the tour operator had an allocation of 100 seats on each weekly outbound and inbound flight. Do you want to make the same allocation available? Decide the figure and then you can calculate your **target income** – number of places per week x the approximate cost of a return ticket as agreed in stage 1 x 8 (number of weeks).

Now decide the details.

- At what price are you prepared to offer additional seats above the allocation?
- Do you want to add on a surcharge (i.e. more than the approximate cost agreed)?
- Think about any extras you could offer, for example complimentary drinks, free upgrade if available, free or discounted transfer to and from the airport.
- What type of contract do you prefer? For example, what is your position on release dates?

Finally, decide on your negotiation tactics. Remember, you want to sell your seats but you also want to make a profit on the target income figure.

Unit 10 p.87

Presenting an eco-friendly policy

Student feedback sheet

Name of speaker _____

Topic _____

A CONTENT AND STRUCTURE

- 1 Was the talk of the required length? YES / NO
- 2 Did the speaker start the talk with a clear preview? YES / NO
- 3 Did the speaker use signposting effectively? YES / NO
- 4 Were the ideas clearly organized? YES / NO
- 5 List the main ideas here
 - a
 - b
 - c
 - d
- 6 Did the speaker finish the talk with a summary and conclusion? YES / NO

B DELIVERY

- 1 Was the talk given at an even speed and without too much hesitation? YES / NO
- 2 Did the speaker use pauses to help make the organization clear? YES / NO
- 3 Did the speaker use talk notes effectively? YES / NO
- 4 Did the speaker look at the audience most of the time? YES / NO

C LANGUAGE – VOCABULARY AND PRONUNCIATION

- 1 Could you detect careful preparation and rehearsal of vocabulary? YES / NO
- 2 Could you detect careful preparation and rehearsal of pronunciation? YES / NO

Unit 2 p.15**Deciding the theme for a trade fair stand****Development representative**

Your main job at the meeting is to describe to the other members the issue of staffing a stand at a fair. How many staff do you want: a stand with a lot of staff is expensive to run – staff need to be transported to different countries and lodged in hotels, etc. However, the face-to-face contact with real people always makes a stand more attractive. Will you want to use multi-media displays? This can minimize staff numbers, but a stand that is all images and DVDs does not reflect the human side of tourism.

You should offer this specialist information at Point 2d on the agenda. You can contribute at any other time during the meeting, of course, especially at the beginning during the discussion about your country's identity. Deciding exactly what this is, is critical to choosing a successful theme.

Unit 12 p.102**Future tourism – fantasy or fact?****Student A****The 'flying whale'**

The airship is a floating hotel called the Manned Cloud, and – according to its designers – it will be capable of circling the globe in a few days.

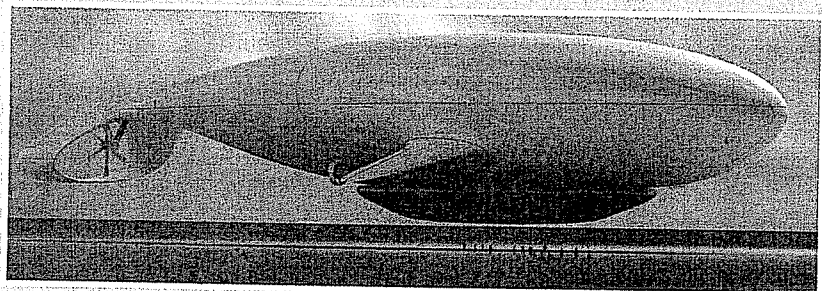
The twenty bedrooms will provide the ultimate room with a view as the airship cruises at a height of 5,500 metres.

It has a restaurant, a library, a lounge, and a gym on the first deck.

On the second level, there will be twenty passenger rooms, terraces with panoramic windows, a spa, and a bar room. The airship is powered by a giant rear propeller and also has two further engines pointing downwards for vertical take-off.

The expected launch date is 2020. Massaud, the French company behind the venture, says it is an ecologically friendly way to travel, leaving little impact on the environment, and eliminating the need for hotels.

A spokesperson for Massaud, Aurélie Ullrich,



said 'The idea at the heart of this project is that passengers can see fantastic places like Thailand and the Caribbean without the need to build ugly hotels everywhere. It could land for a few days or for a week if there is a big event going on. We don't want to be carrying around gallons and gallons of heavy petrol or diesel and we are looking into fuelling it with some form of gas.'

Mr Massaud said, 'The Manned Cloud permits you to explore the world without leaving a trace. Passengers can experience spectacular and exotic places without being intrusive or exploitative.'

SOME STATISTICS

- The Manned Cloud is almost 215 metres long, 82 metres wide, and 52 metres deep.
- It has a staff of fifteen to look after the 40 passengers.
- Its makers say it will produce a top speed of 170 kph and a cruising speed of 130 kph. This means it could circle the globe in about ten days.
- It will be able to travel for 5,000 km – or across the USA – before needing to be refuelled.

Unit 4 p.35**Surviving the interview****Information for interviewers**

Look at the job description you have been assigned. You are going to interview candidates for this job. You should ask them about

- relevant skills
- their personality – get the candidate to assess both their strengths and their weaknesses
- previous experience in similar or related posts
- experience working abroad
- qualifications
- languages spoken (the interview should be done principally in English, but if the candidate claims to speak other languages, try to test this out)
- reason for seeking the post on offer
- salary expectations
- why the candidate thinks they fit the job description well
- what the candidate thinks he / she can contribute to the hotel.

Unit 7 p.66

Access and tourism for Sulben

Regional government representatives

You proposed the cable car to Sulben after going to the Swiss Alps and seeing how they worked there. The benefits of a cable car are that it

- solves the problem of providing communication between Sulben and the rest of the region
- avoids the destruction of the Telvo gorge, which is a major attraction for walkers and mountaineers and could become a UNESCO World Heritage Site
- provides a major tourist attraction to compete with the cable car on the south side of the mountain range, which lifts over 400,000 tourists a year into the very heart of the high mountains
- provides jobs for local people in the cable car and the adjoining cafeteria and car park
- provides a place for local people to sell local farm produce (mainly cheeses or cured meats) and craft products (mainly carvings and wool products – socks, jumpers)
- will allow the local tourism entrepreneurs to buy up old properties in the village and turn them into hotels and holiday cottages to let (you are under a lot of pressure from the association to make this a reality).

You are aware that the cable car is not open 24 hours a day and that it must shut in November, but you are happy to guarantee a helicopter service to the village for emergencies.

You are not completely against the suggestion made by the conservationists about the road via Renares because it will be cheaper than the cable car, but it is not your first choice. The road won't have the same benefits as the cable car in terms of jobs, etc., and cars pollute much more than a cable car, which doesn't pollute at all.

Unit 2 p.15

Deciding the theme for a trade fair stand

Finance and admin representative

Your main job at the meeting is to make people aware of the importance of choosing a theme that will make the logistics of moving the stand acceptable. Will the stand be easy to put up at the beginning of each fair and to take down at the end? Will the materials used be light or not? Will the materials used be robust and survive all the knocks they will receive? Will the stand be composed of a relatively small number of pieces? If it is too complex, the construction teams might not put the stand up correctly. Remind the group that the stand will travel to more than fifteen international fairs in the campaign for next year, usually by air.

You should offer this specialist information at Point 2c on the agenda. You can contribute at any other time during the meeting, of course, especially at the beginning during the discussion about your region's identity. Deciding exactly what this is, is critical to choosing a successful theme.

Unit 7 p.66

Access and tourism for Sulben

Local association of tourism entrepreneurs

You are in favour of the cable car. You visited Switzerland with the regional government and saw how they worked there. You also saw the standard of living of the local people and the finances of the local tourism companies. In the opinion of your association the cable car is essential

- to end the isolation of Sulben. You find it completely unacceptable that in the 21st century there should be villages like Sulben that do not have decent communications with the outside world
- to offer the villagers the chance of decent jobs and a decent income. You are very aware that mountain farming is very demanding physically, but pays very poorly
- to be able to compete with the cable car in the neighbouring region on the south side of the mountain range, which receives over 400,000 users a year
- to be able to transport tourists up to the hotels and rented holiday homes that your association plans to renovate in Sulben as a way of using houses that are currently empty. These houses belong to villagers who left for the city because there is no access to the village, and who need to sell their homes in the village to be able to pay for flats in the city.

You are opposed to the road via Renares because if this option is chosen, it will be much harder for the association to control who buys and develops property in Sulben. You are also opposed to the road up the Telvo gorge for the same reason. In public, however, you normally explain that you oppose the Renares road because it means a 22-km journey for the villagers. Similarly, in public, you oppose the Telvo gorge road because the impact on the gorge will destroy it as a tourist attraction for walkers and mountaineers.

Unit 4 p.35

Surviving the interview

Information for candidates

Look at the job description you have been assigned. You are on the shortlist for an interview for this job. Prepare the interview. In particular think about

- experience working and / or travelling abroad
- languages spoken and written (the interview will be done in English)
- previous experience in similar or related posts
- reason for seeking the post on offer
- relevant qualifications
- what you think you can contribute to the hotel
- why you think you fit the job description well
- your personality – remember that nobody is perfect. Be ready to talk about both strengths and weaknesses
- your relevant skills
- your salary expectations.

Unit 11 p.93

Social tourism in Europe

Student C



toerisme
vlaanderen

Tourism, a right for everyone

Since 1936 Flanders has recognized the value of social tourism. The tourism office for Flanders helps thousands of individuals, families, and groups access holidays in a variety of ways.

Recently, their policies have been strengthened to reflect government support for tourism for all – they focus their work more directly on people living on or under the poverty line, people with disabilities, children, young people and families, senior citizens, and sociocultural groups.

With the cooperation of 500 partners in the tourism industry, nearly 20,000 people on a low income were able to enjoy a holiday or day trip in 2005. ■

Unit 12 p.102

Future tourism – fantasy or fact?

Student B

VIRTUAL TOURISM – NAVIGATING SECOND LIFE



Don't bother to pack your bags. Skip the queues at the airport. Forget security and immigration checks. Even leave your passport behind. Sound like a perfect holiday? Just log on to a virtual vacation, whether it is lazing on a beach, a ski trip, or climbing archaeological ruins. Or all three – in the same hour.

Every day, millions of people already travel to virtual fantastical destinations, whether it is the World of Warcraft or Matrix Online, but there are also more traditional holiday settings online.

On Cocoloco Island Resort, within the Internet-based virtual world of Second Life, tourists can take a hot-air balloon above the thatched cabanas or float in the swimming pool. In Virtual Venice, a gondola carries visitors to a Renaissance church adorned with paintings and ornate carvings.

With all this adventure at your fingertips, it's easy to get lost, a problem that has spawned a whole new industry of travel agencies, tour guides, and digital guidebooks to cater for the confused virtual tourist.

In April, STA Travel launched a presence on Second Life, offering up what it calls a 'Home for the Virtual Traveller', with guidance to the must-see places and adventures in this online world.

Matt Nixon, Director of E-commerce for STA Travel North America, says their plan is to offer free tours to alluring places in Second Life. 'Hopefully, that will inspire people to travel in the real world,' Nixon says.

Some entrepreneurs are already making virtual travel pay. A year ago, Danielle Jansen founded AmaZingg Travels, which publishes digital travel brochures about what is going on in Second Life. The brochures sell for 50 Linden dollars (the Second Life currency, convertible to real dollars) and cover an array of subject matter, from where to shop to places of worship and where to play a sport.

The market is big enough to support more than AmaZingg, too. The travel agency Synthtravels offers a similar service, but across dozens of online worlds, including the massively popular World of Warcraft.

Back in the real world, with increasing worries about airport security and our carbon footprint, virtual tourism might become part of a modern solution to curb the global travel trend. If that's the case, you'll only need to offset the electricity used to power your computer.

Language reference

Asking and answering hypothetical questions

Asking hypothetical questions

● **What... if...?**

What would happen if oil prices rose further?

= *what + would + infinitive + if*

In the sentence above, *what* is the subject of the clause. In the sentence below, *we* is the subject.

What would we do if water levels rose by twenty metres?

= *what + would + subject + infinitive + if*

What would we do if there were a security alert?

= *What + would + subject + infinitive + if + there were*

Note that *there were* is a subjunctive form that we often use when making hypothetical statements or questions. However, we can also use the standard Past Simple form *there was*.

What would we do if there was a security alert?

Note that we can use the Present Simple instead of the Past Simple to make the situation a more realistic possibility. We also need to change *would* to *will*.

What **will** happen if oil prices **rise** further? (= we think there is a good chance that this may happen)

= *what + will + infinitive + if*

We can delete the phrase *would happen* and *would we do* to make the shorter question form *What if...?*

What if the government banned outbound flights?

= *what if + subject + Past Simple*

What if the computer system crashes?

= *what if + subject + Present Simple*

● **What should we do to...?**

What should we do to / in order to combat global warming?

= *what + should + subject + infinitive + to / in order to*

It is not possible to shorten this question.

NOT ~~What do to combat...?~~

● **What + noun...?**

What impact would this have on our sales?

What areas could we expand?

= *what + subject + would / could*

We can invite more specific solutions to a hypothetical problem by asking *How*?

● **How + would / could...?**

How would we still access guest information?

How could we resolve this issue?

= *How + would / could + subject + infinitive*

Questions that don't begin with an *if* clause can be combined with an *if* clause.

How would we still access guest information **if there were / was a complete internet shutdown**?

What areas could we expand **if we needed to**?

Note that we do not need to repeat the question phrase within the same question if the subject is the same.

How would we still access guest information **and maintain** reservation systems?

NOT ~~How would we still access guest information and how would we maintain reservation systems?~~

Answering hypothetical questions

The verb and tense used in the answer depend on the ways the question is phrased.

QUESTION	RESPONSE
<i>What if + subject + Present Simple...?</i>	<i>We + will + have to + infinitive</i>
<i>How would / could + subject...?</i>	<i>We'd have to / We could + infinitive</i>
<i>What if + subject + Past Simple...?</i>	<i>We'd have to + infinitive</i>
<i>What should + subject + infinitive + if...?</i>	<i>We should + infinitive</i>
<i>What would + subject + infinitive + if...?</i>	<i>We'd / We'd have to + infinitive</i>
<i>How would / could + subject + infinitive...?</i>	<i>We'd / We'd have to + infinitive</i>
<i>What + noun + could / would...?</i>	<i>Pronoun + could / would + infinitive</i>

What if the computer crashes?

We'll have to make other arrangements.

How would we resolve the problem?

We'd have to / We could warn the guests.

What if there was a terrorist attack?

We'd have to / We could devise a plan now.

What impact could this have?

It could cause the industry to collapse.

Comparing

Spelling rules

		Adjective	Comparative	Superlative
Short adjective	+ -er / -est	small	smaller	smallest
Adjective ending in -e	+ -r / -st	large	larger	largest
Short adjective ending in vowel + consonant, except -w	double the consonant + -er / -est	big	bigger	biggest
Adjective of two or more syllables	more / most + adjective	modern expensive	more modern more expensive	most modern most expensive
Adjective ending in consonant + -y	change -y to -i + -er / -est	early	earlier	earliest
Irregular adjective		good bad far	better worse farther / further	best worst farthest / furthest

Note that the comparative form is followed by *than*, not *that*.

In independent hotels, staff turnover is lower than in chain hotels.

Degrees of comparison

We can use several adverbs before comparative adjectives to modify them.

To express a greater difference: *far, much, a lot*

To express a smaller difference: *slightly, a (little) bit*

Note that *a bit* and *a lot* are more informal.

Intercontinental is slightly bigger than the Wyndham.
TUI AG is **much smaller** than Best Western.

Other expressions we use to compare characteristics are:

- **three (four, five, etc.) times the + noun + of**

The new hotel is four times the size of the old one.

We generally say *twice* rather than *two times*.

A two-bed suite is twice the price of a one-bed suite.

- **twice (three times, etc.) as + adjective + as**

The new hotel is four times as big as the old one.

A two-bed suite is twice as expensive as a one-bed suite.

These expressions can be modified further, using *over* (= 'more than') and *almost / virtually / nearly* (= 'not quite').

Accor is over six times the size of Sol Meliá.

Intercontinental is almost twice the size of Best Western.

- **not as + adjective + as**

We use *not as + adjective + as* to talk about the difference between two things.

Sol Meliá is not as big as Accor.

Describing change and consequence

We can use several tenses to describe change and consequence. These are often used with time expressions. The position of time expressions can vary in the sentence, but they commonly go at the beginning.

Current trends

Present Continuous

The industry is **growing** at a rate of around six per cent per year.

= subject + *am / is / are* + *-ing* form

We can use time expressions such as *currently*, *at the moment*, and *nowadays* with the Present Continuous. To be more emphatic, we can say *What's happening is that...*

Currently, the industry is growing ...

What's happening is that the industry is growing ...

Present Continuous Passive

Established destinations like France and Spain are **being challenged** by newer destinations.

= subject + *am / is / are* + *being* + past participle

Remember that we use a Passive rather than an Active form when the agent of the action is not known or is not relevant.

Past trends

Past Simple

Last year, the figure **rose** by a record number.

= subject + Past Simple

Remember that we use the Past Simple to talk about a time period that is finished, e.g. *in the 20th century*.

Past Simple Passive

That's something that **wasn't predicted** in the 1980s.

= subject + *was / were* (+ *not*) + past participle

Past Continuous

At that time, people **were expecting** growth to come from America.

= subject + *was / were* + *-ing* form

Past Continuous is used to talk about a situation or action that happened over a period of time in the past.

Present Perfect

The number of tourist arrivals in Asia **has gone up** nearly 400%.

= subject + *has / have* + past participle

We use the Present Perfect to talk about a change that began in the past and which continues up to the present. We can use time expressions such as *in the twenty-first century*, *so far*, and *in recent years*.

Past Perfect

The figure **had risen** from 25 million to 439 million.

= subject + *had* + past participle

We use the Past Perfect to refer back to a situation or event that happened before a point in the past. Sometimes we use a time expression such as *before that*, *before then*, or *earlier* to make the time frame clearer.

Since 1990, the number of tourist arrivals has risen to around a billion. Before that, the figure had risen ...

In the example above, *Before that* refers to the period before 1990.

Result or consequence

We can use the full range of tenses to talk about consequences in the past, present, or future. Generally, the sense of consequence is carried in the choice of verb rather than tense. We use verbs such as *lead to* and *result in*.

*The Internet **has led to** a revolution in the tourism industry.*

*It is expected that this **will result in** a new type of independent consumer.*

Result and consequence can also be conveyed by expressions such as *as a result*, *so*, and *the consequence is that*.

*The **consequence is that** we still have these concerns to deal with.*

***So what's happening is that** the big companies are getting bigger.*

***As a result**, more and more people started travelling to those destinations.*

The verb *mean* is another way of expressing a consequence.

<i>What this means is</i>		<i>that the industry can reach</i>
<i>This means</i>		<i>customers directly.</i>

Explaining and defining

Defining a term

There are several ways of defining a term.

- **is / are**

A venue is a place for holding events.

Incentive tours are tours that are organized as a reward for good work.

- **a type of**

We use *a type of* to put a term into a category that someone is already familiar with. We tend to use it with a singular verb.

An incentive tour is a type of tour that is organized as a reward for good work.

- **which, who, (a place) where, when, whose**

We use a relative pronoun to provide more context.

A venue is (a place) where you can hold an event.

A customized tour is a tour which is designed to meet the specific needs of clients.

In the second example above, we can omit *which is*, because 'a tour' is the object of the relative clause.

A customized tour is a tour designed to meet...

In order to avoid repeating the word *tour*, we can replace *a tour* with *one*.

A customized tour is one which is designed to meet...

- **another word for**

For some terms we can simply substitute one expression for another.

An arena is another word for a stadium.

We can expand the definition to include a relative clause.

A venue is another word for a place where events are held.

- **a term used + in / to**

We can use this when we need to provide more context, rather than simply offering a substitute word.

MICE is a term used in the business travel market.

Global tourism is a term used to describe the tourism industry worldwide.

Note the different prepositions that follow this expression. The first example tells us where we would encounter the term, while the second tells us what it means.

- **stand for**

The term is used when explaining the meaning of an acronym or abbreviation.

What does UNESCO stand for?

It stands for the United Nations Educational, Scientific, and Cultural Organization.

- **as the name / term suggests**

When defining a term, we often try to make it easier to remember by using *as the name suggests*. This can either come at the beginning of a definition or after a relative pronoun. Note the use of commas.

As the name suggests, this company promotes individual hotels rather than hotel chains.

This is a company which, as the name suggests, promotes individual hotels rather than hotel chains.

- **such as**

This term is used to give a brief example of something.

The work placement is undertaken with a venue such as a sports stadium.

Note that when we exemplify only one of two things, we use a comma before *such as*.

You will work with a company or a venue, such as a sports stadium.

The position of *venue* before *such as* makes it clearer that we are providing an example only of a venue, not a company as well.

Explaining an idea

When we want to provide significantly more context or background, we use the following expressions, often at the beginning of a new sentence.

- **by that I mean**

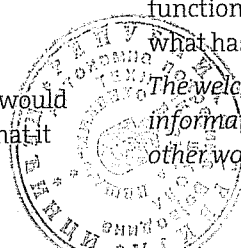
This expression adds further information about what has just been said for the purposes of clarification. It is not followed by a comma.

You need to make sure that everything is ready two weeks before the launch. By that I mean the information packs and publicity material.

- **in other words**

This expression is not used to define a term. It has the function of explaining, paraphrasing, or summarizing what has just been said. It can be followed by a comma.

The welcome reception is your chance to give out information and to have a good talk with the guests. In other words, it's crucial to the success of the event.



The Future: predictions and degrees of probability

Expressing predictions

We generally use *will / won't* to make predictions, but *be going to* can also be used. When expressing our own view about the future, we often begin with *I think*.

I think the launch will / is going to be a great success.

Note that when we make a negative prediction, we say *I don't think (that) + subject + will / be going to + infinitive*.

I don't think (that) there'll / are going to be any problems.

NOT *I think there won't / aren't going to be any problems.*

To express a personal theory about the future, we can use the following.

- *I wouldn't be surprised if + subject + Past Simple*
I wouldn't be surprised if the development was delayed.

- *I expect (that) + subject + will + infinitive*
I expect we'll see further growth in this sector.

There are more impersonal ways to make predictions.

- *There's no reason why + subject + shouldn't + infinitive*
There's no reason why we shouldn't see the continued growth of air travel.

- *There's a good chance (that) + will + infinitive*
There's a good chance high-speed trains will gain market share.

We can use the phrase *taking everything into account* before the above expressions. This suggests that we are making a prediction based on a balanced view of the present situation.

Taking everything into account, I wouldn't be surprised if the development was delayed.

- *Everything seems to suggest that + clause*
Everything seems to suggest that the air travel sector has reached capacity.

Other ways to make an impersonal prediction are:

- *Current predictions are that + subject + will + infinitive*
Current predictions are that traditional airlines will continue to lose their market share.

- Present Simple Passive

We can use a verb such as *expect* in the Present Simple Passive to talk about future predictions.

These countries are expected to generate a large amount of travel sector employment.

Degrees of future probability

To express degrees of possibility, we use the following structures. Note that the adverbs *definitely*, *possibly*, and *probably* all go after the auxiliary verb.

CERTAIN

- **definitely**

The recent oil crisis **will definitely have** an effect on the market price.

= subject + *will* + *definitely* + infinitive

The recent oil crisis **is definitely going to have** an effect on the market price.

= subject + *am / is / are* + *definitely* + *going to* + infinitive

LIKELY

- **probably**

We'll **probably** have to charge extra.

= subject + *will* + *probably* + infinitive

We're **probably** going to have to charge extra.

= subject + *am / is / are* + *probably* + *going to* + infinitive

- *there's a good / strong possibility (that) + subject + future form or modal + infinitive*
There's a good / strong possibility we can make cuts.

- *It's likely (that) + subject + future form or modal + infinitive*
It's likely we can make cuts.

POSSIBLE

- **possibly**

We'll **possibly** be able to charge on ground transport.

= subject + *will* + *possibly* + infinitive

We're **possibly** going to be able to charge on ground transport.

= subject + *am / is / are* + *possibly* + *going to* + infinitive

To sound less certain, we can use *might* instead of *will* / *be going to*.

We *might possibly be able to charge on ground transport*.

- *it's possible (that) + subject + future form or modal + infinitive*

It's possible things may get worse.

- *There's a possibility (that) + subject + future form or modal + infinitive*

There's a possibility things will get worse.

UNLIKELY

- **probably not**

The new resort **probably won't** be open next year.

= subject + *probably won't* + infinitive

The new resort **probably isn't going to** be open next year.

= subject + *probably + 'm not / isn't / aren't + going to* + infinitive

Note that in a negative sentence, *probably* goes before the auxiliary.

It's unlikely (that) + subject + future form or modal + infinitive

It's unlikely they'll be prepared to lose money.

subject + *doubt(s) + if* + subject + future form or modal + infinitive

I doubt if it'll be any better this year.

Note that *I doubt if it will* is the same as *I don't think it will*.

IMPOSSIBLE

- **definitely not**

The complex **definitely won't** open on time.

= subject + *definitely won't* + infinitive

The complex **definitely isn't going to** open on time.

= subject + *definitely + 'm not / isn't / aren't + going to* + infinitive

Clarifying

Briefing (asking someone to do something, giving instructions)

Can you take responsibility for (*accommodation arrangements*)?

I want you to be in charge of (*publicity*).

Can you look into that yourself?

You'll need to check (*we've got full menu plans in advance*).

Will you get in touch with (*the various providers and get samples emailed over*)?

Can I remind you that you will need to (*put the exact names down and the addresses and websites*)?

I want you to pay particular attention to this. So listen carefully.

Asking for clarification

Can I just ask, (*what's the deadline for shipping material out there*)?

Could I just clarify one thing that's troubling me a bit?

I'm curious about (*these 'rock-hewn' churches*). What exactly are they?

Can you brief us a bit about it?

I just wanted to check what we're doing about (*optional tours*).

Giving clarification

Let me make it absolutely clear ...

Let me give you a bit more information on (*the churches*).

Shall we run through it one more time?

Dealing with complaints

Spoken

Oh dear, I'm sorry to hear that.

What exactly is the problem?

I'll just take some details.

If I could just explain...

Let me see if I can sort it out.

Written

I was sorry to hear about the problem you had.

I would be grateful if you could give me full details of the incident.

I was very sorry to hear that you were disappointed with the service we provided.

I have now had the chance to fully investigate the matter.

I was particularly surprised to hear that (*you found the food unsatisfactory*).

I fully understand that this can be difficult for some of our guests.

The problem of (*the overbooking*) was very unfortunate and I apologize for this.

I was extremely concerned to hear that (*you found our staff unhelpful*). I can assure you that we will continue to monitor this very closely.

Once again, please accept my apologies for this unfortunate incident.

Please accept my apologies for the problems you experienced.

As a sign of goodwill, I would like to offer you (*a discount voucher*).

Meetings

Introducing and starting a meeting

Before we begin, can I introduce (*Tim Murphy*)?

First, Geena is going to give us an overview of...

I have apologies from Patrick. He can't make it today.

It's nice to see everyone.

Thank you for being here today.

Asking for contributions

Liz, would you like to start us off?

Dealing with interruptions

Just a second, please, Alice. I'll come right back to you, but...

Asking for clarification

Are you saying that we should... ?

Keeping the meeting on track

Now our objective today is to decide...

... so let's move on to the business of...

So if we can get started, everyone.

... and then we can start looking at...

Negotiating

Introducing the topic

I'm calling about this situation we have with (*the fuel charges*).

I think we ought to address the issue of (*fuel charges*).

Making a proposal

Look, I'd like to make a proposal.

I've got an alternative suggestion.

OK, here's another idea.

I'll tell you what, I'll bring it down to seven per cent. OK?

Talking about consequences

You know, my boss wants me to look for another company.

You wouldn't do that to me, would you? We've been doing business for years.

Bargaining

It could work, but I'd need to set some conditions.

If you could make it five per cent, we might have a deal.

Agreeing

Yes, I understand what you're saying.

OK. That wouldn't be a problem.

That's a fair point.

Stating a reservation

I have to say I was a bit disappointed.

I'm sorry, but I don't think that's going to work.

I'm not sure.

I'm really not prepared to (*pay that much*).

Opinions

Asking for an opinion

What are your views on ... ?
 Any thoughts?
 But don't you think that ... ?
 Do you think that ... ?
 How do you feel about ... ?
 What do you think about ... ?

Giving an opinion

In my opinion ...
 From my point of view ...
 I really do think that ...
 If you ask me, ...

Agreeing

I'd go along with that.
 I agree with (*Janet*) that ...
 Yes, you have a point there.
 Yes, definitely.
 I agree completely.
 I think you're right.

Disagreeing

I'm not so sure that ...
 Sorry, but I don't agree.
 I disagree completely with the idea that ...
 I'm afraid that's not how I see it.

Expressing reservations

Yes and no.
 I agree up to a point.
 You could be right, but ...

Presentations

Welcoming the audience

I'm delighted so many of you could be here today.
 First of all, many thanks to all of you for coming here today.

Introducing yourself

Let me introduce myself. My name's (*Frank de Veet*) and I'm (*an independent travel agent*).
 Hi, everyone. My name's (*Hiroimi Oda*).

Good afternoon, ladies and gentlemen.

For those of you who don't know me, I'm (*head of logistics*) for (*Global Travel Counsellors*).

Stating topic and relevance

Today I'm going to talk about (*online travel agents*).
 What I want to talk about today is (*the impact of ICTs on travel sales distribution*).
 I'm going to describe (*the job of travel counsellor*).

Describing length of talk

My presentation will last twenty minutes.
 As you'll see from today's agenda, I'll be talking to you for fifteen minutes.

'Signposting' a talk

My talk is broken down into four parts, the first of which is (*a summary of the current situation*).
 I've divided my talk into three sections. Firstly, I want to look at (*recent trends in online travel*).
 Firstly I'll be taking a look at (*the origins of OTAs*).
 After that we'll be taking a look at (*the current situation*).
 What I'd like to do today, is talk about ...
 Today I'm going to talk about ...
 Let's begin, then, with ...

That brings me to my next point, which is ...
 So let's take a look at ...
 My second / third point deals with ...
 Let's move on to ...

Concluding and dealing with questions

I'm happy to take questions at any time during my presentation.
 I'd be glad to answer any questions at the end of my talk.
 Thank you for listening. Does anyone have any questions?
 Last but not least, there's ...
 In conclusion, I'd like to say that ...
 I've been talking to you about ...
 Last of all, we mustn't forget ...

Recommendations

Written

I would like to make the following recommendation: that (*we offer a 'kids go free' deal*).

Having discussed the issue with my staff, I propose that (*we reduce our brochure price by 10%*).

With regard to the question about (*other incentives we could offer*), I think we should consider (*providing free accommodation*).

My proposal is that we (*put a special offer on the website*).

Basically, what we want to do is (*attract a different sort of tourist client*).

I recommend (*meeting again next month to discuss the next stage*).

I suggest that you (*circulate this email to your staff*).

We should consider (*the immediate implementation of this proposal*).

If you would like to (*encourage hotels to ...*), consider (*printing this information ...*).

We need to (*start a linen reuse programme in all guest rooms*).

As of next January we're going to have to (*switch to low-flow toilets*).

I would be grateful if (*all hotels were to switch to compact fluorescent light bulbs in guestrooms, lobbies, and hallways beginning next month*).

Can I remind everyone to (*turn off lights and turn down the heating / air conditioning when rooms are unoccupied*)?

Could (*maintenance install window film in guest rooms*) as soon as possible, please?

Please be sure to (*install window film to lower heating and cooling loads and reduce glare in guest rooms*).

Spoken

Look, I'd like to make a recommendation. Why don't we (*offer a travel discount*)?

What do you think about the idea of (*offering free flights for under sixteens*)? Any thoughts?

Selling yourself

I think it's fair to say that I'm (*adaptable*).

I've been told that I have (*good organizational skills*).

One thing I'd like to stress is (*my outgoing personality*).

In general, I'd say that I'm (*decisive and proactive*).

Previous experience has shown me that I (*work well under pressure*).

Turn taking and making your point in a discussion

Attacking

I don't see that working in practice.

I don't see what you mean.

What are you trying to say by that?

What's your point exactly?

You don't really believe that, do you?

Defending

The advantage of what we propose is that ...

I'm convinced that ...

Nobody can deny that ...

There's no doubt in my mind that ...

Holding the floor

... and so em... as I was saying ...

I'm sorry, but I haven't finished yet.

Interrupting

Could I come in there?

Can I just say something there?

Can I make a point there?

I'm sorry to interrupt, but ...

Listening scripts

Unit 1 Listening

The current state of tourism

Good morning, everyone. In this presentation I'm going to try to answer the question: What is the state of tourism today? The answer, I suppose, is simple – growth. The global tourism industry is growing steadily at a rate of around six per cent per year. The basic measure for this is international tourist arrivals. Since 1990, the number of international tourist arrivals has risen from 439 million to around a billion, or about six and a half per cent annually. Before that, from 1950 to 1990, the figure had risen from 25 million to 439 million. In fact, last year they rose by a record number. The simple fact is that more and more people want to travel to more and more places. The attractions of computers and the virtual world haven't reduced this. Back in the 1980s, some people thought that with the growth of computer technology, business travel would decline, but this hasn't happened – in fact it's expanded because there's no substitute for face-to-face transactions, especially in a globalized economy. This has been helped by the fact that the relative cost of travel has fallen. Let's now look at a few developments behind those statistics – destinations and types of holiday, for example. In Europe, established destinations like France, Spain, and Italy are being challenged by newer destinations offering cost advantages, such as Bulgaria and Croatia. On top of this, new shorter break destinations are emerging in the market. But more importantly, though still the region with the most international arrivals, Europe is beginning to lose its dominance of the tourism industry. Tourism in Asia – both as a destination and a generator of tourists – is growing dramatically. Since 1990, the number of tourist arrivals in Asia has gone up by nearly 400%. That's something that wasn't really predicted in the 1980s. At that time, people were expecting growth to come from Europe and America. Another development is that the mass tourism of the 1950 to 1980 period has fallen, and given way to more independent specialist holidays. Yet, ironically, independent travel and backpacking has itself become characterized by 'mass tendencies' with a whole industry now developing to support it – from gap year tour companies to backpacker insurance policies and backpacker hotels. OK, I just want to take a quick look at perhaps the most dramatic development

of all – computers and the Internet. The Internet has led to a revolution in the tourism and travel industry. On the one hand, it has resulted in a new type of independent consumer, who books everything online. But on the other hand, even within the travel industry, the Internet is emerging as the key distribution source. What this means is that the industry can reach customers directly, and as a result the role of the retail agent is declining. At the same time, the big travel companies have fully embraced this new technology, whilst continuing to buy shares in other tourism-based companies, giving them even greater dominance in the market place. So what's happening is that the big companies are getting bigger at the same time as more and more small specialist companies are emerging. Right, we're going to look in more detail at the statistics and data, but before I do that I just want to talk briefly about travel and transport. In the second half of the twentieth century, concern for the environmental impact of travel and tourism gradually increased. Some believed the jet aircraft would be replaced by space travel, that trains and cruise ships would use alternative fuel sources, that underwater leisure centres would be built – all with the hope of reducing the environmental impact of our industry. Well, these things haven't happened. In fact, the number of flights by jet aircraft has increased sharply, particularly with the emergence of the low-cost airlines. The consequence is that we still have these concerns to deal with – and this will be something we come back to later on.

Unit 1 Listening

Challenges for tourism managers

I = Interviewer, M = Melvyn, N = Natalia

I What are your views on the challenges facing today's new tourism managers? Melvyn?

M Tourism is a fast-moving business. In my opinion, future successful managers will have to cope with geographical and occupational mobility. Online travel means that tourism operators don't need to be tied to any one location. If you want to get on, you'll have to be prepared to move between countries and companies.

I Natalia. Any thoughts?

N Yes, I'd go along with that. I also think that first and foremost, managers will

need to have really strong intercultural and language skills. We live in a globalized world, and tourism is the most global of all industries. So understanding other cultures and languages is crucial.

M I agree with Natalia that language and culture are important. However, I'm not so sure it's the most important. Tourism is becoming such a competitive industry in all areas from destinations through to airlines. In this competitive environment, I really do think that creativeness and innovation will be crucial to keep ahead of competitors.

N But don't you think that's more for senior management? Junior managers need more basic practical skills, surely.

M Yes and no. Yes, of course practical skills – organization, IT, numeracy, presentational skills – are important. But I disagree completely with the idea that innovation and ideas are only for senior managers. Junior management has a crucial role to play here.

I OK. Do you think there are any other challenges? What do you think about the environmental threat posed by the growth of tourism?

N From an environmental point of view, it's obviously important to be aware of these things. But I think it's also important from a commercial point of view. Consumers are becoming increasingly conscious of the need to protect the environment, and future tourism managers need to respond accordingly, if you ask me.

M Yes, definitely. I agree completely. Moreover, I think a further challenge is to understand how the market is changing generally, not just in terms of environmental concerns, and to respond accordingly, for example, to the new international tourists coming from outbound generating countries such as China and India.

I Well, thanks for that. I have to say it sounds like the young tourism manager is going to need many skills to do their job effectively.

M Yes, I think you're right – multi-skilled and the adaptability to change roles throughout their working lives.

I Any last thoughts from you, Natalia?

N Just that I agree with Melvyn. I think what we're both saying is that the modern manager has to be cross-cultural, cross-disciplinary, and cross-curricular. You need to know about current affairs, geography, economics, maths, and languages.

I Thank you both.

Unit 1 Pronunciation

- 1 How do you feel about that?
- 2 What are your views on this?
- 3 In my opinion ...
- 4 If you ask me, ...
- 5 I agree with Irina.
- 6 I agree completely.
- 7 I don't agree.
- 8 That's not how I see it.
- 9 I agree up to a point.
- 10 You could be right.

Unit 2 Listening

In search of a new stand

C = Chairperson, G = Geena, L = Liz,
M = Murray, J = Jerry, A = Alice

- C So if we can get started, everyone. It's nice to see everyone, and thank you for being here today. I know you all have very busy schedules. I have apologies from Patrick. He can't make it today, but he has sent a few ideas which I'll include on his behalf. And before we begin, can I introduce Tim Murphy? Tim's just joined us in Research and Market Intelligence. Now our objective today is to decide what shape and form the Queensland stand is going to have for the coming campaign. To help us focus, first, Geena is going to give us an overview of Queensland stands over the past few years, and then we can start looking at what we want for the next season. Geena.
- G Hi, everybody. This is going to be a quick overview as most of you are familiar with the terrain I'm going to cover. And this being Queensland, the terrain we're all most familiar with is the coast, and tourism that centres on the three Ss of sand, surf, and sharks. Of course, if we go a little further back in time, you'll also remember ...
- C OK. Thank you for that, Geena. That's left it pretty clear as to where we've been, so let's move on to the business of where we're going. Liz, would you like to start us off?
- L Well, there's no doubt in my mind that if we want to offer a new image of Queensland, then we need to abandon surf and sharks. We can't keep driving more and more people onto the Great Barrier Reef because the Reef just can't take them.

- C Murray, do you want to come in here? You're the only one among us that was born and raised inland, so I guess you've got an idea as to where Liz is heading.
- M Adventure tourism, backpacking, farm-stay, ecotourism, or fishing. Not to mention food and wine tours, or spa and wellness tourism. I know where Liz's heading, and I'm happy to go along with her.
- C Jerry?
- J I'm not so happy. OK, I agree that perhaps we've overdone the surf and sharks thing, but let's not get carried away. Queensland is the sea, and that means surf, and it means sharks ...
- A Are sharks all you guys ever think about, Jerry? And I say 'guys', 'cos ...
- C Just a second, please, Alice. I'll come right back to you, but I don't think Jerry had finished.
- J Well, no, I hadn't, and I know what Alice is saying, but I think that if we turn our backs completely on the surf-shark thing, we run the risk of losing our traditional visitors.
- C So are you saying that we should go for some sort of mixed package, Jerry? Part coast and part inland?
- J I'm not sure. I think I'd like to hear more from Liz and Murray. I'm ashamed to say it, but I had no idea there was so much potential inland.
- C That seems sensible enough to me. Do we all agree on Jerry's suggestion?

Unit 2 Pronunciation

Exercise 1

Version 1 – And then we / can start / looking at the / main / point on the / agenda.

Version 2 – And then / we can start looking / at the main point on the agenda.

Exercise 3

- 1 Are you saying / we should go back / to the old plan?
- 2 First / Mei Ling / is going to give us an overview / of the current situation.
- 3 I'll come right back to you, / but I want to hear what Barry has to say.
- 4 So / let's move on / to the business of marketing this idea.
- 5 Now / our objective today / is to decide / what we're going to do / next season.

Unit 2 Listening

Market research and national brand image

Part 1

Most people associate the word *brand* with makes of car, clothes, watches, or drinks, but national tourism authorities try to promote a brand image for their own country. The idea is to work on the different things people associate with your country. These things are what we term 'attributes', but as these are often quite varied, it's important to bring them together into a smaller number of broad concepts. Typically a country might create a brand image using two, three, or four broad concepts.

Part 2

Our research, for example, led us to a brand image based on three concepts – Depth, Heart, and Vitality. 'Vitality' is easy to understand – we're talking about cities that are alive, that are vibrant, or about people that are energetic, fun to be with, and sociable. 'Heart' is also fairly easy to understand. Here, for example, the attributes we're thinking about are friendliness and an open, welcoming nature. The concept 'heart', however, covers less obvious attributes, because when we talk about our heart, we're automatically talking about our emotions. A sense of humour – this is emotional rather than rational. Also emotional is our response to beautiful landscape ... These are two very different attributes, then, humour and scenery, but as you can see, they both come under the concept 'Heart'.

Then there is 'Depth'. By depth we mean that if you dig down, you'll find something under the country's surface appeal. With the UK this is very much the case – tradition, history, stories, cultural attractions – we have all these things. Oh yes, the UK certainly has 'Depth'!

Of course, the value of researching how different national groups 'see' the UK, is that we can then use the information to optimize our promotional campaigns overseas. If you know that the Americans value depth more than vitality, you make depth the focus of a campaign in the USA. Similarly, if research reveals that a national group perceives British people as not very friendly, then you can try to correct this perception in future promotional campaigns.

Unit 3 Listening

A product development meeting

A = Astrid, I = Ivan, O = Olga

- A OK, let's move on to item 3. Any thoughts, Ivan?
- I I think the main issue here is fuel prices. The recent oil crisis is definitely going to have an effect on the market price. Now I know we've already published prices, but I think we'll probably have to charge something extra. We're covered in the small print, I believe.
- O Yes, we are. I agree with Ivan. There's not much we can do about the air costs, but we might possibly be able to negotiate on ground transport costs in the resort.
- A I don't see how. The coach companies are bound to want an increased fee. It's unlikely they'll be prepared to lose money.
- O Yes, but I think there's a good possibility we can make cuts in some of the transfers. For example, use fewer coaches by putting more passengers in them and having more drop offs. At the moment the coaches leave the airport half empty.
- I You mean, consolidation? It'll probably mean a drop in quality of service, and I expect we'll get one or two complaints, but I think it's a good idea.
- A OK. Olga, can you get in touch with the coach companies?
- O Sure ...
- A We'll be starting the next round of contract negotiations with carriers and hoteliers in a few weeks' time – that's for the season after next – so I wanted to get your views on things we need to bear in mind or change. Perhaps we could start with the hotels. What's the feedback been like, Olga?
- O Not too good to be honest. And I doubt if it'll be any better this year.
- A What's the problem?
- O I think it's a couple of things. Partly it's shifting demand – people are looking for different things and higher standards in terms of room facilities. Linked to that is the fact that a lot of the hotels need renovation. If we continue with the same hotels next time, we'll need to insist they upgrade the guest rooms, especially the bathrooms.
- I I tend to agree. I think it's possible things may get worse if we don't do anything. I think we've got to be tough, but the problem is there aren't many alternatives.

- A Well, actually, I believe there are plans to build a new resort complex.
- O Yes, I heard that, but it definitely won't be open in time for the year we're talking about and it probably won't be open the year after either.
- A So, what are we going to do?

Unit 3 Listening

Negotiating with the coach company

B = Benji, O = Olga

- B Hello, Benji Travel. How can I help?
- O Hi, Benji, it's Olga from Top Drawer Tours. How are things?
- B Good.
- O What's the weather like?
- B Oh, hot as usual. I suppose it's raining there?
- O Of course. Anyway, I'm calling about this situation we have with the fuel charges. We're very worried about how this is going to affect business.
- B Yes, I understand what you're saying. I'm worried too. Did you get my email?
- O Yes, I did. I have to say I was a bit disappointed. A surcharge of 20% seems rather high.
- B Yes, but I'm trying to minimize the impact – the costs are actually much higher than that for me.
- O Look, I'd like to make a proposal. Let's split the 20%. That way we share the loss equally.
- B I'm sorry, but I don't think that's going to work. As I said, I'm already only adding part of the surcharge, and besides you can pass on some of the cost to your customers. I don't have that option.
- O OK. That's a fair point. But we've got to come up with something. You know, my boss wants me to look for another company – she thinks we can get something cheaper than yours even with the surcharge.
- B Hey, Olga, you wouldn't do that to me, would you? We've been doing business for years. We can work something out.
- O OK, here's another idea. How about we double up on some of the transfers? You know, put more arrivals together in the same coach. Passengers will have to wait a little longer, but it could reduce the number of coaches we need. What do you think?
- B I'm not sure. There's quite a time gap between some of the flights – you'd have a lot of hot, unhappy tourists. But I've

got an alternative suggestion. There's another company we work with, much smaller than yours, but they use the same flights as you. We could put them on the same coaches.

- O It could work, but I'd need to set some conditions: our passengers would have to have priority, and we don't want their reps on the coach.
- B OK. That wouldn't be a problem.
- O Does that mean there wouldn't be any surcharge?
- B I don't know about that. I think we'd still need to charge 10%.
- O I'm really not prepared to pay that much. If you could make it 5%, we might have a deal.
- B Hmm, not sure. I'll tell you what, I'll bring it down to 7%. OK?
- O OK. So, do we have a deal?
- B Yes, agreed.
- O Good, I'll put all this in writing. Thanks, Benji.

Unit 3 Pronunciation

challenge	manager	commission
charges	objective	international
cheaper	passengers	negotiation
coach	suggestion	position
ventures		relationship

Unit 4 Listening

Managing a hotel

I = Interviewer, G = George

- I George, this hotel in particular has a very good reputation. Yet today, all hotels of the same standard offer the same quality in the tangible elements such as the room, the in-room entertainment, facilities, and so on. So how has this hotel managed to get such a good reputation?
- G Essentially, I think, through customer satisfaction.
- I And how do you ensure that?
- G Without doubt, through our workforce. Staff performance is critical to our success.
- I That seems obvious, if you don't mind my saying, but how does it work in practice?
- G Well, customers are satisfied with a hotel when they find the quality they were expecting on arrival. Now, that quality is partly in the physical installations, but as you said before, this is similar in

all hotels today. Principally, then, the quality that differentiates us from our competitors, is in the standard of work that our staff deliver.

- I And how do you get your staff to perform at such high levels?
- G Staff performance is the product of three concepts – teamwork, empowerment, and rewards. The first of these, obviously, is all about making individual employees feel that they are part of a team, and the basic technique we use to achieve this is simply working *together*, day by day.
- I Can you give me an example?
- G Well, if a receptionist has a problem, his or her front office colleagues must make the problem theirs, too. It's no good acting as if it has nothing to do with them because sooner or later the problem will affect the rest of the team negatively. In other words, we need to be mutually supportive – to think and act as a team always.
- I And how else do you generate the sense of team?
- G By being together outside the immediate staff–client contact situation. Here we have regular meetings to discuss the previous week, the week ahead, potential problems, and so on. Then there are staff evenings twice a year, with supper, entertainment, a disco ... that sort of thing. And when targets are met, the team is congratulated through our system of rewards.
- I What sort of rewards?
- G Oh, there are a lot of things that can be done ... A simple but very effective technique is an email congratulating a team or an individual after a hard week, or after especially good results. Then there are financial rewards – a bonus on the month's salary for good sales, or a percentage of the extra takings for rooms sold above their base price. And there's the free 'guest experience'. That's very popular.
- I I'm not sure I know what that is.
- G It's a free night, with full board, for the employee and their partner.
- I A free night? In the hotel they work in?
- G Yes, in the same hotel. Staff really enjoy this – from both sides of the desk – and we often get valuable feedback from our 'guests' as to small imperfections.
- I You mentioned empowerment as a way of creating a sense of team. Can you expand on this?
- G The week I started here, the manager called me into his office and told me never to hesitate to suggest changes or

new ideas. He insisted that the company believed that most of the best ideas came from the workforce. That same invitation holds true here. In addition, we encourage our workers to react creatively in an unexpected situation, without first seeking their manager's permission. We're keen for our staff to be creative in their work and problem-solving, because very often they have the best answers. That's what empowerment is for me.

- I George, thank you very much.
- G Not at all. My pleasure.

Unit 4 Pronunciation

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

Unit 4 Listening

Human resources – selecting new staff

I = Interviewer, H = H  l  ne

Part 1

- I H  l  ne, what are hotels looking for in junior managers like yourself?
- H Experience in hotels, especially in hotels of the same category. Professional experience abroad – this is a very strong point in your favour. We need people who are organized and thorough, and who have the ability to organize and manage a team. Obviously you have to be service-minded and have an outgoing personality. And diplomatic – you'll have to sort out the tensions in your team, and often you're the one who has to deal with the most difficult clients. You need discipline – there are a hundred and one protocols you have to follow in a large hotel. And you need tact because at different times for different reasons, you'll need to discipline members of your team, but do so without them feeling they're being told off.

Part 2

- I Is there a standard selection procedure once all the applications for a post have come in? In other words, how does a hotel arrive at a shortlist of applicants to be interviewed?

H Normally when we receive CVs, the Department of Human Resources runs a preliminary filter and discards applications that don't fulfil the minimum requirements I've just mentioned. From the remaining applicants, they then select those with the best level of languages. A lot of importance is also given to how long each applicant has spent in their previous jobs.

- I Really?
- H Oh, yes. Somebody who's got experience in a lot of hotels but has only been in each a few months ... well, there's something wrong there. We're not interested in these people, just as we're not interested in people who have unexplained gaps in the CV between jobs. I mean, why? What's the cause of these gaps?
- I So let's say you've got your shortlist. Are candidates on a shortlist still interviewed or is some other approach used?
- H No, no, we still use interviews, but before we get to the interview stage, Human Resources makes telephone contact with the candidates that have been shortlisted. This inevitably allows them to discard more people and those that have survived are called to interview with HR, where more candidates are discarded until we have the final shortlist.
- I Goodness. It's quite a complex process.
- H Well, it has to be. You really don't want to take on the wrong person. So, as I was saying, HR produces a final shortlist and they give it to us together with each candidate's CV and HR's impressions from the telephone and face-to-face interviews. The manager of the department – in this case me – then interviews each candidate for the last time, and then chooses the best one.
- I With the help of the HR department and the General Manager, I assume.
- H They might give opinions, but the final decision lies with the Department Manager. That's only fair, as he or she is the person that's got to integrate the new employee into the team they're responsible for.
- Part 3
- I The interviews are important from what I can see.
- H Yes, very.
- I So, what advice would you give to a candidate who has been asked to go for one?

H Find out as much as you can about the hotel company – use the web, visit the hotel if you can, ask colleagues if they know anything – tourism is quite a small world, and almost everyone knows someone who's worked for the same company. And of course, prepare for the interview. Interviewers aren't there to trick you and most interviews follow similar lines – your salary aspirations, your strong points, and, obviously, your weak points. You know, a personal assessment. Your previous experience. Your reasons for applying. There are no real secrets here.

I Any other advice?

H Come across as confident, but without appearing arrogant. I know that's easier said than done, but it really doesn't matter if you get out of the interview and your legs begin to tremble provided you've come across as confident while you were in there. And don't lie, especially about your level of languages. They'll find you out immediately. Probably part of the interview will be in English anyway. And your appearance. It says so much about you, and in hotels you work in direct contact with the public, so go to the interview smartly dressed.

I In a suit, then?

H I wouldn't necessarily go in a suit for a junior post, especially if you're not that comfortable dressed like that. You'll feel awkward and the interviewer will spot that you've done it just for the interview. No, the key is to be smart and to dress so that it's you that's sitting down at the interview, and not a tailor's dummy. Be yourself in everything – your appearance, your answers, your attitude – and you'll get the job that you were looking for.

Unit 5 Listening

Who's doing the selling?

I = Interviewer, F = Ferrán

I Ferrán, for some time now you've been watching ICTs, that is information and communication technologies, and their impact on the retail travel trade. Can you sum up the situation?

F Well, it's not easy to sum up something as dynamic and fluid as this, but there's no doubt that the Internet and the related ICTs have completely changed the travel distribution. The traditional chain

of distribution has changed beyond recognition.

I And what's replaced it?

F A much more complex structure where, for example, suppliers sell inventory directly to the customer. At the same time they promote the same products through different intermediaries.

I By intermediaries, are we talking about tour operators and travel agents?

F Yes, of course, but they're no longer operating as before. Tour operators, for example, are also using the Internet to go direct to the customer and cut out the travel agent.

I So, through the Internet, the customer can go straight to the supplier or to a tour operator and, presumably, make savings on the price of their purchase.

F Oh, yes, the customer is very much in the driving seat today.

I And what about high street travel agents? How have they done in all this?

F Well, they haven't disappeared, despite the predictions of some of the more aggressive OTAs when all this began.

I Sorry. OTAs?

F Online travel agencies. Groups like Expedia or Travelocity that operate only through their websites. There's no physical building that the customer can walk into.

I So, if I've followed you so far, we now have the suppliers, the tour operators, the online and the traditional travel agencies, and they're all selling travel products to the customer.

F That's right. And then of course there are the meta sites or data aggregators like Kayak or Priceline, although they're slightly different because they don't ever hold inventory.

I You've lost me again, I'm afraid.

F Data aggregators are basically websites that search other websites and bring together the data that best fits the search criteria that the customer keyed in. They are very good at providing personalized information drawn from many different sites, but brought together and displayed on a single page for the user, who this way saves a lot of time.

I Fantastic, no?

F Really great, but as I said, data aggregators don't hold inventory, and the user has to choose from the options displayed, and then go off to another website to buy the product.

I And whose is this other site?

F An online travel agency, a tour operator, or a hotel or airline that is selling direct.

I And what about the good old, walk-in, high street travel agency?

F Well, they're still there of course, and taking full advantage of the Internet and related ICTs.

I But if you can get everything on the Internet, why are people still using physical travel agencies?

F Well, as you know, traditional travel agents used to keep information in the form of brochures, leaflets, and the personal expertise of their sales consultants. Then ICTs provided them with a whole new range of tools, so now they can access much more information, make reservations, and issue travel documents at a fraction of the time it used to take them. This saving in time is good for them because they can deal with more people a day. And it's good for the customer because they spend less time buying travel.

I And what else can they offer?

F Well, the Internet and ICTs have greatly facilitated the tracking of customer activity. Over a period of time, the information obtained about each customer creates a customer profile. These profiles allow the TA to target individual customers with specialized products. The customer, pleased with this individualized attention, not only comes back, but also talks about the TA to friends. Customer Relations Management, or CRM for short, is a key strength of physical travel agents.

I I see. Ferrán, many thanks for your time and your expertise.

F My pleasure.

Unit 5 Listening

Proactive marketing

Good morning, everybody, and thank you for coming. I know some of you got here late last night after quite a difficult journey – I know because I was on the same flight – so I'm especially grateful to you for making the effort to be here now.

As most of you will already know, my name's Marina Baldini and I work for Emperor Diving, where I'm the Marketing and Sales manager. The name of the company, in case you're wondering, comes from the Latin name for the Emperor Angel-fish, one of the commonest species found in the Red Sea area, which is where we operate. The main purpose of this presentation is to tell you about our products for the world

of diving. As some of you may already be aware, diving is a worldwide activity in steady expansion and in complete harmony with current ideas on sustainable tourism. It is also fair to say that diving is rare among the so-called adventure tourism options in that a) it has an enviable record in terms of client safety, and b) it can be practised by virtually anybody, both in terms of fitness level required and in terms of age. Because of this, I think this presentation will be of real interest to all of you here today.

I'll be speaking for twenty minutes this morning, and because I need to cover a number of topics, I've divided my talk into four parts. First, I'd like to explain why we've approached you as independent travel agents and travel counsellors, and why we've chosen not to look for an agreement with one of the larger travel distribution groups. Next, I want to give you some background to diving in the Red Sea and the resorts there that we operate from, plus their connections to major international airports. I think that some of you may be surprised how easy and how economical it is to get to our resorts. The third thing I'd like to look at are the types of product we offer. Here I'll explain the fundamentals of resort diving, live-aboards, courses, guided dives, family diving, and so on – enough to give you the basic technical knowledge to be able to get on the same wavelength as your potential clients. And, I would add, there are far more of these than most travel distribution experts realize. Finally, what I want to talk about is how we as a company, together with yourselves as travel agencies or counsellors, can best work together to our mutual benefit in order to very proactively market what, as I said at the beginning, is a sustainable, but steadily growing, niche in the area of adventure tourism.

We're a relatively small group compared to the 2,000 plus at the opening ceremony, so I'm happy to take questions at any time. So please feel free to stop me whenever you want to query or clarify anything. Does anybody have any questions now, in fact? OK, in that case, let me start with my first point, which was the reason why Emperor has decided to market its products through agencies and travel counsellors such as yourselves. The reason for doing this ...

Unit 5 Pronunciation

Exercise 1

First of all / many thanks to all of you / for coming here today.

Exercise 4

- 1 Let me introduce myself / My name's Frank de Veet / and I'm an independent travel agent.
- 2 For those of you who don't know me / I'm head of logistics / for Global Travel Counsellors.
- 3 Today / I'm going to talk / about online travel agents.
- 4 I'm going to describe the job / of travel counsellor.
- 5 My presentation / will last twenty minutes.
- 6 As you'll see from today's agenda / I'll be talking to you / for fifteen minutes.
- 7 I've divided my talk / into three sections / Firstly / I want to look / at recent trends / in online travel.
- 8 My talk is broken down / into four parts / the first of which / is a summary / of the current situation.
- 9 I'd be glad to answer any questions / at the end of my talk.
- 10 I'm happy to take questions / at any time / during my presentation.

Unit 6 Listening

'We want you to complain!'

Hi, everyone. Thanks for coming along. I wanted to talk to you this morning about the new quality assurance programme we're introducing across the group. I think you've seen the posters and logos by now, and maybe you're a bit surprised by the main slogan – 'we want you to complain'. Surely, you probably thought to yourselves, we don't want to actively encourage complaints. Most people think 'complaints equals bad', therefore 'no complaints equals good'. Well, I want to challenge that notion today.

I think we should welcome complaints for a number of reasons. Firstly, if we are really confident in our service, then we have nothing to fear. If we're perfect, we simply won't get any complaints! But I don't think we're perfect; we need to constantly look for ways to improve. And who better to tell us what needs improving than the customers themselves. We could send in an army of people in white coats and clipboards who would spend hours (and who knows how

much money) telling us what the customer already knows – the Internet isn't fast enough, the pool isn't open long enough, the receptionist doesn't smile enough, whatever. There's another important reason to invite complaints: we don't want people going away feeling dissatisfied and instead of telling us, telling their friends and colleagues – potential customers for us. So it's important that you as managers encourage an atmosphere in which guests are not frightened to bring up problems and in which your staff are not frightened to receive them – and to deal with them. The first of these things – encouraging guests to tell us about problems – is perhaps not so difficult: feedback surveys, asking people if everything's to their satisfaction, and so on. But be careful of general questions – 'Is everything to your liking, sir?' The answer's either yes or no – and some people find it hard to say no. It's better to ask a question that doesn't require just a yes or a no – 'How are you enjoying your stay?' But the best is to be even more specific – 'How was your breakfast this morning?'

The second point – encouraging your staff to welcome complaints – is possibly a more complicated area, and we're going to concentrate on this now: how to build a culture of service quality in your workplace. Firstly, you have to distinguish between reactive and proactive approaches. What do I mean by that? Reactive is when you wait for the problem or complaint to happen, deal with it, and then promptly file it and forget about it. Of course, we want our staff to deal with problems promptly and effectively, but we don't want it to stop there. The receptionist who says to the customer: 'Oh, I'm sorry to hear that. Do you know you're the fifth person this week to complain about the temperature in their room? I'll send someone up immediately' may be doing his or her job politely and efficiently, but they're not being proactive; they're not thinking about why the problem's occurring and coming up with a solution.

So, proactive thinking is a priority. Encourage a solution-focused culture, establish clear lines of referral for problems, have regular training sessions, hold staff meetings where everyone is encouraged to bring up issues and ideas, problems and solutions. Discuss and then define what is 'best practice' in all parts of the job.

There are many proactive measures we can take to help. I now want to look at two of them in more detail – first, the idea of the 'customer journey', and then, related to this, the importance of setting quality standards.

Unit 6 Pronunciation

A	C
appraisal	behaviour
compare	incentive
employed	individual
experience	involve
improve	level
report	service
B	D
confident	once
feedback	quality
focus	question
perfect	reward
perform	where
staff	work

Unit 6 Listening

Spoken and written complaints

We've talked about proactive ways of building service quality, but we still have to know how to react to and deal with actual complaints. As managers, although you'll be training staff in how to deal with spoken complaints, you personally will probably be dealing more with written complaints and written responses. Let's look at the differences between the spoken complaint and the written complaint.

In the first instance, a spoken complaint is usually very public, there are other people – customers – present, and that can be bad for the company. You may want to take the customer to one side, perhaps to a separate room. This can also calm the situation if anger is involved. A written complaint in contrast is private, unless it's in a newspaper or a magazine or a blog of course, and there's no immediate danger of damage to the company image. In a written complaint, the customer will not be present, so there's less pressure to solve the problem immediately. You have time to consider the situation and your response.

With a spoken complaint it is easy to check the details of the problem with the customer, to clarify exactly what happened, and it's usually possible to check there and then with any other people involved. With a written complaint the incident will already be in the past, and checking details will be time-consuming and tedious – and evidence of any serious wrongdoing by a member of your staff may already have been covered up.

Perhaps the most important of all is the language question. In a face-to-face

situation, you will need to use a different style of language from the style you use when writing – and we'll look at this in a minute – but you will have the advantage of being able to use tone of voice, gesture, and body language to defuse the situation. There is no equivalent of this in written language.

Unit 7 Listening

Classifying the impacts of tourism

Good morning, and welcome to Subject HPM290, the impacts of modern tourism. I'm glad to see so many of you have chosen this option, and I assume you've all had a look at the pre-course reading, and in particular the article on tourism in the Arctic, because it seems to me that the situation in Greenland sums up the issue of the impacts of tourism perfectly.

Evidently, this is a complex issue, although not perhaps because of the concepts involved, but because of the intricate and often delicate balance between these concepts. Given this complexity, I would like to use the first part of today's lecture to map out a scheme on which we can base all later discussion and explorations.

Essentially, the impacts of tourism can be classed as economic, environmental, and social. There is a tendency, I'm sorry to say, for people to simplify things when discussing these impacts, with the economics of the tourism industry being put forward in a positive light, the environmental impact being seen as negative, and the social impact being misunderstood or ignored completely. Clearly this is not a very healthy situation, and so the main objective of this course is to go beyond these clichés and arrive at a fuller understanding of these three impacts.

We can begin our explorations by accepting that tourism impacts are both positive and negative. Positive impacts, for example, might include the way communities of very different cultural backgrounds come into contact with each other, which can generate understanding and tolerance of difference. Tourism has the power to improve local quality of life, not only because of the money that comes with it, but also because of the improvement in local infrastructures – transport, telecommunications, and so on. And then there is the conservation of the local heritage, both built and natural. Many old buildings or crafts have been given new

life thanks to tourism, as have numerous natural areas and national parks.

In contrast, tourism is responsible for local populations copying the lifestyles of tourists. Young people such as you, are especially vulnerable to this, the outcome being a loss of traditional values. Another issue is that of trivialization. This can take two forms – the mass production of local arts and crafts, or the performance of religious or folk ceremonies on days and at times that are convenient for the tourist and have nothing to do with the real meaning of the ceremony. And then the quality of the jobs tourism provides for the local people in many developing regions is often poor. Waiters, porters, kitchen staff – these jobs are done by local people, whilst management is the stronghold of outsiders. So as you can see, this is a complex subject, but one which I'm sure we'll all benefit from exploring with care and in depth.

Unit 7 Listening

All in favour of tourism ... ?

- A** ... so in social terms I'm convinced that tourism can only be beneficial for the region. To begin with, it would automatically mean better communications and public services – improved roads, better telecommunications – telephone, broadband internet connections, and so on, and of course improved health services, and social services. I'm sure you all know what I'm talking about. And then moving on ...
- B** Can I just say something there?
- A** Well, if I could just finish?
- B** Yes, I'm sorry to interrupt, but what's your point exactly?
- A** Well, my point is this. Tourism is a motor not just for the economy of a region. Tourism brings about improvements in other areas, too. Let's be honest, nobody can deny that tourism has been the salvation of many poor regions, regions whose economy had failed, or regions that had become depressed because they were so badly connected that nobody wanted to live there ...
- C** Could I come in there, because ...
- A** I'm sorry, but I haven't finished yet. You see, there's no doubt in my mind that tourism is a force for good ...
- B** Can I just ...

- C You don't really believe that, do you? I mean that is rather a big statement to make, isn't it? Or has nothing been learned from the way tourism destroyed the Mediterranean or from the shocking record tourism has worldwide for providing poorly-paid, low quality jobs to precisely those people it claims to be helping, while the big multinational companies make equally big multinational profits ...
- B Can I just say something about communications and em ... take us back to the social impact of tourism, because I also think that the equation '*tourism is progress, is good for all concerned*' is simply not true. And it seems to me that er ... that em ... people in disadvantaged areas have the right to improved social services without the obligation of becoming just another piece in the tourism industry machine.
- A I'm sorry, but I don't see what you mean by 'just another piece'. People have choices. Tourism isn't an imposition. It's an option, and it's an option that has helped many poorer regions around the world to fight their way back to being on equal terms with the economies around them ...
- C But it still isn't so clear that local people in poorer areas benefit from the arrival of tourism.
- A It isn't?
- C No. I don't think it is.
- A So rural Europe, rural Vietnam, rural areas of India, rural Chile – these places just got better by themselves. Is that what you're saying?
- C No, that isn't what I'm saying, and I think you know that it's not.
- A So, what is your point exactly? I mean, what are you saying?
- C What I'm saying ... What I'm saying is that as I understand it, tourism can clearly be beneficial, but that in developing areas where tourism is used supposedly to bring social and economic benefits to the local people, all too often the real benefits go to the companies that come into the area from outside. And those benefits, the economic benefits, are almost always taken out of the area as company profits, with only a very small part of the money from tourism staying in the hands of the locals.

Unit 7 Pronunciation

Exercise 1

- A And then moving on ...
- B Can I just say something there?
- A Well, if I could just *finish*?
- B Yes, I'm sorry to *interrupt*, but what's your *point* exactly?
- A Well, my point is *this* ...

Exercise 2

- A Could I come *in* there, because ...
- B I'm *sorry*, but I haven't *finished* yet. You *see*, there's no doubt in *my* mind that tourism is a force for *good* ...
- A You don't *really* believe that, *do* you?

Unit 8 Listening

Theme park planning

Well, first of all, thank you, Dr Choi, for your very generous words, and for inviting me here. I'm delighted to be able to participate in this seminar because it's only when the tourism sector and the universities work together that we can offer you the optimum preparation for your future.

Now, what I'd like to do today is talk about the location and design of theme parks for a few minutes, and then open the floor to you all so you can ask me questions. Basically, I've divided my talk into three areas – location, the choice of theme, and, thirdly, the actual rides and attractions.

Let's begin, then, with location. Now, this is the least exciting part of theme park design, but without doubt it's the most important. Get this wrong and the rest doesn't matter, because you're already heading for financial disaster. The problem is, you see, that a theme park has to be in the right place and be the right size for the public that we hope will use it. To determine which these are, you need to carry out a feasibility study. This will evaluate factors such as market proximity, access, physical limitations, and, last but not least, complementary and competitive facilities.

So, let's take a look at the first of these factors, market proximity. Our 'market' is the people who might come to the park, and these can be local people, what we call the resident market, or they could be people on vacation in the area, that is to say, the tourist market. Wherever they come from, the fact is that if there aren't enough people in an area, you have to take your park elsewhere.

Of course, it's no good having a big resident or tourism market if visitors can't get to the park, and this brings me to my second factor – access. Assuming you're planning to build a relatively modest park, then the key to access is the freeway – what the Brits call the motorway, I think. Easy freeway access from nearby towns and cities is critical because most park visitors come in their own cars. That brings me to the third factor, the physical limitations, where we have some bad news, I'm afraid.

For a theme park to work, there has to be enough land. If you're expecting 15,000 visitors a day on a busy day, that means you'll need parking space for around 5,000 cars. And that's a lot of space. The right amount of land, then, and of course, at the right price, are critical issues. On the bright side, however, it is fair to say that theme parks don't need to be on prime land. In fact, the less attractive the land, the better in some ways, because it makes the park look all the more attractive once people are inside, and that reinforces the sensation of the park as a magical place.

Market proximity. Access. Physical limitations. Let's move on to the last of the four factors at this stage of the market analysis, which is potential complementary and competitive facilities. I wonder if anybody can tell me what I mean by this term? Anybody ... ? If I say climate, or beach, does that give you any ideas?

Unit 8 Pronunciation

Exercise 1

- 1 What I'd like to do today is talk about theme parks.
- 2 Today I'm going to talk about theme parks.
- 3 I've divided my talk into three parts ... location, theme, and rides.
- 4 Let's begin, then, with location.

Exercise 3

- 1 I'll be glad to answer any questions at the end of my talk.
- 2 That brings me to my next point, which is choosing your theme.
- 3 So, let's take a look at location.
- 4 My third point deals with rides and attractions.
- 5 Last of all, we mustn't forget rides and attractions.
- 6 In conclusion, I'd like to say that theme parks are one of the fastest growing areas of tourism in the world.

Unit 8 Listening

How do you define a built attraction?

I = Interviewer, S = Shane Warner

I Mr Warner.

S Shane.

I Shane, some experts define built attractions as tourist facilities created specifically to give enjoyment, education, and entertainment. Is this the definition you use at Tourism Western Australia?

S No. No, it's not. In fact, it's a rather strange definition as it leaves out more built attractions than it includes.

I What do you mean?

S Well, if we use a classification of built attractions as opposed to natural attractions, then the Pyramids or the Taj Mahal are both built attractions. And of course, they are two of the world's most famous tourist attractions. But if we apply the definition you gave, which talks about 'tourist facilities created specifically' and so on, then neither qualifies as a tourist attraction, which is absurd!

I Yes, I see what you mean.

S You see, none of the world's historical monuments was specifically built for tourism. They all had some other purpose. And many still do. A cathedral is still a church, and a Buddhist temple is still a place of worship. New York's Empire State Building receives millions of visitors a year, but it is still an office block. And then, what do you do with the Sydney Opera House? And let's face it, when people think of visiting Australia, they're thinking about the Opera House.

I So how does Tourism Western Australia define built attractions?

S Well, we have a series of criteria that we apply. Let me show you this document. We produced it to help people coming into tourism for the first time. Now, as you can see, we have 'Essential' criteria and 'Desirable' criteria. Now, essential criteria are ...

Unit 9 Listening

Careers in events management

Good morning, everyone. My name's Peter Baker and as part of this careers seminar I'm going to talk to you about careers in events management.

Let's begin then with the question: What do we mean by 'events management'? We're talking about anything from small-scale corporate events for the business world, such as product launches or even training seminars like this one today, to major world events like the Olympic Games or the Formula One racing circuit, where there are a huge number of people involved and massive long-term organization. In between, we've got simple rural festivals, intimate events like weddings, trade fairs, conferences, sports events, customized tours, which might be fairly low-key events or grand incentive tours involving hundreds of employees. For the tourism trade itself, we've also got fam trips or familiarization trips. Do you all know what they are? They're tours organized by tour operators, resort managers, and so on where journalists or people in the travel trade can get to know the facilities and services offered, and thus help to sell or promote it.

One really important thing you need to know is that events management is one of the fastest-growing sectors of the tourism industry. We hear about countries competing for the mega events like the football World Cup or the Olympics, but it also happens right down through the local regional scale. So, if you want my advice, think very seriously about this area as a future career. Apart from anything else, it is a relatively new and exciting sector. The professional management of events and the emergence of year-round events offices is quite a recent phenomenon. The key word here is *professional*. In the past, there was often an amateurish or non-expert feel to the organization of events, and often relying on voluntary work. Now there's a much higher level of specialization and a greater expectation of quality.

That brings me on to my next point, which is about the skills involved in events management. If someone asks me, what's so special about events management, I think I'd say it's because it covers a range of skills – planning, project managing, promotion, finance and budgeting, human resource management, as well as trouble-shooting and thinking on your feet – what we sometimes call 'firefighting', in other words

solving problems as they come up. And ultimately it's that sense of achievement, that 'buzz', when it all goes well. Primarily of course it's all about teamwork – an event will succeed only if the team is working well together.

Where to start with your career in events management? Well, a skilled tourism manager can apply direct either to one of the specialist events management companies – I've got a list I can give you later – or to a large tourism company, such as one of the major hotel chains that has its own events management department. There are also Destination Management Companies, often referred to as DMCs. A DMC is a company which, as the name suggests, organizes every aspect of the event from the destination itself. In other words, they take care of hotels, food, transport, hospitality, everything. For some of you though, you might want to think about a further qualification. Most of the major universities now offer degree-level or postgraduate courses and diplomas in Events Management, often with a specialization in Tourism or Arts and Entertainment. All of these courses will balance theory with practice and will usually involve work experience – by that I mean that you'll do a work placement with an events company or a venue, such as a sports stadium.

Right, let's move on and have a closer look at ways of getting into this sector ...

Unit 9 Listening

Fam trip to Ethiopia

K = Ken, D = Donal, H = Helen

K OK, we've all got a copy of the draft itinerary which we'll be sending out fairly soon I hope. The purpose of this briefing meeting is to check we all know what we're doing and clarify any areas that are still not clear, so feel free to interrupt me. Now, as you know all three of us will be going out on this one.

Helen, can you take responsibility for accommodation arrangements? And Donal, I want you to be in charge of publicity – promotional information and so on – at all the venues. Is that clear?

D That's fine. Can I just ask, what's the deadline for shipping material out there?

K Good question. We'll need to check. Can you look into that yourself, Donal? Right, let's go through the itinerary, starting with the welcome reception.

I want you to pay particular attention to this because the reception is crucial for the success of the whole event. So listen carefully. We're all going to be working hard there. I'll be keeping an eye on the overall arrangements. Helen, while Donal is giving out information packs and talking to the people, you'll be circulating and making sure everyone's got a drink and someone to talk to and so on. When everyone has relaxed, I'll make a brief speech to introduce the hosts. After we've done that, Donal will accompany the evening coach tour followed by dinner back at the hotel. While Donal's seeing the sights, we'll be making sure everything's arranged for the tour the next day, Helen. Have you got that?

Now, Donal, in addition to the publicity materials, you'll need to check we've got full menu plans in advance. So will you get in touch with the various providers and get samples emailed or faxed over?

- D OK. Could I just clarify one thing that's troubling me a bit: are we sure about the standards of the hotel?
- H Yes, several people have asked about this. Let me make it absolutely clear, the Ghion hotel chain is excellent. They're state-run and the one in Addis Ababa, for example, has an Olympic size pool, 190 very good rooms, and some luxury suites. I did a trip out there myself last month.
- K That reminds me, can you check you've allocated the VIPs to the suites, Helen?
- H Of course. By the way, Donal, we're using Ghion hotels throughout the trip.
- D I see. So that's why we haven't got the hotel names on the itinerary?
- K Yeah, that's right, although can I remind you, Helen, you will need to put the exact names down and the addresses and websites? So, moving on. We'll go through the transfer and flight arrangements later, but is there anything else in the itinerary that you're not clear on?
- D I'm curious about these 'rock-hewn' churches. What exactly are they? And 'Africa's Camelot' sounds intriguing.
- K Let me give you a bit more information on the churches. They're eleventh and twelfth century and carved out of rock. They're a UNESCO World Heritage Site and absolutely stunning by all accounts. Helen, you went out to the Gondar Palace, didn't you? Can you brief us a bit about it?
- H Sure. It's a fabulous place. It was the capital of Ethiopia in the seventeenth

century. It's a massive place – 75,000 square metres, impressive parapets and towers. One thing to remember is that it's quite a long drive on bumpy dusty roads, so we'll need to prepare people for it.

- K OK. Then on the final full day we've got the boat trip to the three monasteries which should be quite relaxing. There's also the optional trip to the Blue Nile Falls which is about an hour's drive away, followed by an hour's hike, so that trip will be three to four hours. But it's optional.
- D I just wanted to check what we're doing about optional tours. Do we need to get people to book them before departure?
- K Good point. I'll check with the company in Addis. Now, we haven't finalized the farewell party yet, so I'm going to have to brief you on that later. However, you could both have a think about it and give me some ideas on what we can include – something to tie it all up and make it memorable, maybe some entertainment, a prize draw or something. Send me an email by the end of the week with some thoughts. Apart from that, I hope everything is now clear. Shall we run through it one more time? Then we can move on to flights and transfers.

Unit 9 Language spot

Briefing and clarifying arrangements

Helen, while Donal is giving out information packs and talking to the people, you'll be circulating and making sure everyone's got a drink and someone to talk to and so on. When everyone has relaxed, I'll make a brief speech to introduce the hosts. After we've done that, Donal will accompany the evening coach tour followed by dinner back at the hotel. While Donal's seeing the sights, we'll be making sure everything's arranged for the tour the next day, Helen.

Unit 9 Pronunciation

company	troubling	through
interrupt	using	account
luxury	group	sound
stunning	pool	thousand
touch	room	throughout

Unit 10 Listening

Sustainability – today for tomorrow

Part 1

Recapping what I've said so far, then, we have seen how sustainable tourism means, first and foremost, the optimum use of environmental resources, and, secondly, how tourism must show deep and genuine respect for the host communities.

Moving on, then, to my last point, I would like to look at the economics of sustainable tourism. To do this, I would like to examine three issues that are central to economics and sustainable tourism. These are firstly, the viability of long-term economic tourism operations, secondly, the need for a fair distribution of the socio-economic benefits of tourism to all stakeholders, and thirdly, the ways in which tourism can contribute to reduce poverty in less developed parts of the world.

However, if I may, before we look at the issue of economics, I'd like to just make a slight aside and explain the difference between the terms *sustainable tourism* and the *sustainable development of tourism*.

Some organizations prefer to speak of sustainable development of tourism, rather than sustainable tourism, for two main reasons. Firstly, for tourism to be sustainable it needs to be integrated into all aspects of development. Tourism can't 'go it alone', so to speak. Secondly, some aspects of tourism, such as long-haul air travel, are simply not sustainable at this point in time, even with current technologies and best practices.

Coming back, however, to the third point in my talk, the economics of sustainable tourism ...

Part 2

I'm now coming to the end of my talk, so let me just run through the main points again. First, I talked to you about how sustainable tourism means, above all, the optimum use of environmental resources. Next, we saw how tourism must show genuine respect for the host communities and their built and living cultural heritage. Finally, in my last point we examined a number of the economic issues connected to sustainable practices.

In conclusion, I'd like to say that as an industry we should in no way fear the implications of sustainable practices. They are not an obstacle in our path. They are our path. Good environmental practices are the only route forward. Global warming is not

something that will happen if we ignore this. It's *already* happening because we have ignored it. Good sociocultural practices are needed not just because of impacts of bad practices on the host communities' sociocultural authenticity, but because it is only through true respect for other cultures that we can contribute to inter-cultural understanding and, ultimately, peace. Lastly, good economic practices are not a burden on company profits. Rather, they are the only way the private sector can make any real profit at all. Today, and tomorrow. Thank you very much for listening. If anyone has any questions, I'll do my best to answer them.

Unit 10 Pronunciation

Exercise 2

- | | |
|----------------|------------------|
| 1 authenticity | 4 responsibility |
| 2 biodiversity | 5 sustainability |
| 3 community | 6 viability |

Exercise 5

- | | |
|----------------|---------------|
| 1 conservation | 5 information |
| 2 contribution | 6 operation |
| 3 destination | 7 regulation |
| 4 dimension | |

Unit 10 Listening

Controlling the fire of tourism

I = Interviewer, A = Dr Amaka Mapanje

- I Dr Mapanje, many thanks for fitting us in to your busy schedule. I know you're on your way to Madrid.
- A Yes, I have a meeting at the World Tourism Organization headquarters.
- I I'll get straight to the point then, by asking you to tell us what is meant by sustainable tourism.
- A Well, it's basically a development of the wider concept of sustainable development generally, but obviously we only look at how this applies to the tourism industry.
- I But we hear all sorts of green terms, beginning with 'green' tourism itself. Are they all the same thing – green tourism, sustainable tourism, and then of course, there's ecotourism, which seems to be everywhere?
- A Well, no, they're not the same thing. There are no strict definitions of either, which is a problem, as organizations, companies, and individuals tend to use the same terms to mean different

things, but the WTO sees the concept of sustainable tourism as something that covers all forms of tourism, including mass tourism. In addition, sustainable tourism can be developed in natural areas and urban areas. Ecotourism is concerned with natural areas, with a focus on ecology, as the name suggests. It's a kind of sustainable tourism that focuses on ecology. Obviously, though, it has a lot in common with sustainable tourism.

- I So ecotourism is a subset of sustainable tourism. It's a part of it.
- A Yes, that's right.
- I *Sustainable* means that the activity can go on for a long period of time. How can we know if a tourism practice is sustainable? Can you measure sustainability?
- A Well, not with the same exactness that you can weigh out flour or measure a volume of water, for example. But we do have a very useful concept when it comes to measuring sustainability, which we call *carrying capacity*.
- I Carrying capacity. Could I ask you to explain what you mean by that?
- A Yes, of course. The WTO definition, which obviously I can't remember perfectly, talks about tourism carrying as the maximum number of people that can visit a tourist destination at the same time, without damaging the physical, economic, sociocultural environment, and without producing an unacceptable decrease in the quality of visitor satisfaction.
- I Oh, so we're not just looking at environmental problems here.
- A No, no. We're looking at all three major areas of tourism impact – environmental, sociocultural, and economic. And in each sphere we have a mechanism for calculating the carrying capacity of a destination.
- I Does industry take the idea of sustainability seriously?
- A Very much so. In fact, without the private sector, the work we do in organizations like the WTO would be of little value. And industry involvement is not new. The Rio Earth Summit back in 1992, for example, gave rise to the International Hotels Environment Initiative, a partnership of many of the major hotel groups.
- I Yes. Of course, some people say that sustainable tourism is something that private industry invented to give itself a green image.

A Well, they'd be wrong, I'm afraid, and at the same time unfair to private industry. Sustainable tourism works in all sectors and at all levels. Large companies, small and medium enterprises, NGOs, host communities, and of course, the individual tourist.

- I I see. Even down to the individual tourist.
- A All of us, at every level, every day. And we really can't afford to ignore this.
- I Dr Mapanje, I know you have a plane to catch. Thank you very much for your time and knowledge. We wish you every success.
- A You're most welcome.

Unit 11 Listening

Social tourism

N = Newsreader, R = Reporter,
J = Jean-Paul Guillaume

- N A conference opens today in Brussels to discuss how tourism can be made accessible to everyone. Our reporter Louise Marini has more details. Louise...
- R Thank you. Yes, 200 delegates from all over the world are arriving here today to discuss the global challenge facing those people in the industry who want to see tourism made available and accessible to everyone. In Europe alone, for example, 42% of the population don't go on holiday according to a recent study. Now, while some of these people don't take holidays for personal reasons, the majority are unable to go on holiday because of low income. And that is just in what we are used to calling the *developed nations*. Needless to say, the situation in the so-called developing nations is far worse in general. To talk about this briefly, I'm joined by Jean-Paul Guillaume, one of the organizers of the conference. Jean-Paul, that's a very surprising statistic.
- J Yes, I think many people will be surprised by that. And in countries like Portugal and Spain the figure is nearer 70%. Even here in Belgium the figure is around 60%.
- R And this is because of low income?
- J People are marginalized and excluded from tourism for a number of reasons. Low income is certainly a big reason, and particularly for people with families, who may be the people who most need holidays. This group can also include unemployed people, single parents, and

- then there are also people excluded by age and physical disability.
- R The conference opens today. What are you aiming to cover?
- J We're taking a historical view, looking back into the past, but also into the present, and forwards into the future. The past shows us how tourism has expanded and gradually come to include more and more groups. 250 years ago it was only really the aristocrats who travelled – the Grand Tourists of Europe, visiting the ancient sites of Italy and Greece, bringing back artefacts and paintings by the likes of Canaletto in Venice, the postcards and souvenirs of the day if you like. Then in the nineteenth century, the middle classes were able to travel more with improved transport systems – particularly the railways – and greater wealth.
- R And in the late twentieth century working people became the main tourists?
- J Yes, paid holidays for working people certainly meant there was more opportunity for holidays. So holiday camps grew up throughout Europe, not just England, which had been the main producer of earlier aristocratic and middle-class tourists. Then the coming of the jet engine, cheaper air travel, and the package tour saw the emergence of the mass tourism of the 1970s and beyond. But many people are still excluded, and the aim of the Social Tourism movement has been to bring these people into the tourism experience. There is still an awful lot to do and to fight for. We're only recently getting proper disability discrimination laws passed, for instance.
- R The conference talks about the *global* challenge. Does this mean you're looking to extend social tourism beyond its European and western origins?
- J Very much so. We're seeing the opportunity for travel and tourism expanding dramatically in certain Asian countries for example, but this is still a kind of middle-class experience. There are millions and millions of people in Asia and Africa who don't have the opportunity to travel and to have a rest from work and survival.
- R Some people might say that for those people there are far more basic and important issues, and that holidays are just a luxury. How do you respond to that?
- J Of course there are other important issues, but holidays should be seen as a basic right for all, alongside the right to clean water, food, and health care. We

all know the benefits of holidays – they improve our well-being, they strengthen family communication and bonding, they give us new perspectives, as well as provide lasting memories.

- R Thank you, Jean-Paul. Good luck with the conference. Now back to you in the studio.

Unit 11 Pronunciation

benefit	Asian	air
crèche	available	aware
delegate	campaign	care
developing	disabled	parent
ethnic	exchange	wheelchair

Unit 11 Listening

Awareness, access, opportunity

Thank you, everyone, for coming along this afternoon. It's good to see so many of you here. We're going to be looking at some practical training measures which you as tourism managers will need to pass on to your staff in order to ensure that we're fully encouraging 'tourism for all' and not just paying lip service to it. But first, I want to start by making a very simple point, and that is this: virtually all travellers and tourists have baggage. And I'm not talking about suitcases and luggage necessarily. I'm talking about other needs and issues. It could be that they come with a physical item like a wheelchair, a walking stick, or a hearing aid. Some people would categorize those people as 'disabled'. But if you're travelling with a pushchair, a crying baby, a guitar, a dog, or a cat, you've also got baggage, or if you're very tall or very overweight. With any of these things, you're also disabled by the travelling environment. We as tourism managers have to face up to our responsibilities and deal with this. Some people would argue that 'baggage' like this can also be something you can't see. It could be poverty, low income – and we've heard a lot about those areas in this conference. It could be emotional or mental baggage. If you think that sounds a bit odd, think of the passenger who has a real phobia about flying. Of course, we as tourism managers would do our best to help that person, to give them a hand, even though it's not a physical thing like manipulating a wheelchair. So, I want you to bear that in mind as we go through this session. Everyone has baggage, everyone has special needs.

Now, as the title of this session implies, the first thing to get across to your staff is awareness. You've got to open their eyes to the fact that not everyone is like the people we see in our own glossy brochures. Your staff need to be aware of the point I've just made about the need to cater for a range of different needs and 'baggages'. But they also need to be aware of something else – what it's like to be carrying these items of baggage. And I would say the first thing you need to do in any training session is get your staff to experience what it's like. Put them in a wheelchair, give them a guitar, put on a blindfold, put them in charge of three bored unhappy kids, and then get them to perform a simple simulated tourism task like checking in at the airport, buying a ticket from an automatic machine. We're going to do some of that in a moment.

The second stage is access. Are we as tourism managers providing access for all the people with this baggage to the full range of our tourism facilities and services? Again, we'll look at some practical examples. The final message that I hope will emerge from this session is that tourism shouldn't just be concerned with raising awareness and establishing access, it should be that people, all people, have a right to the services of our industry – that there should be equal opportunity for all. Right, let's get started ...

Unit 12 Listening

An expert's view

I = Interviewer, M = Melvyn

- I Melvyn, thank you very much for sparing some time to talk to us. I know you're very busy at the moment, representing the Birmingham College of Food, Tourism, and Creative Studies at this trade fair. Can I start by asking you a fairly general question? What predictions would you make for the tourism industry in the next 30 to 50 years?
- M Well, that's a really big question. I think the first thing to say is that with international tourist arrivals growing every year, the question arises as to the extent to which such huge numbers can be accommodated, transferred, and entertained. And that's particularly if the European trend towards independent holidays and individualism is repeated in Asia.
- I So, you're saying that the attractions and resorts of today might not be able to cope with the sheer numbers?

M Yes, I suppose so. I think certain attractions will become totally zoned to prohibit tourists or they'll charge fees to enter cities such as Venice. But then you've also got something else happening: global warming will possibly have reduced the appeal of the sun, prompting many to turn away from the traditional tourist destinations we recognize today to new resort destinations further away from the equator. But these new tourist regions are likely to be swamped by tourists, and possibly the only way the industry and authorities will be able to handle these visitors is to control the movement and flows of visitors through high prices and regulations.

I So more restrictions and higher prices. That's not a very happy prospect. What about other possibilities? We often hear about trips to the moon, for example?

M I'm not so sure about that. Even if tourism in outer space might offer a new tourism frontier, will visits into space be repeated? It'll be a novelty, a one-off – unless planets can be utilized as new destinations, but I don't see that happening. I wouldn't be surprised if the whole space tourism thing just disappears soon.

I But do you feel optimistic generally about the future of tourism?

M Oh yes, I have to! There's no reason why we shouldn't be optimistic. Everything seems to suggest that tourism will be with us for a long time. It's just that the shape it takes will change – and personally I find that a very interesting and exciting thing.

– basically, questions of the 'What if?' variety. And what I want to do is to get you all thinking and brainstorming some questions.

A So you mean that we make forecasts about what we think will happen in the future?

C No, it's not about predicting the future. It's more about testing our present set up and making plans to deal with any eventuality, even if it's one that you don't think is very likely. So I want you to fantasize a bit, and imagine worst cases and extreme situations. Let me give you an example. What would happen to our international conference business if the exchange rate suddenly changed and it became very expensive to come here?

B Well, we'd lose a lot of business.

C OK, I don't want to answer these questions just yet, but instead brainstorm a whole range of scenarios ... no, that's OK, because it illustrates a good point. Try to give the scenario as much detail as possible and think about wider questions. So, for instance, we might ask: What areas of our conference business could we expand to compensate for the loss of international markets? How would we do it? What impact would it have on our physical and human resources? And so on ... Now, we're going to be working in groups on this, but just to get us started I'd like to brainstorm a few areas together. I'll give you a few topic prompts and you shout out a scenario question. OK? Here goes ... environmental change.

A What if global warming continues to get worse?

C Good, more detail?

D What if our resort was hit by a tsunami?

A Or an earthquake?

B What if the beach areas became too dangerous for people to sunbathe?

C This is good. OK, let's look at terrorism.

D What if there was another 9/11 style attack?

A What would we do if terrorists took some of our guests hostage? And what should we do to prevent something like that happening?

C Any other security issues?

A What if the computer system crashes? Or more serious perhaps, what would we do if there was a total internet shutdown? How could we still access guest information and maintain reservation systems?

C Right, this is good. Now let's brainstorm those areas in more detail.

Unit 12 Pronunciation

bar – spa	floating – globe
carvings – event	friendly – trend
circle – trace	gym – project
cloud – lounge	intrusive – room
cruise – lazing	perfect – virtual

Unit 12 Listening

Scenario planning

C = Chairperson

C OK everyone, let's get started. At today's meeting I want to introduce the idea of scenario planning. As I think you all know this is a way of looking at future long-term plans for our business by asking a series of hypothetical questions

Glossary

Vowels

i:	feature	ʊ	booking	aɪ	guide
i	quality	u:	room	aʊ	discount
ɪ	trip	u	influence	ɔɪ	employ
e	credit	ʌ	subsidy	ɪə	behaviour
æ	tax	ɜ:	service	eə	airline
ɑ:	card	ə	advertise	ʊə	tourist
ɒ	holiday	eɪ	sales		
ɔ:	board	əʊ	hotel		

Consonants

p	pilot	f	fax	h	hire
b	beach	v	vacancy	m	manage
t	travel	θ	health	n	nightlife
d	date	ð	deal with	ŋ	diving
k	coach	s	slot	l	luggage
g	global	z	skills	r	rep
tʃ	check-in	ʃ	shift	j	interview
dʒ	jet	ʒ	leisure	w	website

access /'ækses/ *n* a way of entering or reaching a place

adaptable /ə'dæptəbl/ *adj* able to change in order to deal with new situations

agritourism /'ægrɪtʊəɪzəm/ *n* holidays in which tourists stay with local people on a farm

allocation contract /ælə'keɪʃn ˌkɒntrækt/ *n* an official agreement between a tour company and a hotel in which the company does not have to pay for any beds that it has reserved but not sold

ambition ˌæm'bɪʃn/ *n* something that you want to do or achieve very much

appraisal /ə'preɪz/ *n* a meeting in which an employee discusses with their manager how well they have been doing their job

aspire /ə'spaɪə(r)/ *v* to have a strong desire to achieve something

aspiring /ə'spaɪərɪŋ/ *adj* (used about a person) wanting to start the career that is mentioned, for example *an aspiring manager*

audience /'ɔ:diəns/ *n* the group of people who have gathered to watch or listen to a presentation, concert, etc.

authenticity /,ɔ:θen'tɪsətɪ/ *n* the quality of being genuine or true

awareness-raising /ə'weənəs ˌreɪzɪŋ/ *n* the process of increasing people's knowledge and understanding of a particular issue

bargaining /'bɑ:gəɪnɪŋ/ *n* the act of discussing prices, conditions, etc. in order to reach an agreement

benchmarking /'bentʃmɑ:kɪŋ/ *n* the act of comparing your product or service with a competitor's product or service in order to judge its quality and see how it can be improved

best practice /,best 'præktɪs/ *n* the best way of doing a particular job or activity, often officially defined so that it can be copied by other companies, employees, etc.

biodiversity /,baɪəʊdaɪ'vɜ:sətɪ/ *n* the variety of plant and animal life in a particular area

biometrics /,baɪəʊ'metrɪks/ *n* a system that uses computer technology to measure physical features, such as fingers or eyes, in order to identify people

board /bɔ:d/ *n* a group of people who are responsible for managing a particular activity

bonus /'bʌnʊs/ *n* an extra amount of money that is added to somebody's wages as a reward

booming /'bu:mɪŋ/ *adj* (used about a product, industry, etc.) extremely successful because of a sudden increase in demand

brainstorming /'breɪnstɔ:mɪŋ/ *n* a way of developing new ideas in which a group of people quickly think of a lot of ideas and then consider the best of them

brand (image) /,brænd 'ɪmɪdʒ/ *n* the opinions that people have of a particular product, company, etc.

carbon footprint /,kɑ:bən 'fʊtprɪnt/ *n* a way of representing the amount of harmful gases that are produced by a person or a company, measured in units of carbon dioxide

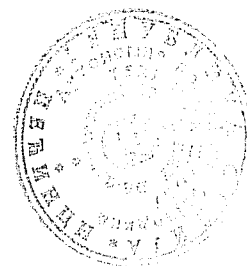
carrying capacity /'kæərɪŋ kə'pæsətɪ/ *n* the maximum number of people that can visit a particular tourist location at the same time without causing harm or damage to the area

CCTV /,si: si: ti: 'vi:/ *n* (= closed-circuit television) a security system that enables you to see on television what is happening in different parts of a building, street, etc.

- co-creation** /ˌkəʊkri'eɪʃn/ *n* the act or process of two people or two organizations working together to create something
- collective** /kə'lektɪv/ *adj* done or shared by all members of a group of people
- complementary facilities** /kɒmplɪ'mentri fə'sɪləti:z/ *n* similar tourist attractions in the same area
- conservation** /ˌkɒnsə'veɪʃn/ *n* the protection of the natural environment
- conservationist** /ˌkɒnsə'veɪʃənɪst/ *n* a person who works to protect the natural environment
- consolidation** /kən'sɒlə'deɪʃn/ *n* the act of bringing two or more things together in order to save money, time, etc.
- consortium** /kən'sɔ:tɪəm/ *n* a group of businesses that work together to achieve a particular purpose
- cooperative** /kəʊ'ɒpərətɪv/ *adj* owned and run by the people involved, with the profits shared by them
- creative** /kri'eɪtɪv/ *adj* able to produce new ideas and new ways of doing something
- crèche** /kreʃ/ *n* a place where babies and small children are taken care of while their parents are working, shopping, etc.
- criteria** /kraɪ'tɪəriə/ *n* standards or principles that are used to judge or decide something
- current affairs** /ˌkʌrənt ə'feəz/ *n* important political, social, or economic events that are happening now
- customized tour** /'kʌstəmaɪzd ˌtuə(r)/ *n* a trip or holiday that is designed to suit the needs of a particular customer
- data aggregator** /'deɪtə ˌægrɪgətə(r)/ also /ˌdɑ:tə/ *n* an internet company that collects information about other companies' products and services and puts it on a single website
- demographic** /ˌdemə'græfɪk/ *adj* relating to human populations, such as the number of births and deaths
- deterioration** /dɪˌtɪəriə'reɪʃn/ *n* the process of becoming worse
- development** /dɪ'veləpmənt/ *n* 1. the process of improving the economy of a country or region
2. a group of new buildings built on a particular area of land
- diplomacy** /dɪ'pləʊməsi/ *n* skill in dealing with people in difficult situations without upsetting or offending them
- disadvantaged** /ˌdɪsəd'vɑ:ntɪdʒd/ *adj* (used about a person or group) not having the level of wealth, education, etc. that most people have
- discount** /'dɪskaʊnt/ *n* a reduction in the price of something
- discrimination** /dɪˌskrɪmɪ'neɪʃn/ *n* the practice of treating a person or a particular group in society less fairly than others
- draw up** /drɔ: 'ʌp/ *v* to make or write a contract, a document, etc.
- dynamic packaging** /daɪ'næmɪk ˌpækɪdʒɪŋ/ *n* a way of arranging a holiday in which the customer chooses the different elements, such as flights, hotel, etc., from the options available on a website
- ecology** /i'kɒlədʒi/ *n* the relation of plants and living creatures to each other and to their environment
- efficient** /ɪ'fɪʃnt/ *adj* doing something well and thoroughly with no waste of time, money, or energy
- emphasize** /'emfəsaɪz/ *v* to give extra force to a word or phrase when you are speaking in order to show that it is important
- empowerment** /ɪm'pəʊəmənt/ *n* the act of giving somebody the power or authority to do something
- endanger** /ɪm'deɪndʒə(r)/ *v* to put somebody or something in a situation in which they could be harmed or damaged
- enhance** /ɪn'hɑ:ns/ *v* to increase or further improve something
- equitable** /'ekwɪtəbl/ *adj* fair and reasonable; treating everyone in an equal way
- ethnic minority** /iˌeθnɪk maɪ'nɔ:rəti/ *n* a group of people of a particular culture or race who live in a country where the main group is of a different culture or race
- fire-fighting** /'faɪəfaɪtɪŋ/ *n* the activity of dealing with problems as they arise
- fixed contract** /'fɪkst ˌkɒntrækt/ *n* an official agreement between a tour company and a hotel in which the company must pay for all the beds it has reserved even if it does not sell them
- focus group** /'fəʊkəs grʊ:p/ *n* a small group of people who are asked to discuss and give their opinions about something in order to judge its quality and to see how it could be improved
- forum** /'fɔ:rəm/ *n* a place, such as a website, where people can exchange opinions and ideas
- franchise** /'fræntʃaɪz/ *n* a formal agreement for somebody to sell a company's goods or services in a particular area, in exchange for payment
- freelance** /'fri:lɑ:ns/ *adj* hired by different companies to work on particular projects rather than being permanently employed by one organization
- fundraising** /'fʌndreɪzɪŋ/ *n* the act of collecting money for a charity or an organization
- give rise to** /gɪv 'raɪz tə/ *v* to cause something to happen or exist
- goal** /gəʊl/ *n* an aim or an objective
- goodwill** /ˌgʊd'wɪl/ *n* friendly or helpful feelings shown by a business towards its customers
- government grant** /ˌgʌvənmənt 'grɑ:nt/ *n* a sum of money given by the government for a specific purpose which does not need to be paid back
- greenfield location** /'grɪ:nfi:ld ləʊˌkeɪʃn/ *n* an area of land that nobody has built on, when considered as a possible building location
- guarantee** /ˌgʊərən'ti:/ *v* to make something certain to happen
- guaranteed contract** /'gʊərəntɪ:d ˌkɒntrækt/ *n* = fixed contract
- handout** /'hændaʊt/ *n* food, money, or clothes that are given to a person who is poor
- hologram** /'hɒləgræm/ *n* a type of image, similar to a photograph, which appears to be three-dimensional (= solid rather than flat)
- horizontal integration** /hɒrɪˌzɒntl ɪn'tɪ'greɪʃn/ *n* a situation where different companies that are involved in the same stage of producing or selling something join together (= merge)
- host community** /'həʊst kəˌmju:nəti/ *n* the local people who live in a particular area, when compared with the tourists who visit that place
- incentive** /ɪn'sentɪv/ *n* something that makes you want to do something
- incentive scheme** /ɪn'sentɪv ˌski:m/ *n* a policy that encourages people to work harder by providing rewards for good service
- indigenous people** /ɪnˌdɪdʒənəs 'pi:pl/ *n* the original people who lived in a particular place before other people came to live there
- initiative** /ɪ'nɪʃɪtɪv/ *n* 1. a new plan for achieving a particular purpose; the people, companies, etc. who work together to achieve this plan
2. the ability to decide and act on your own without waiting for somebody to tell you what to do

- innovative** /'ɪnəveɪtɪv/ also /'ɪnəvətɪv/ *adj* using new ideas or new ways of doing something
- inspire** /ɪn'spaɪə(r)/ *v* to give somebody the desire or enthusiasm to do something
- intercultural** /,ɪntə'kʌltʃərəl/ *adj* concerning an understanding of different cultures
- interest-free loan** /,ɪntərə'stri: 'ləʊn/ *n* a sum of money that you can borrow without paying interest (= extra money charged by the person lending the money)
- interpersonal** /,ɪntə'pɜ:sənəl/ *adj* connected with relationships between people
- interrupt** /,ɪntə'rʌpt/ *v* to say or do something that makes somebody stop what they are saying or doing
- intra-regional** /,ɪntərə're:dʒənəl/ *adj* happening within a particular geographical area
- inventory** /'ɪnvəntri/ *n* all the products a travel company has available to sell to customers, such as air tickets, hotel rooms, etc.
- iris scanning** /'aɪrɪs ʃkæniŋ/ *n* the process of taking an electronic image of a person's iris (= the round coloured part of the eye) in order to check their identity
- irony** /'aɪrəni/ *n* the amusing or strange aspect of a situation that is the opposite of what is expected
- leadership skills** /'li:dʒɪp skɪlz/ *n* the ability to be a leader or the qualities of a good leader
- long-haul** /'lɒŋhɔ:l/ *adj* used to describe flights over long distances which usually take over five hours
- loyal** /'lɔ:əl/ *adj* remaining faithful to somebody and supporting them in difficult times
- marginalized** /'mɑ:dʒɪməlaɪzd/ *adj* placed in a position with no power so that you are unable to influence decisions or events
- market proximity** /,mɑ:kɪt prɒk'sɪməti/ *n* the state of being near to the customers that you want to sell to
- market share** /,mɑ:kɪt 'ʃeə(r)/ *n* the amount of a particular product that a company sells when compared to the total amount sold by all companies
- Mediterraneanization** /'medɪtə'reɪniənaɪ,zetʃən/ *n* the process of becoming similar to a country in the south of Europe in regards to weather, way of life, etc., as a result of climate change
- memorize** /'meməraɪz/ *v* to learn something so that you can remember it exactly
- mentor** /'mentɔ:(r)/ *v* to help and advise somebody with less experience than yourself about a job
- merge** /mɜ:dʒ/ *v* (used about companies) to combine to form a single organization; to make two companies combine in this way
- meta site** /'metə saɪt/ *n* = data aggregator
- methodical** /mə'θɒdɪkəl/ *adj* done in a careful and logical way
- minimize** /'mɪnɪmaɪz/ *v* to reduce something bad, harmful, etc. to the lowest possible level
- mission statement** /'mɪʃn ˌstetmənt/ *n* a formal summary of the aims and values of a company or an organization
- monitor** /'mɒnɪtə(r)/ *v* to watch and check the progress or quality of somebody or something over a period of time
- motivate** /'mɒtɪveɪt/ *v* to make somebody feel enthusiastic so that they work hard
- multi-channel distribution** /,mʌltɪtʃænəl dɪstrɪ'bju:ʃn/ *n* the act of selling or delivering products in several different ways, such as through shops, through the Internet, etc.
- multi-skilled** /'mʌltɪ skɪld/ *adj* having many skills and abilities
- mystery shopper** /,mɪstri 'ʃɒpə(r)/ *n* a person whose job is to visit or contact a business pretending to be a customer, in order to get information on the quality of the service
- negotiate** /nɪ'ɡəʊʃɪeɪt/ *v* to try to reach an agreement by formal discussion
- numeracy** /'nju:mərəsi/ *n* the ability to understand and work with numbers
- observation** /,ɒbzə'veɪʃn/ *n* the act of watching an employee perform their job for a period of time in order to judge the quality of their work
- occupancy rate** /'ɒkjəpənsi ˌreɪt/ *n* the percentage of rooms that are occupied by customers in a hotel
- optimum** /'ɒptɪməm/ *adj* the best possible
- organizational** /,ɔ:gənə'zeɪʃənəl/ *adj* relating to preparing and arranging an activity
- outgoing** /'aʊtɡəʊɪŋ/ *adj* liking to meet other people and being friendly towards them
- overcome** /,əʊvə'kʌm/ *v* to succeed in dealing with a problem
- pay-as-you-go** /,peɪ əz jə 'ɡəʊ/ *adj* connected with a system of payment in which you pay each time you use something
- pay-one-price** /,peɪ wʌn 'praɪs/ *adj* connected with a system of payment in which you pay a single fee in order to use a service as many times as you want
- press release** /'pres rɪˌli:s/ *n* an official statement made to journalists by a large organization
- prime land** /'praɪm lænd/ *n* high-quality land that is good for building on
- principle** /'prɪnsəpl/ *n* a law, a rule, or a theory that sth is based on
- proactive** /,prəʊ'æktɪv/ *adj* (of a person or policy) controlling a situation by taking action in advance rather than reacting to events as they arise
- product launch** /'prɒdʌkt ˌlɔ:ntʃ/ *n* an event at which a company presents a new product for the first time
- promotional** /prə'məʊʃənəl/ *adj* connected with advertising
- provider** /prə'vaɪdə(r)/ *n* a person or an organization that supplies somebody with a product or service
- public sector** /,pʌblɪk 'sektə(r)/ *n* the part of the economy that is owned or controlled by the government
- quality assurance** /'kwɒləti əˌʃʊərəns/ also /əˌʃʊərəns/ *n* the practice of monitoring and managing the way services are provided to make sure they are kept at a high standard
- quantitative** /'kwɒntətətɪv/ *adj* connected with the amount or number of something
- reactive** /rɪ'æktɪv/ *adj* waiting for things to happen before you act, rather than controlling a situation by planning or acting in advance
- reinforce** /rɪˌɪn'fɔ:s/ *v* to make something stronger
- relationship** /rɪ'leɪʃnʃɪp/ *n* the way in which two or more things are connected
- release date** /rɪ'li:s ˌdeɪt/ *n* the date when a tour operator must inform a hotel how many rooms it requires at a particular period in the future
- replica resort** /,replɪkə rɪ'zɔ:t/ *n* a resort (= a place where a lot of people go on holiday) that is made to look like a famous tourist location
- resident market** /'rezɪdənt ˌmɑ:kɪt/ *n* customers who live in the area where a business is located

- roadshow** /'rəʊdʃəʊ/ *n* a series of events that are held in different places to encourage people to invest in a company
- routine** /'ruːtiːn/ *adj* done or happening as a normal part of a particular job, situation, or process
- sale and return** /,seɪl ən rɪ'tɜːn/ *n* = allocation contract
- sales mission** /'seɪlz ˌmɪʃn/ *n* a journey to another country in order to advertise a product and increase its sales
- sales outlet** /'seɪlz ˌaʊtlet/ *n* a place where a particular product is sold, for example a shop or travel agents
- sales pitch** /'seɪlz pɪtʃ/ *n* talk or arguments used by a person trying to sell something
- scenario planning** /sə'næːrɪəʊ ˌplænɪŋ/ *n* a process in which a group of people imagine possible situations or problems in the future and then discuss how they could deal with them
- service charter** /,sɜːvɪs 'tʃɑːtə(r)/ *n* a written statement of the principles of an organization and the quality of service it aims to provide
- service-minded** /,sɜːvɪs 'maɪndɪd/ *adj* thinking in a way that relates to dealing with and helping customers
- showcase** /'ʃəʊkeɪs/ *v* to present the good qualities of something in an attractive way
- single parent** /,sɪŋɡl 'peərənt/ *n* a person who takes care of their child or children, without a husband, wife, or partner
- single-site agent** /,sɪŋɡl saɪt 'eɪdʒənt/ *n* a small independent travel agent who usually only has one shop
- site** /saɪt/ *n* a place where a building, town, etc. is located
- sky marshal** /'skaɪ ˌmɑːʃl/ *n* a security guard who works on a plane in order to prevent violent attacks
- slide** /slaɪd/ *n* a single page of information that is shown on a screen as part of a presentation given using a computer
- sponsorship** /'spɒnsəʃɪp/ *n* the act of providing money to pay for an event, a sports team, etc. in order to advertise your company
- spreadsheet** /'spredʃiːt/ *n* a chart with rows and columns which is produced on a computer and used for making financial calculations
- stakeholder** /'steɪkɦəʊldə(r)/ *n* a person, a group, or an organization that is involved in a particular activity and is affected by its success or failure
- stimulate** /'stɪmjuleɪt/ *v* to make something develop or become more active
- strive** /straɪv/ *v* to make a great effort to achieve something
- subsidized** /'sʌbsɪdaɪzd/ *adj* partly paid for by the government or an organization in order to reduce the price
- summarize** /'sʌməraɪz/ *v* to give a summary of something (= a statement of the main points)
- surcharge** /'sɜːtʃɑːdʒ/ *n* an extra amount of money that you must pay in addition to the usual price
- surveillance** /səː'veɪləns/ *n* the act of carefully watching a person suspected of a crime or a place where a crime may be committed
- sustain** /sə'steɪn/ *v* to provide enough of what something needs in order to live or exist
- sustainable** /sə'steɪnəbl/ *adj* using methods that do not damage the environment or harm traditional ways of life
- tactful** /'tæktfʊl/ *adj* careful not to say or do anything that will annoy or upset other people
- tax benefit** /'tæks ˌbenɪfɪt/ *n* something that enables you to pay less tax
- team-building** /'tiːmbɪldɪŋ/ *n* the process of getting a group of people to work together in an effective way
- themed area** /'θiːmd ˌeəriə/ *n* a place that is designed to reflect a particular subject or period of history
- thermal-imaging** /,θɜːml 'ɪmɪdʒɪŋ/ *n* the process of producing an image of something or finding out where it is, using the heat that comes from it
- thrill** /θrɪl/ *n* the excitement that is involved in dangerous activities
- tracking** /'trækɪŋ/ *n* the act of monitoring people's opinions about a product, company, etc.
- travel counsellor** /'trævl ˌkaʊnsələ(r)/ *n* a type of travel agent that works from home, communicating with customers through the Internet
- travel distribution** /,trævl dɪstrɪ'bjuːʃn/ *n* the system through which travel products and services are sold to customers
- trivialization** /,trɪvɪəlaɪ'zeɪʃn/ *n* the act of making something seem less important, serious, etc. than it really is
- trouble-shooting** /'trʌblʃuːtɪŋ/ *n* the act of analysing and solving problems in a project or an organization
- underperform** /ˌʌndəpə'fɔːm/ *v* to work less well than expected
- unifying** /'juːnɪfaɪɪŋ/ *adj* connecting and joining together the different parts of something
- unique** /juː'nɪːk/ *adj* being the only one of its kind
- vegetation barrier** /vedʒə'teɪʃn ˌbæəriə(r)/ *n* a type of wall formed from plants and trees, which prevents people from entering a place
- venue** /'venjuː/ *n* a place where people meet for an organized event, such as a concert or conference
- vertical integration** /ˌvɜːtɪkl ɪntɪ'greɪʃn/ *n* the act of combining several stages of the production or selling process within a single organization
- viable** /'vaɪəbl/ *adj* able to be done; able to succeed
- virtual** /'vɜːtʃʊəl/ *adj* made to appear to exist by the use of computer software, for example on the Internet
- voucher** /'vaʊtʃə(r)/ *n* a printed piece of paper that you can use instead of money to pay for something, or that allows you to pay a reduced price
- work placement** /'wɜːk ˌpleɪsmənt/ *n* a temporary job, often done as part of a course of study, which provides experience of a particular kind of work



Great Clarendon Street, Oxford OX2 6DP

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

Oxford New York

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

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

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

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2015 2014 2013 2012 2011

10 9 8 7 6 5 4

No unauthorized photocopying

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

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

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

ISBN: 978 0 19 455106 9

Printed in China

This book is printed on paper from certified and well-managed sources.

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:

p10 Extract from 'The Aspiring Manager's Development Program' www.tourismskillsnetwork.org.uk. Reproduced with permission of Tourism Skills Network South West.

p11 Extract from Sofia da Costa Arguelles CV. Reproduced with kind permission of Sofia da Costa Arguelles.

p21 Extract from 'Tour Operation Management' www.fto.co.uk/operators-factfile/tour-operators/. Reproduced with kind permission of Federation of Tour Operators.

p23 Extracts from 'It's my job: Khun Pimchanok Jivavitnont ("Pim")' <http://phuketindex.com/phuket-interview/pimchanok>. Reproduced with kind permission of Guide vision limited.

p26 Extracts from 'Minipreneur travel agents' http://www.springwise.com/tourism_travel/minipreneur_travel_agents/. Reproduced by kind permission of Liesbeth den Toom, Springwise; New Business Ideas www.springwise.com.

p82 Extracts from 'BSc (Hons) events management with tourism' in Sheffield Hallam University prospectus. Reproduced with kind permission of Sheffield Hallam University.

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Sources:

p7, 101 www.unwto.org/facts/eng/vision.htm

p12 www.visitmexico.com

p12 www.tourismtrade.org.uk/quality

p14 www.unwto.org

p17 www.visitbritain.com

p18 www.tourismtrade.org.uk/MarketIntelligenceResearch/CountryMarketProfiles.asp

p22 www.ustoa.com

p29 www.accor.com

p31 www.greatplacetowork.com

p38 www.hotelexecutive.com

p38 www.theaustralian.news.com.au

p46 www.motivational-inspirational-corner.com

p79 www.wimbledon.org

p82 www.iccaworld.com

p85 www.world-tourism.org

p86 www.tourismintelligence.com/who.htm

p86 www.toinitiative.org

p86 www.ecoresorts.com

p89 www.travelmole.com

p89 www.globalstewards.org

p96 <http://en.wikipedia.org>

p96 www.easyjet.com

p97 L'Humanite 15 May 2006

p98 Business: The Ultimate Resource; A & C Black, London

p99 www.theglobeandmail.com

p104 www.theage.com.au

p105 www.intelligence.gov.uk

p117 <http://edition.cnn.com/>

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: Advertising Archives p4 (Cook's tour poster); AKG Images p4 (Canterbury Poet, John Lydgate/British Library); Alamy Images pp15 (travel fair/David Lyons), 16 (Yekaterinburg Cathedral/Robert Harding Picture Library Ltd), 20 (boat tour/David Wall), 26 (basket-weaving/David R. Frazier Photolibrary), 28 (small hotel/Reallimage), (Travelodge hotel/Bruce McGowan), 42 (hotel interior/Jochen Tack), 44 (chef at restaurant/Peter Titmuss), (AA hotel sign/Paul Broadbent), (French hotel star rating/Peter Titmuss), (restaurant quality marks/D Burke), (hotel stars/imagebroker), (fast food stand/Lee Karen Stow), 60 (nature reserve car park/John Peter), (Pyramids/Andrew McConnell), (women dancing/Danita Delimont), (group in forest/Paul Springett), (polar bear and ship/Lars Hohansson), 63 (waitress in restaurant/imagebroker), 68 (water show/John Birdsall), 72 (group of women/Michael Dwyer), (Easter Island/Felix Stensson), 74 (Kalgoorlie pit/Slick Shots), (treetop walk/Eric Nathan), (New Norcia church/Richard McDowell), 76 (Olympic ceremony/SportsWeb), (music festival/PYMCA), 78 (two women/Jeff Greenberg), (sport track stand/Alan Stone), 79 (group with snowmobile/Arctic Images), (car show/Simon Clay), 92 (bicycle factory worker/imagebroker), (Mexican family/Patrick Ward), 99 (Narita Airport/Ian Leonard), 100 (abandoned resort/Julian Nieman), (flooded London/wherrett.com), (indoor beach/Kuttig-Travel), (crowd at airport/Brother Luck), Corbis pp4 (office liner/Bettmann), (businessman with laptop/Joson/zefa), 5 (underwater resort/Paul Sounders), 8 (meeting table/Tom & Dee Ann McCarthy), 12 (vineyard/Charles O'Rear), 17 (carnival/Dylan Martinez/Reuters), 20 (hotel bedroom/Altantide Phototravel), 28 (hotel interior/Peter Durant), 34 (man at table/Emma Rian), 42 (couple on airplane/Bob Thomas), 47 (waitress/Richard T. Nowitz), 51 (woman on beach/Martin Harvey), 60 (cable car/Atlantide Phototravel), (Moroccan lamps/Cyenter Rossenbach/zefa), (man and helicopter in the Arctic/Remi Benali), 68 (rollercoaster/Lester Lefkowitz), (water slide/Markus Moellenberg/zefa), (amusement park at night/Creasource), (Disney characters/Mark Ashman/Reuters), 72 (athletics event/Wally McNamee), 74 (Swann Bell Tower/Eye Ubiquitous), (Busselton Jetty/Doug Pearson), 76 (man in conference venue/P. Manner/zefa), (fashion show/Patrik Giardino), 79 (strawberries/Michael Cole), 80 (Gonder palace/Robert Harding World Imagery), 84 (ranger with group/Atlantide Phototravel), 90 (Kenya river/Galen Rowell), 92 (Japanese woman/r-bit.co./amanaimages), (tea farmer/Michael S. Lewis), 93 (woman and child on beach/Darius Ramazani/zefa), 98 (double bass/Rainer Holz), 105 (security search/Walter Lockwood); Getty Images pp11 (woman in office/Jamie Grill/Iconica), 12 (Dorset beach/Panoramic Images), 13 (Indonesian dancer/Rob Gage/Taxi), 16 (Ural Mountains/Konrad Wothe/Minden Pictures), 20 (passengers boarding aircraft/Andrew Holt/Photographer's Choice), (couple and coach/Adrian Weinbrecht), (wedding reception on beach/Luca Trovato/Stone), 22 (three people in meeting/Daniel Allan/Image Bank), 23 (young woman/LWA/Taxi), 26 (film set/Gregg Segal/Stone+), 36 (man at computer/Jens Lucking/Stone), 38 (man working in garden/John Arsenault/Photonica), 40 (woman in call centre/altrendo images), 40 (cruise ship in bay/Donald Nausbaum/Photographer's Choice), 44 (man complaining in restaurant/Betsie Van der Meer/Stone+), 51 (aerial view of island/Marc Serota), 62 (rice field/Richard I'Anson/Lonely Planet Images), 63 (terraced rice fields/Tim Graham/The Image Bank), 64 (money/Jeff Mermeister/Stone), 68 (mother and children on ride/Andreas Pollak/Taxi), 71 (cherries/GH Hart/Vikki Hart), 72 (family in Times Square/West Rock/Image Back), 72 (wine tasting/Stuart O'Sullivan/Stone), 76 (exhibition opening), 78 (envelopes/Walter B. McKenzie/Image Bank), (Formula One party/Stringer), (corporate box/Torsten Blackwood/AFP), 79 (singer in concert/Paul Bradbury/Stone), (marathon finish/Gallo Images/Stringer), 80 (Lalibela church/Philippe Bourseiller/Image Bank), 82 (hostess greeting traveller/Hans Neelman/Stone), (woman in office/David Lees/Photographer's Choice), 84 (family on farm/ShapeShifters/Iconica), (horse riding/Brian Bailey/Taxi), 89 (woman cleaning aircraft cabin/Eightfish/Reportage), (laundry bin in hotel/Juan Silva/Photographer's Choice), (recycling/Peter Dezeveler/Photographer's Choice), 92 (man in wheelchair/altrendo), (senior couple/Erin Patrice O'Brien/Taxi), 96 (airplane/Lester Lefkowitz/Stone), 98 (man with pushchair/Seth Joel/Taxi), (man in wheelchair/Jason Todd/Photonica), (family with dog/Baerbel Schmidt/Stone+), (men by height rule/Carlos Serrao/Stone), (baby in sling/Dana Menussi/Stone+), 100 (crowded sky/Paul Taylor/Stone), 100 (space tourists/Tim Flach/Stone+); Lonely Planet Images p80 (Addis Ababa/Andrew Burke); OUP pp17 (Stonehenge/Digital Vision), 42 (boy in class/Randy Paris), 60 (crowded beach/kolvenbach), 95 (young man/Digital Vision); Photolibrary.com pp39 (lava/Imagestate), 72 (Sovereign Hill/Japan Travel Bureau), (Mermaid Quay/Paul Thompson), 76 (Indian wedding/Creatas), 84 (tent/Hoberman Collection UK), 98 (man with walking stick/Hunstock RF), 99 (Japanese woman/Blend); Punchstock pp4 (Asian tourists/ImageSource), 8 (man in office/Digital Vision), 12 (Mexico landscape/Digital Vision), 18 (Union Jack/Michael Blann/Digital Vision), 26 (football team/Digital Vision), 28 (hotel doorman/Digital Vision), 30 (manager/moreimage), 32 (Hotel manager/Michael Blann/Digital Vision), 42 (trade fair/Stockbyte), 82 (women in meeting room/Stockbyte), 86 (landscape/Karen Su), 100 (couple on yacht/Mike Watson Images); Rex Features pp36 (family at travel agency/Fotex), 48 (Singapore Airlines), 102 (Manned Cloud airship), 114 (Manned Cloud airship); Superstock pp12 (beach/Caroline Von Tuempling), 23 (flowers in water/Angelo Cavalli), 68 (log water ride/Anton Vengo), 72 (Tomb of Askia/Yoshio Tomii), 104 (Northern Lights/age fotostock); Tips Images Ltd p72 (mud hats/Mark Edward Smith); other sources pp12 (Visit Mexico), (visit Britain), 14 (UNWTO), 29 (Accor Hotels), 31 (Clontarf Castle), 41 (easyjet), 88 (Corals and Almonds Hotel), 95 (Country Holidays for Inner City Kids), (Kids Out), (Latitude Global Volunteering), (Adventure Holidays Ltd), 102 (Second Life scene/LindenLab), 104 (Virgin Galactic), 110 (Family Holiday Association), 112 (Association Vacances Ouvertes), 116 (Toerisme Vlaanderen), 117 (Second Life scene/LindenLab).

Illustrations by: Adam Howling/EyeCandy (Tourism Manager feature), Chris Vine/NB Illustration (maps)

The authors and publisher would like to thank the following people who assisted in the development of this title: Jenny Brown, Jenny Brown Travel, Madrid, Spain; Sofia da Costa, Head Receptionist, Barcelona, Spain; Andrea Geuggis, Roadshow Coordinator, Lehmann Brothers, London, UK; Jordi Oller, Profesor de la Escuela Universitaria del Marese, Spain; Melvyn Pryer, Birmingham College of Food, Tourism and Creative Studies, UK.

Special thanks are also due to: Eileen Flannigan (author: Grammar Reference), Ben Francis (author: Glossary, Website).