**CLASS HANDOUT 1**

**I Match the terms on the left to the definitions on the right.**

|  |  |
| --- | --- |
| **Term**  | **Definition**  |
| **Notes**  |  A piece of research, either individual or group work, with the topic chosen by the student(s).  |
| **Report**  | The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.  |
| **Project**  | A written record of the main points of a text or lecture, for a student’s personal use.  |
| **Essay**  | A general term for any academic essay, report, presentation or article.  |
| **Dissertation/****Thesis**  | A description of something a student has done e.g. conducting a survey.  |
| **Paper**  | The most common type of written work, with the title given by the teacher, normally 1000–5000 words.  |

**II Find the words in the list below that match the following definitions**

*Introduction; Main body; Conclusion; Literature review; Case study; Discussion; References; Appendices; Abstract; List of contents; List of tables; Findings; Acknowledgements;*

*References*

 *(a) A short summary of 100–200 words, which explains the paper’s purpose and main findings. \_\_\_\_\_\_\_\_\_\_\_*

 *(b) A list of all the sources the writer has mentioned in the text. \_\_\_\_*

 *(c) A section, at the end, where additional information is included. \_\_*

 *(d) A short section where people who have helped the writer are*

*thanked. \_\_\_\_\_\_\_\_\_\_*

 *(e) Part of the main body in which the writer discusses relevant*

*Research. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *(f) A section where one particular example is described in detail.\_\_*

**IІІ Read the text and identify the features underlined, using the words in the list.**

*sentence*

*heading*

*sub-title*

*paragraph*

 *title*

*phrase*

(a) **A fishy story**

(b) Misleading health claims regarding omega-3 fatty acids

(c) Introduction

(d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet. (e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence

increase sales.

(f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sources such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety.

According to Tamura et al. (2009) positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**ІV You are studying Tourism Marketing. Read the text extracts 1–4 in your handout and decide which are the most suitable for academic use, and why.**

|  |  |
| --- | --- |
| **Text**  |  **Suitability?**  |
| **1**  | Yes, it summarises some relevant research, andincludes citations |
| **2** | **2** |
| **3** | **3** |
| **4** | **4** |

1 *To promote tourism and market destination, it is important to study the tourists’ attitude, behaviour and demand. The studies of Levitt (1986) and Kotler and Armstrong (1994) suggest that an understanding of consumer behaviour may help with the marketing planning process in tourism marketing. The research of consumer behaviour is the key to the underpinning of all marketing activity, which is carried out to develop, promote and sell tourism products (Swarbrooke and Horner, 1999; Asad, 2005). Therefore, the study of consumer behaviour has become necessary for the sake of tourism marketing.*

*2 The romance of travel has always fascinated me, and our recent trip to Thailand lived up to expectations. We flew from Dubai and after a comfortable flight arrived in Bangkok just as the sun was rising. Our stay in the city lasted only a couple of days before we set off for the hill country around Chang Mai, where we were planning to visit some of the indigenous tribes who live in this mountainous region. When we arrived the weather was rather disappointing, but after a day the heavy rain gave way to sparkling clear sunshine.*

*3 Holiday trips to the Antarctica have quadrupled in the past decade and last year more than 46,000 people visited the land mass and surrounding oceans. However, safety fears and concerns about the impact visitors are having on the delicate frozen landscape have soared and members of the Antarctic Treaty – an agreement between 28 nations, including the UK, on the use of the continent – are now meeting to discuss ways to regulate tourism.*

*British officials are seeking to establish a ‘strategic agreement for tourism’ around the South Pole. If successful, it will see treaty members introduce new measures to improve the safety of tourist trips, while also reducing the impact that visitors will have on the environment. The regulations could see limits on the number of ships and landings, restrictions on how close they come to shore, a ban on building tourist facilities and hotels on the continent, and rules on waste discharges from ships.*

*4 Equally, from a political perspective, the nature of state involvement in and policies for tourism is dependent on both the political-economic structures and the prevailing political ideology in the destination state, with comparisons typically made between market-led and centrally planned economies. For example, the Thatcher–Reaganinspired neo-liberalism of the 1980s, and the subsequent focus on privatisation and the markets in many Western nations contrasted starkly with the then centrally planned tourism sectors in the former Eastern Europe (Buckley and Witt, 1990; Hall, 1991). At the same time, of course, it has also long been recognised that the political-economic relationship of one nation with another or with the wider international community (that is,*

*the extent of political-economic dependency) may represent a significant influence on tourism development (Telfer, 2002). Thus, in short, tourism planning and development in the destination tends to reflect both the structures and political ideologies of the state and its international political-economic relations.*

**V Find examples of each using the texts in your handout.**

|  |  |
| --- | --- |
| **Feature**  |  **Examples**  |
| **1 Formal vocabulary**  | the marketing planning process in tourism marketing . . .the extent of political-economic dependency . . . |
| **2 Use of references** |  |
| **3 Impersonal style** |  |
| **4 Long, complex****sentences**  |  |

VI Compare these two internet texts on deforestation. Which is likely to be more reliable?

1. *We are destroying the last of our vital natural resources, just as we are*

*starting to wake up to how precious they are. Rainforest once covered*

*14 per cent of the land now it’s down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and the planet as a whole. Scientists estimate that we loose 50,000 species every year, many species every second including 137 plant types (not even species but whole groups of plant species) and as these plants disappear before science can record them so does the chance to gain helpful knowledge and possible medicines.*

**5.1**

*2) The scale of human pressures on ecosystems everywhere has increased*

*enormously in the last few decades. Since 1980 the global economy has tripled in size and the world population has increased by 30 per cent. Consumption of everything on the planet has risen – at a cost to our ecosystems. In 2001, The World Resources Institute estimated that the demand for rice, wheat, and corn is expected to grow by 40 per cent by 2020, increasing irrigation water demands by 50 per cent or more. They further reported that the demand for wood could double by the year 2050; unfortunately it is still the tropical forests that supply the bulk of the world’s demand for wood.*

**VIІ Read the following texts and decide if you can trust the information. Give reasons for your decisions.**

1EEE

**1** Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours’ work per day. Work when it suits you, day or night. Don’t delay, call today for an interview on 07795–246791.

**6.1**

**2**If you have money problems, there’s lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you’ll find lots of stylish bargains. Eating out is another

big expense, but instead you can get together with a few friends and cook a meal together; it’s cheaper and it’s fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

**3**  Most students find that they have financial difficulties at times. It has been estimated that nearly 55 per cent experience financial difficulties in their first year at college or university. It’s often hard living on a small fixed income, and the cost of accommodation and food can come as a shock when you first live away from your parents. The most important thing, if you find you are getting into debt, is to speak to a financial advisor in the Student Union, who may be able to help you sort out your problems.

**1**

**2**

**3**