

INTERMEDIATE COURSEBOOK

ENGLISH FOR INTERNATIONAL  
**TOURISM**

**NEW EDITION**



PETER STRUTT



ALWAYS LEARNING

PEARSON



INTERMEDIATE COURSEBOOK

ENGLISH FOR INTERNATIONAL  
**TOURISM**



PETER STRUTT

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# INTRODUCTION

English for International Tourism is a three-level series designed to meet the English language needs of professionals working in the tourism industry and students of tourism in further education. The course includes authentic material taken from Dorling Kindersley's acclaimed *Eyewitness Travel Guides* which explore some of the world's top tourist destinations. The course helps you to:

- build confidence in professional skills such as dealing with enquiries, marketing destinations, offering advice, negotiating, writing emails and speaking to groups
- develop language awareness through an integrated grammar and skills syllabus
- acquire the specialized vocabulary needed by tourism professionals
- practise language skills in realistic Case studies that reflect issues in the tourist industry today.

## Structure of the Coursebook

The Coursebook contains ten units and two Review and consolidation sections. Each unit is divided into four lessons. The Unit Menu shows you the key learning objective of the lesson. Each unit has the same structure:

- a vocabulary lesson
- a grammar lesson
- a Professional skills lesson
- a Case study or tourism-related game.

### KEY VOCABULARY

The vocabulary lessons introduce and practise many words and expressions required in the tourism industry introduced either through a reading text or a listening. By the end of the lesson you will be better able to use the specialist vocabulary in appropriate tourism contexts. At the end of each unit there is a Key Word box that provides a selection of words and phrases from the unit and a reference to the Mini-dictionary on the DVD-ROM.

### KEY GRAMMAR

In the grammar lessons key aspects of grammar that are essential for progress at this level are presented within an authentic tourism context. These lessons include clear explanations and activities designed to help you understand and use the language effectively. By the end of the lesson you will be able to use the grammar more confidently. For additional support there is a comprehensive Grammar reference at the back of the Coursebook.

### PROFESSIONAL SKILLS

The Professional skills lessons provide you with the opportunity to learn and practise effective interpersonal and business skills which are an essential job requirement in the travel and tourism industries. You will learn professional skills ranging from dealing with customer enquiries and meeting clients' needs to preparing a guided tour or a presentation.

### CASE STUDIES

Each unit ends with a Case study linked to the unit's tourism theme. The Case studies are based on realistic tourism issues or situations and are designed to motivate and actively engage you in seeking solutions. They use the language and professional skills which you have acquired while working through the unit and involve you in discussing the issues and recommending solutions through active group work.

## Language skills

**Speaking skills:** Each unit provides you with a range of speaking activities. The pairwork tasks are designed to provide you with further opportunities to communicate in realistic and motivating tourism-related contexts. The Case studies require you to engage in extended communication about topical issues in the tourism industry. At each level further speaking practice is available in a tourism-related board game.

**Listening skills:** Each unit contains several listening tasks developed around topics related to the travel industry. A range of British, American and other international native and non-native speakers are featured helping you understand how people speak English in different parts of the world. Audio scripts of the recordings are available at the back of the Coursebook.

**Reading practice:** Reading texts feature regularly in the units providing you with a variety of texts and topics that you are likely to encounter in a tourism context.

**Writing practice:** In the writing sections you will write real texts related to the tourism workplace such as emails, reports, tour itineraries, brochure descriptions, writing the minutes of a meeting. At each level there are also writing tasks to help you get a job in tourism. Models of text types are available in the Writing Bank at the back of the Coursebook.

## Workplace skills

**Working with numbers:** Throughout the course there are sections that help you to manipulate numbers in English, which is a vital skill in the travel and tourism workplace.

**Research tasks:** Each unit contains one or more research tasks that encourage you to explore tourism-related issues on the internet or in your local environment.

## Private study

**Workbook:** A separate Workbook with a CD provides you with extra tasks for study at home or in class. There are two versions of the Workbook – one with the answer key for private study and one without a key which can be used by the teacher for extra practice in class.

**DVD-ROM:** The course has a DVD-ROM designed to be used alongside the Coursebook or as a free-standing video for private study. The DVD-ROM is attached to the back of the Coursebook and provides you with five authentic films featuring different aspects of tourism. Each film has a printable worksheet, a transcript and a key to the exercises. These films give you the opportunity to listen to a variety of native and non-native speakers using English as an international language in five authentic documentary films. Additionally, the DVD-ROM has a comprehensive Mini-dictionary featuring over 300 tourism-related terms along with their definitions, pronunciation and example sentences. The DVD-ROM also contains the MP3 files of the Coursebook audio material.

## Professional exams

English for International Tourism is recommended preparation for the LCCI English for tourism exams [www.lcci.org.uk](http://www.lcci.org.uk)

# WORLD MAP



Hawaii p. 10-11

The Virgin Islands p. 14-15



## DVD-ROM FILMS

- A Heron & Wilson Islands
- B Grand Canyon Railway
- C Eco-regions of Sri Lanka
- D Antarctica wildlife
- E Petra





Unit	Grammar	Vocabulary	Professional skills	Case study
<p><b>1</b></p> <p><b>Selling dreams</b></p> <p>p. 8–15</p>	<p>Tense review – present and past tenses p. 9</p>	<p>Money matters p. 9 and p. 13</p> <p>Describing locations p. 10</p> <p>Working out the price of a package p. 15</p>	<p>Marketing p. 12–13</p>	<p>Design a tour p. 14–15</p>
<p><b>2</b></p> <p><b>Getting there</b></p> <p>p. 16–23</p>	<p>Multi-word verbs p. 19</p>	<p>Transport and travel p. 16 and p. 18</p>	<p>Dealing with the public p. 20–21</p>	<p>Improve a service p. 22–23</p>
<p><b>3</b></p> <p><b>Accommodation</b></p> <p>p. 24–31</p>	<p>Modal verbs p. 27</p>	<p>Types of accommodation p. 24</p> <p>Facilities and services p. 25</p>	<p>Dealing with complaints p. 28–29</p>	<p>Investigate customer complaints p. 30–31</p>
<p><b>4</b></p> <p><b>Destinations</b></p> <p>p. 32–39</p>	<p>Articles p. 35</p>	<p>Weather, climate p. 33</p> <p>Features and attractions p. 34</p> <p>Statistics for economic development p. 39</p>	<p>Offering advice p. 36–37</p>	<p>Develop a destination p. 38–39</p>
<p><b>5</b></p> <p><b>Things to do</b></p> <p>p. 40–47</p>	<p>Conditional structures with <i>if</i> p. 43</p>	<p>Describing attractions p. 41</p> <p>Geographical features p. 42</p> <p>Activities p. 43</p> <p>Works of art p. 44</p> <p>Calculating entrance fees and prices p. 47</p>	<p>Speaking to a group p. 44–45</p>	<p>Plan a coach tour p. 46–47</p>
<p><b>Review and Consolidation 1</b> p. 48–51</p>				

Unit	Grammar	Vocabulary	Professional skills	Case study
<b>6</b> <b>Niche tourism</b> p. 52–59	Verbs + infinitive or <i>-ing</i> form p. 52	Sectors in niche tourism p. 53–54 Dealing with numbers and statistics p. 57	Dealing with figures p. 56–57	Improve client security p. 58–59
<b>7</b> <b>Cultural tourism</b> p. 60–67	The passive p. 62	Culture p. 61 and p. 63 Linking words p. 61	Taking part in meetings p. 64–65	Present a proposal p. 66–67
<b>8</b> <b>Running a hotel</b> p. 68–75	<i>have/get</i> something done p. 71	<i>-ed/-ing</i> adjectives p. 69 Hotel statistics p. 74	Making presentations p. 72–73	Transform the team p. 74–75
<b>9</b> <b>Customer service</b> p. 76–83	Question forms p. 79	Customer service terms p. 76 Personal qualities p. 77 Telephone numbers p. 81 Multi-word verbs p. 81	Handling telephone calls p. 80–81	Improve customer service p. 82–83
<b>10</b> <b>Business travel</b> p. 84–91	Past perfect p. 86	Idioms and metaphors p. 85	Socializing and making small talk p. 88–89	Game: The Trade Fair Game p. 90–91
<b>Review and Consolidation 2</b> p. 92–95				
<b>Writing bank</b> p. 96–101 <b>Pairwork files</b> p. 102–112 <b>Grammar reference</b> p. 113–117 <b>Audio scripts</b> p. 118–128				

# 1



# SELLING DREAMS

## UNIT MENU

**Grammar:** tense review

**Vocabulary:** money matters, describing locations

**Professional skills:** marketing

**Case study:** design a tour



## Speaking

### DREAM VACATIONS

- 1 What kinds of 'dream' could be associated with each photo, e.g. adventure, luxury, fun, relaxation?



A



B



C



D

## Listening

### SELLING THE HAWAIIAN DREAM

- 2 **1.1** Vy-Anh Nguyen is a student of tourism in California. Listen to her interview Teresa Koh from the Hawaii Tourism Authority. What are the **FOUR** main things she wants to know?
- 3 Listen again and answer the questions.
  - 1 What question did the survey ask American travellers?
  - 2 What did the survey show about Hawaii?
  - 3 Put these markets in order of importance for the tourism industry in Hawaii.  
 \_\_\_ Canada \_\_\_ Oceania \_\_\_ Europe \_\_\_ USA (West coast) \_\_\_ Japan  
 \_\_\_ USA (East coast)
  - 4 Complete the profile of the two types of luxury traveller.
    - a Rich baby boomers are typically \_\_\_\_\_ and \_\_\_\_\_ about the experience they want.
    - b Young professionals have \_\_\_\_\_ but very little \_\_\_\_\_.
  - 5 What does the special Hawaii travel agent programme teach agents to do?

## GRAMMAR: TENSE REVIEW – PRESENT AND PAST TENSES

- 1** Use the **present simple** to talk about facts and situations that are generally true and the **present continuous** to describe ongoing projects and temporary events. Compare these sentences:  
*Globally, TUI Travel **employs** over 590,000 people. **They're developing** new products all the time.*
- 2** Use the **past simple** to refer to a definite moment or period in the past and the **past continuous** to describe an ongoing situation in the past. Compare:  
*Thomas Cook **organized** the first package tour in 1841. People **were travelling** abroad more often.*
- 3** Use the **present perfect** to talk about a situation that began in the past and that either continues in the present or is relevant to the present moment.  
*She's **been** with us for five years. She's **worked** on many different projects.*
- 4** Use the **passive** when it is not known or it is not important who performs an action. Compare:  
*The national park **was established** in 2008. The area **has been developed** as a holiday destination.*
- See Grammar reference, page 113.

- 4** Study the Grammar box and complete the history of Thomson/TUI with the correct active or passive form of the verbs in brackets.



## Thomson/TUI – Packaging dreams

The history of Thomson Holidays <sup>1</sup> \_\_\_\_\_ (begin) in 1965, when the entrepreneur Lord Thomson <sup>2</sup> \_\_\_\_\_ (buy) three travel companies – Britannia Airways, Riviera Holidays and Skytours. It was the right time to invest in tourism. Over the previous decade, demand for holidays in the sun had risen steadily and the package holiday industry <sup>3</sup> \_\_\_\_\_ (boom). Lord Thomson continued to develop the concept and <sup>4</sup> \_\_\_\_\_ (introduce) winter sun and cruise package holidays to the UK mass market.

In 1972, the three travel companies were merged into one company – the Thomson Travel Group – and the brand name 'Thomson Holidays' <sup>5</sup> \_\_\_\_\_ (create). The Thomson Travel Group

<sup>6</sup> \_\_\_\_\_ (launch) on the London Stock Exchange in 1998 with a valuation of £1.7 billion. The group <sup>7</sup> \_\_\_\_\_ (acquire) by a German corporation in 2000 and renamed TUI AG. Thomson Holidays then <sup>8</sup> \_\_\_\_\_ (become) part of TUI UK.

Despite intense competition, TUI UK's market share <sup>9</sup> \_\_\_\_\_ (grow) and the company has continued to be successful. Recently, the group <sup>10</sup> \_\_\_\_\_ (launch) a new graduate training development programme, which is considered to be one of the best in the industry. Thomson <sup>11</sup> \_\_\_\_\_ still \_\_\_\_\_ (package) dreams for the mass market at the beginning of the 21st century and if you <sup>12</sup> \_\_\_\_\_ (look) for a career in tourism, it could be a good place to start.

## Vocabulary

## VERBS AND NOUNS

- 5** Some common travel and tourism words from these pages are both verbs and nouns. Complete the pairs of sentences below with the correct verb/noun pairs in the box.

boom demand launch market ~~package~~ tour

- 1** There's a package waiting for you in reception.  
The role of a tour operator is to package transport, accommodation and activities into one product.
- 2** The \_\_\_\_\_ for cruises aimed at the under-40s segment is growing.  
In order to \_\_\_\_\_ the destination, we need to identify its unique features and selling points.
- 3** The programme includes a guided \_\_\_\_\_ around the Kennedy Space Center.  
The Japanese group wish to \_\_\_\_\_ around Europe for two weeks.
- 4** The \_\_\_\_\_ in eco-tourism has created job opportunities.  
The Chinese market will probably continue to \_\_\_\_\_ over the next ten years.
- 5** I \_\_\_\_\_ to see the manager now. I will not take 'no' for an answer.  
Like every industry, tourism is based on supply and \_\_\_\_\_.
- 6** They have decided to \_\_\_\_\_ a new advertising campaign to boost sales.  
Journalists have been invited to the \_\_\_\_\_ of the tour operator's own TV channel.

# TROPICAL PARADISE

**Location:** 4,000 kilometres southwest of San Francisco

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**Population:** 1,374,850

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**Capital:** Honolulu. Hawaii is the only US state made up entirely of islands

---

**Two seasons:** 'summer' May–October  
'winter' October–April



## Vocabulary

### DESCRIPTIVE ADJECTIVES AND NOUNS

- 1 Read the text from a brochure about Hawaii. Find and underline all the combinations of descriptive adjective + noun.

### Your First Trip to Hawaii

The Hawaiian archipelago is a tropical paradise: the snow-capped mountains, dramatic cliffs and exotic wildlife on Kauai, the clear blue waters of Waikiki Beach on Oahu, the unspoiled tranquillity of Lanai and Molokai, and the spectacular Kilauea volcano on Hawaii's Big Island. It won't be easy choosing which island to visit on your first trip but you'll find there are no wrong answers.

Explore off-the-beaten-track destinations, from secluded beaches to isolated villages that you won't find on a postcard. Learn to surf, snorkel or kayak and earn your Hawaiian suntan. You'll find the itineraries on Hawaii are endless. From romantic escapades to family fun, from whale-watching to walking on a volcano, you can do it all or you can simply sit back and do nothing. Explore Hawaii's six unique islands and you're sure to find your first trip to Hawaii won't be your last.

- 2 Work in pairs. Think of at least TWO more adjectives to describe the following nouns from the text. The adjectives must be positive and you can't use the same adjective for more than one noun. Share your ideas with the class.

1 beach   2 mountain   3 island   4 water   5 suntan   6 village

- 3 Match the nouns in the box with ONE of the sets of adjectives 1–6 below. Use a dictionary to help you.

accommodation   beach   mountains   road   village   volcano

1 _____	2 _____	3 _____	4 _____	5 _____	6 _____
sandy	spectacular	active	remote	luxurious	steep
deserted	surrounding	dormant	pretty	comfortable	scenic
golden	majestic	extinct	quiet	spacious	winding

- 4 ))) 1.2 Put the adjectives from Exercise 3 into the correct group according to their stress pattern. Then listen and check your answers. Repeat the words.

1 □	2 □□	3 □□	4 □□□	5 □□□□	6 □□□
<b>steep</b>	<b>sandy</b>	<b>extinct</b>			

- 5 The adjectives in **bold** in the text are in the wrong place. Put them in the right places.

A Big Island holiday is truly inspiring. It boasts the world's most <sup>1</sup>~~quiet~~<sup>active</sup> volcano and more than 80 beaches, some of which are <sup>2</sup>**active** and difficult to access down <sup>3</sup>**luxurious** winding roads. There's a wide choice of accommodation ranging from reasonably-priced condominiums to <sup>4</sup>**surrounding** villas in <sup>5</sup>**steep** villages with stunning views of the <sup>6</sup>**deserted** mountains.

## Writing

### ADDING INTEREST

- 6 The extract below is correct but can be made more attractive to the reader. Replace the words in *italics>* with the words in the box. Use each word once only.

cascading exotic lush luxury perfect scenic second to none  
sparkling spectacular white sandy

### Koh Samui Weddings

Getting married in Koh Samui is a dream come true. This <sup>1</sup>*different* destination, where the <sup>2</sup>*nice* beaches fringed with coconut palms and <sup>3</sup>*decent* hotels offering comfort and hospitality that are <sup>4</sup>*of a high standard* is a <sup>5</sup>*lovely* place for you and your loved one to celebrate your wedding. Swim in the <sup>6</sup>*clear* lagoons, stroll in the <sup>7</sup>*green* tropical gardens and trek out to the <sup>8</sup>*high* waterfalls of Na Muang, and enjoy the <sup>9</sup>*good* views and <sup>10</sup>*pleasant* walks.

## Speaking

### DREAM PACKAGE TOURS

- 7 Work in groups of three. Student A, look at the information below. Student B, turn to File 1, page 102. Student C, turn to File 5, page 104. You are an independent travel consultant. Students B and C are tour operators who want to recruit you as an agent for the package they have on offer. Use the questions below to help you find out more about each package. Choose the one that sounds the best and most attractive.

- What is the name of the destination?
- How do visitors get there?
- What are its geographical features?
- Where do visitors stay?
- What is the main leisure activity?
- What are the other attractions?
- What does the package consist of?
- How much does it cost?

### RESEARCH

**INTERNATIONAL OPERATORS**  
Choose a destination from the online brochure of a major international operator, e.g. Thomson, Kuoni, Thomas Cook. Look at some of the holidays available to this destination and list the adjective + noun phrases used to describe the place, facilities and activities on offer.

