

# Welcome!

English for the travel and  
tourism industry

**Revised Edition**

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**Teacher's Book**

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# Contents

<b>Introduction</b>	5	<b>Accommodation</b>	
<b>Different kinds of people</b>		<b>25</b> Reservations	57
<b>1</b> Working in travel and tourism	14	<b>26</b> Checking in	59
<b>2</b> Being friendly and helpful	17	<b>27</b> Facilities: Enjoy your stay!	61
<b>3</b> When in Rome . . .	19	<b>28</b> Giving information	63
<b>4</b> Dealing with enquiries	20	<b>29</b> The best hotel for you . . .	65
<b>International travel</b>		<b>30</b> The perfect hotel . . .	66
<b>5</b> Different ways of travelling	23	<b>Money</b>	
<b>6</b> Asking questions	24	<b>31</b> How would you like to pay?	68
<b>7</b> Taking a booking	26	<b>32</b> Changing money	70
<b>8</b> The best way to get there	27	<b>33</b> Explaining the bill	72
<b>9</b> Around the world	29	<b>34</b> Is service included?	73
<b>10</b> Organising a trip	30	<b>Travelling around</b>	
<b>Phone calls</b>		<b>35</b> To and from the airport	75
<b>11</b> Using the phone	32	<b>36</b> Local knowledge	76
<b>12</b> How may I help you?	34	<b>37</b> Offering and requesting	78
<b>13</b> Answering enquiries	35	<b>38</b> Car rental	79
<b>14</b> Taking messages	37	<b>39</b> Motoring	81
<b>Food and drink</b>		<b>40</b> The best way to get there	83
<b>15</b> Good morning!	39	<b>Problems</b>	
<b>16</b> Explaining dishes	40	<b>41</b> Is there anything I can do?	85
<b>17</b> May I take your order?	42	<b>42</b> Dealing with complaints	87
<b>18</b> Drinks, snacks and desserts	44	<b>43</b> Better safe than sorry	89
<b>19</b> Eating habits	46	<b>44</b> Difficult customers?	90
<b>20</b> Welcome to our restaurant!	47	<b>Attractions and activities</b>	
<b>Correspondence</b>		<b>45</b> Seeing the sights	93
<b>21</b> Responding to enquiries	49	<b>46</b> Making suggestions and giving advice	95
<b>22</b> Confirming reservations	51	<b>47</b> Sun, sea and sand?	96
<b>23</b> Avoiding mistakes	53	<b>48</b> History and folklore	98
<b>24</b> We are very sorry . . .	54	<b>49</b> A nice day out	99
		<b>50</b> The future of tourism	101
		<b>Vocabulary puzzles</b>	103

## 1

## Working in travel and tourism

The first Module (Lessons 1–4) covers various aspects of dealing with clients in face-to-face situations. The basic skills introduced and revised here are required in the whole of the book.

## Aims

Begin by explaining to the class the aims of Lesson 1, which are to improve their ability to:

- engage in pair work (which may be a new experience for some students)
- understand the main information in authentic recordings (and not to worry about words and phrases they can't understand)
- compare different kinds of work in the travel, tourism and leisure industries
- talk about their own preferences.

(It may be necessary to reassure them that 'improving their ability' doesn't mean 'becoming perfectly proficient' — it means making some progress so that they are *better* at each skill than they were before!)

## Vocabulary

In the Teacher's Book you'll find a list of important Vocabulary items for each Lesson. These lexical items are words and phrases that are introduced in the Lesson, some of which students may not have come across before.

Your students may be unfamiliar with the following words and expressions in Lesson 1. You may need to explain some of them — or you may prefer to ask the members of the class who do understand them to explain them to the others. Or you may prefer to wait until your students ask you to explain them.

<i>aspects</i>	<i>general public</i>	<i>rewarding</i>
<i>coach excursion</i>	<i>hourly rate</i>	<i>routine</i>
<i>decisions</i>	<i>nightmare</i>	<i>seasonal</i>
<i>dream</i>	<i>package tour</i>	<i>shift</i>
<i>duty</i>	<i>paperwork</i>	<i>supplement</i>
<i>duty manager</i>	<i>pressure</i>	<i>team</i>
<i>emergencies</i>	<i>rep (representative)</i>	<i>tips</i>
<i>escort</i>	<i>repeat customers</i>	<i>uniform</i>
<i>feedback</i>	<i>responsibilities</i>	<i>varied</i>
<i>flight</i>		

Students should **highlight** the items they want to remember in their own books — this means vocabulary which is new to them as well as words and phrases they already understand but which they (or you) feel they should try to use more often in their own speech.

Among the items in the list will be some which are less relevant to your students, or which they don't really need to remember and use, as well as many that some or all of them already do know and

use. The list doesn't include all the words in the interviews which students are unlikely to know, because the task can and should be completed without understanding every word that's spoken.

## First of all ...

If everyone already knows everyone else, start straight in with Section A, but if some or all of the members of the class are together for the first time, get everyone to introduce themselves by answering some of these questions:

*What's your name?  
Where are you from?  
Where do you work/study?  
What do you do?  
What are you studying  
Why are you doing this course?*

*My name's ...  
I was born in ... but now  
I live in ...  
I work/study in ...  
I'm a ...  
I'm doing a course in ...  
Because I want to ...*

Perhaps remind everyone that we usually answer the question: **What do you do?**

by saying:

***I'm a student, or I'm a receptionist.***

Alternatively, put the students into pairs and ask them to interview each other and then report on their partner to the whole class. Introduce yourself in the same way too.

**A** This is a warm-up and preparation for the listening exercises in Section B. Seeing the quotes in writing will help everyone to understand what the speakers are saying when the recording is played later.

As some of your students may not have worked in pairs or in groups before, it may be necessary to demonstrate how some of these discussion activities might go. You can do this by acting out each conversation with one of your more confident students. Make it clear that these are 'fluency activities' where the emphasis is on communicating ideas and not worrying about making mistakes. They should try to keep talking — and ask for help with vocabulary when necessary.

Arrange the class into pairs. If you have an odd number of students in the class, there should be one group of three. Answer any questions that come up about the vocabulary in the quotes.

Ask everyone to discuss the questions, making it clear that this is an opportunity for them to practise their English. The actual answers to the questions are less important than discussing in English because at this point, before they hear the recording, the answers are a matter of opinion. Students can only improve their speaking skills by talking in English, so if some of your students are talking in their own language, stop the activity and try to convince them that they *can* manage the discussion in English.

True, their conversation may not be so wide-ranging or elaborate as it would be in their own language but this *is* an English lesson, after all! (See **How to discourage students from using their mother tongue** on Introduction page 7.)

Reassemble the class and ask one or two pairs to give their answers to the questions, but don't tell them if they're right or wrong at this stage.

## If there's time ...

Ask the class for their views on these questions:

- Which of the statements describe the *pleasant* parts of their work?
- Which describe the *unpleasant* parts?
- Which of the statements would you make about the work you do (or expect to do)?

**B1** The recording consists of four interviews with real people talking at their natural speed. If your students aren't used to hearing native speakers, this may cause some consternation at first because the speakers aren't speaking *s l o w l y a n d c l e a r l y* for the benefit of foreign learners.

So, before you play the recording, point out to everyone that the four speakers are 'real people' talking at their normal speed. They may need to hear the recording several times before they understand all the information. The purpose of this first listening is to give everyone a chance to get used to the voices. They don't need to be able to understand everything the speakers say.

Play the recording, pausing it for a few seconds between each speaker, so that everyone can reflect for a moment before the next speaker begins. (In the Transcript the relevant quotes are printed in **bold italic type**.)

## Answers

- 1 Jane — flight attendant
- 2 Lisa — hotel receptionist
- 3 Janine — travel agent
- 4 Fiona — waitress

**2** Before playing the recording again, ask everyone to read through statements 1–8, and answer any questions about vocabulary.

Play the recording, pausing it between each speaker to give everyone time to decide on their answers. These questions help them to focus on the main information. If they can answer these questions, they have understood the main points — even though they couldn't catch every word that was spoken.

Give everyone time to compare their answers in pairs. If there are questions that they disagree about, or if there are some they can't answer, play the recording again.

Ask the class to give their views on these questions:

- Which of the four jobs sounded most interesting?
- Why?

## Answers

- 1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✓ 8 ✓

## Transcript 5 minutes 29 seconds

1

JANE: My name is Jane Sparkes, I fly cabin crew for British Airways long haul.  
I enjoy the most about my job the fact that ***I have no routine***. I do things...um...unexpectedly. I can be called out, so I don't know what I'm going to be doing maybe next week or the month after. I like the fact that all flights are different, ***I meet different people***, and ***I go to different places***. ***I have lots of responsibilities in my work***. The prime one...er...the major one is safety. If anything ever happened to the aeroplane, I'm there to get people off as quickly and as safely as possible. But that's something that I've never had to do in a really bad emergency and I hope I never will have to do. In between, or rather instead of that kind of responsibility, ***I look after people*** during the flight — I suppose you could say I just give them food and drink — but flying is a...is a strange environment for a lot of people, it's a...a...it's a disconcerting environment and they need to be reassured, looked after. Food and drink I suppose really is the least important aspect of my job, it's safety first, keeping everything under control, making certain that everybody feels reasonably comfortable.

2

LISA: ***We do...um...different shifts***, we do lates and earlies. On an early...um...it's basically checking everybody out and dealing with guest accounts...um...checking arrivals for the next day, dealing with their requirements, allocating rooms. Um...on a late...um...generally checking people into the hotel, making dinner reservations for them...um...t here's...***there's also a lot of...um...paperwork...it's very varied***. I mean, ***there's never a dull moment...um...you just meet so many different people***, specially in this hotel we have a lot of conferences, a lot of international guests. And the atmosphere is good in the hotel as well, you know, with your work colleagues, and it's a very enjoyable job. People complain. Um...you just have to not sort of take it personally and just apologise to them and, you know, pass on comments or get the duty manager to help them.

3

JANINE: My name's Janine Cording and I'm a...I'm sales manager with a small travel agency.  
We specialise in selling flight only, we don't sell package holidays here. Um...we can sell hotels and car hire, um...we can also sell...um...tours abroad, but as a general rule we don't sell a package at all. I love it. Yeah, it's...I'm very interested in travel and to be able to...um...deal with that field that I'm interested in, ***it's very rewarding***, yeah. I enjoy talking about my own travel experiences...um...I enjoy...um...seeing other people going off on their travels, it's very...it's...***it's enjoyable seeing other people's dreams coming into reality***, that's what I enjoy I suppose. I try to encourage people to send me a postcard, so...um...er...I often hear from people in that way or I ask them to come back into the shop, particularly if I've spent a lot of time putting something together for them ***it's always nice to have some feedback***. We do have a lot of people who come back to us just to let us know how things have gone. We have a lot of repeat customers.

FIONA: My name's Fiona Bowers, I'm a waitress.

Basically we work on a rolling two-week rota. I do about four shifts a week, which is **part-time...um...the weekends are obviously the busiest** and that's when we make our real money, and basically I come in at five, set the restaurant up ready for the evening and wait for the people to pour in.

**We get paid an hourly rate and then we get tips on top of that** which vary incredibly. Like if you do a day shift, like now, you make no money. And if you do Saturday night, you make an awful lot of money, but you work for it really hard. Um... **I enjoy the people I work with**, really, mostly, I mean the job... anybody who's waited will tell you **it's really hard work** and **dealing with the general public can be a complete nightmare at times**, but the people I work with make it for me. They're all young, round my age, we all go out together and just enjoy... enjoy each other's company.

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**C1** Arrange the class into an even number of pairs — this may entail having two groups of three. Encourage everyone to use vocabulary related to jobs, e.g. *seasonal work*, *wear a uniform*, as well as using the phrases in the speech balloon.

While this is going on, go round the class answering any questions that may come up, particularly about the vocabulary in the advertisement.

Guessing meaning from context is a very important reading skill. At first students may need your guidance, but as their skill develops they will be able to do this on their own. Explain to the students that guessing words from context involves:

- looking in the text for clues about the word
- thinking about what you know of similar words
- using your knowledge of the world.

For instance, in the advertisement, students may not know the word *escorting*. You can lead them to guess the definition by asking them to look at each occurrence of the word in the ad (there are three) and asking them to suggest another word that would fit in each context (e.g. *taking*, *accompanying*). If the students work out meanings for themselves, they're more likely to remember the new words than if you define the word ('going with someone as a guide') or tell them the equivalent word in their own language.

## Suggested answers

The answers are all contained in the advertisement. What you'd enjoy or not enjoy is a matter of opinion.

**2** While the discussion in Step 1 is still in full swing, rearrange the pairs into groups of four (or five). Besides giving everyone a chance to find out about each other's views, this gives them a chance to restate their views with more confidence, and to a larger 'audience'.

## 3 Writing

This task should be set for homework. But it may be helpful for everyone to spend a little time working together in pairs or small groups making notes on what they are going to write.

Here's a suggested procedure for the Writing task:

- 1 Discuss with the class some of the ideas or information they might include in their writing.
- 2 Brainstorm ideas from members of the class and write the most interesting ones on the board, perhaps including a few of your own.  
OR  
Arrange the class into groups to discuss what they're going to write and make notes.
- 3 Ask everyone to do the task as homework, so that they can do it at their own speed without any time pressure or distractions — and so as to reserve class time for speaking and listening activities, which can only be done in class.
- 4 Everyone does the Writing task at home.
- 5 Back in class in their next classroom session, before they hand it to you for marking, arrange the class into pairs or groups and get them to read each other's work. Any piece of writing should be an attempt to communicate ideas to a reader. If students know that their peers are going to read their work, they're more likely to try to make it interesting, informative and entertaining! If you, their teacher and 'critic', are the only reader, the process of writing is much less motivating. Students can learn a lot from reading each other's ideas — and from each other's comments on their own work. A piece of written work should be regarded as a piece of communication, not simply an opportunity to spot the grammatical errors that students make.
- 6 Collect the work and take it away for marking.
- 7 When marking their work, give students a chance to correct their own mistakes by underlining the relevant parts or showing in the margin whether there's a mistake in grammar (G), word order (WO), vocabulary (V), punctuation (P) or spelling (Sp) or using your own method. A tick (✓) is a nice way of showing that an idea has been well expressed.
- 8 In the following classroom session, return the work to the class and allow everyone enough time to write their corrections. Go around the class answering questions and checking the corrections whilst they're doing this.

## If there's time ...

Arrange the class into small groups and ask them to discuss these questions:

- What are the advantages of getting promotion in your line of work, apart from a higher salary?
- Why do people choose to work in the travel and tourism industries?

## Finally ...

- 1 Draw everyone's attention to the Advice box (styled as a post-it note). These helpful tips are a regular feature of this book, giving everyone some advice on how to deal with clients. Make it clear to everyone that they should feel free to disagree with some of the advice. Some students with experience of dealing with clients may feel some of the advice is slightly patronising.
- 2 Remind everyone what the aims of this Lesson were. Do they feel that they have improved these abilities?