

1 SELLING DREAMS

UNIT MENU

Grammar: tense review

Vocabulary: money matters, describing locations

Professional skills: marketing

Case study: design a tour

Aims and objectives

In this lesson students will:

- listen to an interview with someone from the Hawaii Tourism Authority
- review and practise different present and past tenses
- focus on common travel and tourism words which are both verbs and nouns

Speaking

DREAM VACATIONS

Exercise 1, page 8

Focus students' attention on the photos before discussing which kind of 'dream' each photo might be associated with and asking which holiday students would choose (and why).

Suggested answers

A luxury **B** fun **C** relaxation, luxury
D adventure

Listening

SELLING THE HAWAIIAN DREAM

Exercise 2, page 8

Ask students where Hawaii is and find out if anyone in the class has ever been there. Pre-teach vocabulary, e.g. *survey, expenditure, tend, secluded*, before explaining that they are going to listen to an interview with Teresa Koh of the Hawaii Tourism Authority. After listening, students compare answers in pairs before class feedback.

- What kind of destination is Hawaii and who goes there?
- Where do most visitors to Hawaii come from?
- What makes people want to come to Hawaii?
- How do you promote Hawaii as a destination?

Exercise 3, page 8

Students read the questions before listening to the interview a second time. After listening, allow them time to discuss answers with a partner before checking as a class.

- 1 Where would you take your favourite person on vacation if money was of no importance to you?
- 2 It showed that Hawaii was their number one destination.
- 3 Order of importance in number of visitors:
1 USA (west coast)
2 USA (east coast) 3 Japan
4 Canada 5 Oceania 6 Europe
- 4 a) well-travelled, demanding
b) money, free time
- 5 They learn to match the right island and its unique attractions to the clients' interests.

Audio script Track 1.1, Exercises 2 and 3, page 8

VAH = Vy-Anh Nguyen, TK = Teresa Koh

VAH I'd like to ask you some questions about tourism in Hawaii if that's OK with you?

TK Sure. Go ahead.

VAH What kind of destination is Hawaii? Who goes there?

TK Well, Hawaii was named the top 'Dream Destination' in a recent study of American travellers. The Leisure Trend Group, the professional association who did the survey, asked over two million rich, active and outdoor-oriented people 'where would you take your favourite person on vacation if money was of no importance to you?' And Hawaii was their number one destination!

VAH So where do most visitors to Hawaii come from?

TK Our biggest market is the United States – but we get more people from the west coast than the east coast. Japan is in third position and Canada is fourth – although it's interesting that in terms of visitor expenditure, the Canadians spend less than the Japanese even though, on average, the Canadians stay over twice as long. After that, there's Oceania and then Europe. The Europeans tend to stay longer than the visitors from Australia and New Zealand, but we don't get as many of them.

VAH OK. So what makes people want to come to Hawaii?

TK Well, as you know, tourism is about selling dreams. It's all about people doing something different and taking a break from their ordinary daily routines. We focus mainly on luxury products and we have a wide spectrum. Luxury travellers can range in age from their late 20s to late 60s and beyond. Typical profiles would be rich baby boomers, who are typically well-travelled and demanding about the experience they want, and younger professionals, who have money but very little free time. Our visitors want to experience something out of the ordinary – a luxury B&B in the mountains, play golf on a famous Championship golf course, experience our regional cuisine, take a spa treatment while listening to the sounds of the ocean, things like that.

VAH So how do you promote Hawaii as a destination?

TK Well, we have a specialist programme to teach travel agents about the appeal of Hawaii to this sector. There are luxury resorts all over Hawaii, so the main task for the travel agent or consultant is to match the right island to the clients' interests. Are they looking for sunset sailing along the coast, helicopter rides over dormant volcanoes, surfing on secluded beaches or first-class scuba-diving? Each module on the programme focuses on an island and teaches agents about the unique attractions it has to offer.

EXTRA ACTIVITY

Students discuss in pairs/small groups, which experiences and facilities were mentioned (referring to the audio script to check), e.g. a luxury B&B in the mountains, a spa treatment.

Assign each group a different type of 'dream' holiday from Exercise 1. Students then decide which five facilities or experiences they feel would be the most important for their holiday and why.

Grammar

TENSE REVIEW – PRESENT AND PAST TENSES

FACT FILE

A *package holiday* includes flights, transfers and accommodation, which are bought together from a tour operator. Other services and activities may also be included in the package, e.g. meals, entertainment, use of a rental car. Normally these are sold by travel agents and provide an opportunity to have a cheaper holiday abroad.

Exercise 4, page 9

Focus students' attention on the Grammar box, paying special attention to the use of the passive form. Allow them time to read through the information and ask any questions before completing the text. Encourage students to check their answers in pairs before going through them with the class.

1 began 2 bought 3 was booming
4 introduced 5 was created 6 was launched
7 was acquired 8 became 9 has grown
10 launched 11 is/was still packaging
12 are looking

Vocabulary

VERBS AND NOUNS

Exercise 5, page 9

Ask students if they can think of any words which are both a noun and a verb before referring them to the words in the box. Check meaning before students complete the sentences, either alone or in pairs. Round up by eliciting answers.

1 *package* 2 market 3 tour 4 boom
5 demand 6 launch

Homework suggestions

- Students write a paragraph describing what they feel are key facilities and experiences for their dream holiday. This could be written as a formal article for a brochure or for their own blog. (150–200 words)
- Students choose a travel company they know and write a short article for a tourism magazine/blog about its history using a mixture of active and passive tenses in the present and past. (200–250 words)

TROPICAL PARADISE

Aims and objectives

In this lesson students will:

- focus on descriptive adjectives and nouns
- consider how to add interest to written descriptions of places
- roleplay a conversation where a travel consultant finds out more about the packages being offered by two tour operators

Vocabulary

DESCRIPTIVE ADJECTIVES AND NOUNS

FACT FILE

Hawaii is a group of islands over 3,200 km to the west of North America in Polynesia and is the 50th state of the USA. It has a warm tropical climate, a large number of beaches and active volcanoes, which has led it to become a popular tourist destination, particularly for weddings and honeymoons. It is famous for being the birthplace of the 44th President of the United States, Barack Obama.

Exercise 1, page 10

Ask students what the capital of Hawaii is before referring them to the map of Hawaii. Discuss the facts given before focusing on the text. Highlight the underlined example of a descriptive adjective and noun before students look for more examples. Allow time for students to compare answers in pairs before eliciting them from the class. Check meaning and pronunciation of new vocabulary.

tropical paradise
snow-capped mountains
dramatic cliffs
exotic wildlife
clear blue waters
unspoiled tranquility
spectacular volcano
off-the-beaten-track destinations
secluded beaches
isolated villages
Hawaiian suntan
romantic escapades
family fun
unique islands

Exercise 2, page 10

Students work in pairs to think of two additional adjectives to go with each noun. Elicit and expand ideas, writing them on the board.

Exercise 3, page 10

Students match the nouns with the adjectives, either alone or in pairs, before class feedback. Discuss new vocabulary, eliciting examples of use.

1 beach 2 mountains 3 volcano 4 village
5 accommodation 6 road

EXTRA ACTIVITY

Students write either one or two example sentences for each set of adjectives, using a different adjective with the corresponding noun each time. Alternatively, this could be set as homework.

Exercise 4, page 11

Focus students' attention on the three adjectives given and highlight the stress patterns shown, eliciting the number of syllables and the stressed syllable for each word. Students then group the adjectives according to their stress pattern, comparing answers in pairs before listening to check. Encourage students to repeat the words and drill any which are more problematic. It may be useful to elicit the number of syllables for *comfortable* and to highlight the separate sets of sounds that make up this word (comf/ta/ble), as it is often mispronounced (i.e. with four not three syllables), as is *vegetable*.

See audio script.

Audio script Track 1.2, Exercise 4, page 11

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

Exercise 5, page 11

Students put the adjectives in bold in the correct position in the text, comparing ideas in pairs before class feedback.

1 *active* 2 deserted 3 steep 4 luxurious
5 quiet 6 surrounding

EXTRA ACTIVITY

Students work in pairs, taking turns to read out the final version of the text. Encourage them to focus on using intonation to promote interest. Check pronunciation.

Writing**ADDING INTEREST****Exercise 6, page 11**

Focus on the photo of the palm tree and explain to students that they are going to read about a wedding package in Koh Samui. Ask them if they know where Koh Samui is, if anybody has been there and if they think it's a good location for a wedding. Students then read the extract, making the necessary changes, comparing answers in pairs before going through them as a class.

1 exotic 2 white sandy 3 luxury
4 second to none 5 perfect 6 sparkling
7 lush 8 cascading 9 spectacular
10 scenic

EXTRA ACTIVITY

Students write a short extract on a destination of their choice, using 8–10 descriptive adjectives (50–75 words). This could be done in class or for homework. Texts could be displayed in a subsequent lesson for students to read. If they have photos of the places, ask them to bring them in, too.

Speaking**DREAM PACKAGE TOURS****FACT FILE**

Koh Samui, Thailand's third-largest island, has become a popular destination for tourists who enjoy its tropical weather, white sandy beaches and clear waters, as well as the night life and other attractions now on offer.

Exercise 7, page 11

Divide the class into threes and allot roles A, B and C. Allow time for students to read their information. With a weaker class, As could prepare together (as could Bs and Cs) before returning to their original groups. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by asking which package was chosen in each group, and why.

See Pairwork files.

EXTRA ACTIVITY

If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, encourage them to describe and discuss (in pairs or small groups) the different types of independent, tailor-made and package holidays available, before considering the pros and cons of each kind of holiday.

RESEARCH**INTERNATIONAL OPERATORS**

Go through the task with the class. In a subsequent lesson you might want to allow time for students to discuss their findings in small groups, or as a class, collating any new descriptive adjectives on the board.

EXTRA ACTIVITY

Refer students to Part 1 of the EFIT Intermediate level DVD material for extra listening and vocabulary activities relating to the Heron and Wilson Islands.

Although students are encouraged to view the complete programme on the DVD there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

Model answer for DVD worksheet optional writing task

Wilson Island Resort

Location

Wilson Island Resort is on a small coral reef, located 82 km off the coast of Queensland, northeast Australia. The island forms part of Australia's Great Barrier Reef and is within Capricornia Cays National Park. It is one of only a handful of islands open to the public. A maximum of 12 guests and two staff are allowed on the island at any time.

Accommodation

Eco-chic accommodation in luxury two-person designer tents open to the sea.

Activities on offer

Complimentary reef walks with a wildlife guide, to see the green turtles; bird and wildlife spotting; snorkelling lessons; boat trips to neighbouring Heron Island, 20 minutes away.

Heron Island is a leading dive resort. Visitors can also take a ride on Heron's semi-sub, a boat with a sealed submarine beneath, or simply watch the marine life gliding by from the hotel's terrace as the tide comes in.

Homework suggestions

- Students write a short report comparing the features of each of the Dream Package tours from Exercise 7 and explaining which tour was chosen and why. (200–250 words)
- Students choose a destination in their country and write a text on it for a holiday brochure, describing the place, facilities and activities on offer. (200–250 words)

Photocopiable notes 1.1 (page 101)
Adjectives for describing locations (Crosswords pages 102–103)

PROFESSIONAL SKILLS MARKETING

Aims and objectives

In this lesson students will:

- listen to a talk on 'the four Ps' of the marketing mix
- focus on the professional skill of marketing
- analyze the marketing mix for a holiday package so as to give a presentation on it

Listening

THE MARKETING MIX

FACT FILE

The *marketing mix* is a tool used to help companies determine the unique market and selling point of a product or service. It consists of four main elements, commonly known as 'the four Ps': produce, price, place and promotion.

Exercise 1, page 12

Introduce the lesson by finding out from the class who has marketing experience. Ask students to match the adjectives with the meanings, checking answers (and pronunciation) as a class.

1 b 2 d 3 a 4 c

Exercise 2, page 12

Before students listen to a specialist promoter of tourist products, Kenji Ischikawa, giving a talk on 'the four Ps' in the marketing mix, pre-teach potentially new language from the audio script, e.g. *sell-by date*, *prior*, *limited*, *no longer exist*. Students then listen to the talk, noting which 'Ps' are discussed

'Product' and 'Place'

Exercise 3, page 12

Students listen to the same part of the talk again to complete the examples. Allow students time to compare answers in pairs before checking as a class. Discuss other examples of intangible and perishable products as a class.

Product:

- tangible: the actual food and drink served in a hotel restaurant
- intangible: the work of a waitress or bar staff serving a customer or the job of housekeeping
- perishable: a hotel room or airline seat after the specified date

Place:

- in the past: sold through travel agents – travellers received an envelope full of documents such as a letter of confirmation, flight tickets and hotel vouchers
- now: actual physical location is not so important

Audio script Track 1.3, Exercises 2 and 3, page 12**Part 1**

So, the marketing mix involves four Ps – and the first of these is P for Product. Now it's important to remember that 'Product' is, in fact, either a product or a service. A product is usually a tangible product – something you can see or touch – so, in the hotel and catering industry, a tangible product would be the actual food and drink served in a hotel restaurant. A service, however, is intangible: it can't be touched. The work of the waitress or the bar staff serving the customer or the housekeeping in a hotel is intangible. Since the travel industry is mostly about providing services, its products are mostly services and are therefore intangible.

Products can also be perishable, which means that they have a sell-by date. If a hotel room or airline seat is not booked prior to the day of departure, it can't be sold after that day has passed. Travel products are usually perishable: they only have a limited life and no longer exist after the departure date has passed.

The second P is 'Place'. This means deciding how the product will be distributed and where people will buy it. In the past, most products were sold through travel agents. An envelope full of documents such as a letter of confirmation, flight tickets and hotel vouchers was the only factor in distribution. But these days, the internet has completely changed the idea of place. Many customers now book online directly with the operator or airline, so actual physical location is not so important.

Exercise 4, page 12

Students listen to the second part of the talk and complete the table. If necessary, play it twice. Allow them to discuss answers with a partner before class feedback. Check vocabulary, e.g. *perceived*, *subject to*, *fluctuation*.

Promotion:

- direct marketing: direct mail, websites, advertisements on TV and in the press, telemarketing, point-of-sale material (tour operator brochures)

- sales promotions: offering discounts, promotional codes and loyalty programmes, e.g. airmiles

Price:

- value for money: perceived benefits must be greater than the costs
- competition: the price needs to be slightly cheaper or more or less the same as the price charged by the nearest competitor offering a similar product or service

Audio script Track 1.4, Exercise 4, page 12**Part 2**

The third P is 'Promotion'. This means more than just advertising, although advertising is important. Customers need to be told that the product exists, and this can be done via direct marketing, for example direct mail, websites, advertisements on TV and in the press, telemarketing and point-of-sale material, such as tour operator brochures. In addition to this, we also use sales promotions techniques such as offering discounts, promotional codes and loyalty programmes, such as offering customers airmiles on a frequent flyer programme.

Last but not least is 'Price'. The travel industry is incredibly competitive so the actual cost of a package is very important. Most people are looking for value for money, which means that the customer's perceived benefits must be greater than the costs. As there is considerable competition, the operator or hotelier or restaurant owner has to analyze the cost structure of its competitors. This means that the price needs to be slightly cheaper or more or less the same as the price charged by the nearest competitor offering a similar product or service. Costings will also be subject to currency fluctuations and the price of a package may change after a brochure has been printed, leading to surcharges.

Exercise 5, page 13

Quickly elicit 'the four Ps' in the marketing mix. Students decide which one each question refers to. They compare answers in pairs before class feedback. Allow time for students to write the questions under the headings.

1 The product:

Question 1 – What are its unique features?

Question 5 – What needs and wants does it satisfy?

2 The place:

Question 2 – Is location a key factor?

Question 3 – What are the best channels of distribution?

3 The promotion:

Question 6 – How can potential customers best be targeted?

Question 8 – What is the most suitable type of media for advertising the product?

4 The price:

Question 4 – What kind of discounts will there be?

Question 7 – How will competing products affect whatever is charged?

EXTRA ACTIVITY

Students work in pairs and think of two or three additional questions to add to each of 'the four Ps' in the Professional skills box.

Speaking

MARKETING MIX ANALYSIS

Exercise 6, page 13

Put students into pairs or small groups and ask them to choose either the Ang Thong or Vanuatu tropical paradise package on pages 102 and 104. With a stronger class, they could choose a different package from the internet. Give them advance notice so they are prepared. Go through the task and set a time limit for preparation, e.g. 30 minutes. Tell them to limit their presentations to ten minutes. When students are ready, bring the class together for the presentation. Round up by discussing the key points made and the target market that each package caters for. Alternatively, set it as homework and have students present their ideas in the following lesson.

Homework suggestions

- Students write a short report detailing the key points of their analysis of the holiday package they chose in Exercise 6, including their recommendations. (200–250 words)
- Students work in pairs and choose a target market from the list below. They then note down 10–12 questions (in relation to 'the four Ps') that could be considered when finding a suitable holiday package to suit their target market. Groups could then share their ideas in a subsequent lesson.

Target markets:

- *couples getting married*
- *eco-tourists*
- *over sixties*
- *family activities*
- *sports enthusiasts*

Photocopiable notes 1.2 (page 101)
Ps and Questions (Card activity page 104)

CASE STUDY

DESIGN A TOUR

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the map and photos. Elicit what they show and find out if anyone has ever been to the Virgin Islands.

Evermore Tours brochure

FACT FILE

The *Virgin Islands* are divided into the British Virgin Islands to the east and the US Virgin Islands to the west. They are a popular Caribbean holiday destination offering a tropical paradise with beautiful secluded beaches and crystal clear waters in which to dive, fish, sail and swim.

Exercise 1, page 14

Before students read the extract, refer them to the photo that goes with it and ask what type of holidays they offer and who their target market might be. Students then read the article, which explains what Evermore tours do.

The company organizes a stress-free wedding in a beautiful location. It can be much cheaper than a wedding at home. See extra activity below.

EXTRA ACTIVITY

Students answer the following questions relating to the text in Exercise 1 then discuss in pairs.

1 Why would a wedding in another country cost less than one at home? Make a list of your reasons.

2 What things might you need to include in a wedding package? (i.e. provide and organize in relation to food, transport, accommodation, legal requirements, wedding ceremony).

Possible answers

1 The wedding and reception venues could be cheaper, so could the food, etc. / Fewer guests might be able to come to a wedding in another country (depending on location) and therefore it could end up being a smaller wedding, etc ...

2 An officially recognized registrar, legal documentation, a venue decorated to your liking, a honeymoon suite at a hotel, a buffet or formal dinner for reception, a limo to and from the airport/hotel, etc.

Exercise 2, page 14

Pre-teach *negotiate* and *anticipate* before students listen to the owners of Evermore Tours finalize the contents of their Virgin Islands package, ticking the topics discussed. Encourage students to compare answers with a partner before checking as a class.

The topics discussed are: transport, FAQs, pricing, accommodation, cost of weddings abroad. They don't discuss the guest list, legal requirements and the wedding coordinator.

Exercise 3, page 14

Give students time to read the five statements before they listen a second time to decide if they are true or false. If necessary, play the recording twice before eliciting answers from the class.

- 1 F – the company will arrange a group booking with the airline
- 2 F – 'We'll have to do a costing for local transport to and from the airport.'
- 3 T
- 4 F – it's about one-third less
- 5 F – payment is in different currencies

Audio script Track 1.5, Exercises 2 and 3, page 14

DH = Diane Hunter, AM = Anthony Moore

DH OK, Anthony, let's get down to business. I suggest we talk about transport first.

AM Yeah, well, that depends where they're coming from, so we can't really anticipate that, can we? They'll need to tell us in advance, plus how many people are going to travel with them, and we can then negotiate a price with the airline.

DH Sure, and we can stress the fact that we can negotiate a better price from the airline if we book them as a group. Um, we'll have to do a costing for local transport to and from the airport, and any excursions or tours during the stay, but we can't do that in advance.

AM Right, well that's item number seven. Do you want to deal with that now?

DH Well, it's kind of the most important thing. I think we need to work on a profit margin of 30 percent if we're going to be competitive. So anything we buy in from a supplier like hotel bed-nights we need to increase by 30 percent.

AM OK, I think the hotel we should go for is the Clearwater. I've spoken to the manager and they can give us a 20 percent discount for group bookings.

DH Fine. We also need to cost the activities we offer like spa treatment, snorkelling and so on.

AM Right. One point we could mention somewhere is that according to a recent survey, a

wedding abroad on average costs about one-third less than one arranged at home. We can negotiate better rates for hotels and catering, the band or DJ for the reception, the flowers, the photography, hairdressing, and so on. And usually there aren't as many guests prepared to fly out so you can keep numbers down and you don't spend so much on food and drink. It's much cheaper abroad than at home.

DH Good point. And I think one good way of presenting what we do is in the form of a list of Frequently Asked Questions. So we could mention that under *How much will it cost?*.

AM Yes, and we'll have to include questions like *What are the legal requirements?*, *How many guests can I bring?*, *Who does all the organizing* and *Who'll look after us on the big day?*.

DH Yes, we need to make a list of questions.

AM OK, well let's do that after lunch. Have you got any other business you'd like to discuss?

DH Just one thing. I'm a bit worried about payment in different currencies. Changes in exchange rates could have a big impact on the profit we make.

AM Yeah, you're right, we'll have to get advice on that.

TASK

Focus students' attention on the initial text before going through the task. Check students are clear about the customer profile and requirements and put them into pairs or small groups. Set a time limit for the preparation of this activity (e.g. 20–30 minutes) or ask students to finish it for homework. Monitor throughout the task, helping as needed. Set a time limit, e.g. 5–10 minutes, for each pair's/group's presentation and round up by discussing which package(s) sounded the best and why.

POSSIBLE OUTCOME

This costing is based on information in the case study together with airfares valid at the time of writing. Students can work out the cost of any extra activities on the Virgin Islands from information available on the internet.

Accommodation:

Clearwater Beach Hotel: \$6,650 (the 20% discount does not need to be passed on to the clients)

Clearwater Beach Resort: 5 apartments @ \$1,490 = \$7,450

TOTAL COST: \$14,100

Wedding services:

Website: \$250

Photo shoot: \$500

Licence fee + ceremony: \$275

Flowers: \$350

Bridesmaids' bouquets: 4 x \$150 = \$600

Wedding cake: \$250

Buffet meal: 22 @ \$75 = \$1,650

TOTAL COST: \$3,875

Airfares:

It is possible to fly direct from JFK to St Thomas (in the American Virgin Islands)

Outward journey: Flight AA655

Departure 8 June 08.10 Arrival 00.05

Return journey: Flight AA1060

Departure 15 June 13.20 Arrival 17.45

2 adults: \$681 (round trip)

TOTAL COST (20 adult guests plus bride and groom): \$7,491 – 15% discount = \$6,367.35

Car rental:

For a couple: \$250/week

Total cost:

\$14,100 + \$3,875 + \$6,367.35 + \$250 = \$24,592.35

+ 30% margin of \$7,378 = \$31,970.35

If the party intends to travel as a group, then the extra airfare (+ 30%) should be added to the sum.

Writing a description for a brochure

Exercise 4, page 15

Go through the task with the class and focus their attention on the model on page 96 of the Writing bank, discussing key features. Remind them of the word limit and help as needed. If time is limited, students could finish their piece of writing for homework.

UNIT 1: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed.

Suggest that students use the DVD-ROM

Mini-dictionary for further self-study.

Homework suggestions

- Students write a description of a wedding package of their own creation. It can take place anywhere in the world but must include information on all aspects covered in part 1 of the task. (200–250 words)
- Students write a sentence for each of the key words given for the unit (15 sentences in total). Encourage them to use a variety of structures and language from the unit.