

4 DESTINATIONS

UNIT MENU

Grammar: articles

Vocabulary: weather, climate, features and attractions

Professional skills: offering advice

Case study: develop a destination

Aims and objectives

In this lesson students will:

- read an article about weather conditions and their effect on the travel industry
- listen to weather forecasts and focus on vocabulary for describing climate
- write about climate in their country

Reading

WEATHER AND TRAVEL CHAOS

Exercise 1, page 32

Introduce the lesson topic by eliciting a few examples of types of weather that cause travel problems in their country and why. Students then read about how weather can impact on the travel industry, discussing answers as a class. Check potentially new vocabulary, e.g. *disruption*, *grounded*, *criticism*.

The bad weather caused disruption at airports, on roads and in rail services. In particular, many flights were delayed or cancelled and travellers had to camp out at airports.

Exercise 2, page 32

Allow time for students to reread the article before discussing their ideas in pairs. Round up by opening the discussion to the class.

Students' own answers.

Exercise 3, page 32

Focus students' attention on the words in bold in the text and ask them to complete the sentences using them. Give students time to compare answers in pairs before going through them with the class.

1 disruption 2 blocked 3 grounded
4 stranded 5 delays 6 cancelled

EXTRA ACTIVITY

Students work in pairs or small groups. They talk about a journey they have made which was affected by bad weather and they describe to their partner or group what exactly happened.

Listening

WEATHER FORECASTS

Exercise 4, page 33

Begin by eliciting from students a few words to describe today's weather. Then ask students to complete the table, checking answers as a class. Ask them if they can use any of these words to describe today's weather.

| Rain | Temperature | Wind | Visibility |
|---------|-------------|--------|------------|
| drizzle | freezing | breeze | fog |
| showers | mild | gale | mist |

Exercise 5, page 33

Students listen to the weather forecasts. Allow time for them to discuss answers in pairs before class feedback. If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they will be expected to have a good understanding of vocabulary relating to weather and climate features for the exam.

Weather forecast 1

- 1 Spring
- 2 c
- 3 b and c (in northern areas)

Weather forecast 2

- 1 Mediterranean countries and Portugal and northern, eastern and southern Africa
- 2 a
- 3 b

Exercise 6, page 33

Students listen a second time, referring to the audio script to check answers. Elicit them from the class, checking pronunciation.

1 overcast 2 chilly and cool 3 sunny spells

EXTRA ACTIVITY

Students look up a website which gives the weather forecast for the country they are in or from. Ask them to read the forecast for the day which follows their next lesson (if possible) and in the next lesson, ask them to practise giving their forecast with a partner.

Audio script Track 4.1, Exercises 5 and 6, page 33**1**

Hi, this is Curtis Jackson with the weather forecast at 6 a.m. for today Monday the third of April until midnight. Most of the country will start the morning overcast with some mainly light rain or drizzle, although over northern areas some heavier scattered showers are expected during the afternoon.

During the afternoon, brighter, drier weather should gradually extend eastwards with sunny intervals and it'll be another mild day with temperatures in the mid-50s, generally a little higher than yesterday's but a little under the seasonal average.

2

Hello there, it's Monday, the last day of the year, and today it's likely to be a rather chilly day for many. There'll be some scattered showers and a cool breeze for Sicily and southern Italy, but most parts of the Mediterranean will be dry and we'll see sunny spells for the French Riviera, Spain and Portugal once the early morning mist and fog has cleared.

There are a few showers spreading down into northern parts of Africa, particularly Tunisia and Libya. Cairo should be dry with temperatures of 18 or 19 and lots of warm weather and summer sunshine in Nairobi, Dar es Salaam and Cape Town.

Vocabulary**DESCRIBING CLIMATE****Exercise 7, page 33**

Ask students how they would describe the climate of their country (or the host country if different). They then read three descriptions, deciding in pairs which country each is referring to. Discuss answers as a class, checking vocabulary, e.g. *monsoon*, *temperate*, *changeable*, *humid*. This might be a good opportunity to elicit other weather-related lexis.

A India B Norway C Korea
(Australia isn't mentioned.)

EXTRA ACTIVITY

Students find out about the climate of Australia and write a short description giving information about it. (35–50 words)

Writing**DESCRIBING CLIMATE****Exercise 8, page 33**

Ask students to write a description about their own country's weather, using the ones given in Exercise 7 as models. Alternatively, set this as homework.

EXTRA ACTIVITY

Ask students to write about a country which has a completely different climate to their own (50–60 words). In a multi-national class, students could work in mixed nationality groups (or pairs), taking turns to tell each other about the climate in their country.

EXTRA ACTIVITY

Refer students to Part 3 of the EFIT Intermediate level DVD material for extra listening and vocabulary exercises relating to the Sri Lankan Rainforests. 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, with findings presented in a subsequent lesson.

Homework suggestions

- Students find out how the eruption of Iceland's *Eyjafjallajökull* volcano in 2010 affected the travel industry. Alternatively, they could find out more about another situation relating to weather or natural events, which impacted on the travel industry in another country/region. Remind students to include data in their findings and in a subsequent class, put students into small groups to share their findings. Students then either write an article for a tourism industry website explaining what happened and what lessons have been learnt in the travel industry (200–250 words) OR they prepare a group presentation (5–10 minutes).
- Students choose a country with a very different climate to their own and write a short description of its climate (50–75 words). In a subsequent lesson, students read out their description in groups and the other students must try to guess the country.

WHERE TO GO?

Aims and objectives

In this lesson students will:

- read about popular tourist destinations and when to visit different places
- study the use of articles
- write a review on a destination for a travel webzine

Vocabulary

POPULAR TOURIST DESTINATIONS

FACT FILE

- *Easter Island* belongs to Chile. It is situated in the South Pacific Ocean about 2,000 miles from land and is famous for its monumental stone statues.
- The *Giant's Causeway*, on the north coast of Northern Ireland, is famous for its hexagonal stone columns, which are the result of volcanic activity millions of years ago. The Republic of Ireland uses the euro but as Northern Ireland is part of the UK, its currency is pounds sterling.
- The city of *Petra* is Jordan's most popular tourist attraction. It was carved into the rock face by Arab people (Nabataeans) a few thousand years ago.
- *Paphos* lies on the southwest coast of Cyprus. Its key landmarks include the harbour, its Byzantine castle and the mosaics in the Houses of Dionysus, Theseus and Aion, which show scenes from Greek mythology that are around 1,500–1,800 years old.
- The *Taj Mahal* is a magnificent white domed marble mausoleum built over 350 years ago by the Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. It combines Persian, Turkish and Indian influences.
- The *Grand Canyon* is a 446 km long steep-sided canyon in the American state of Arizona
- The *Vikings* were Nordic seafaring explorers and traders from late 8th century to mid-11th century, who had a reputation for being raiders and warriors. Originating from Scandinavia, the Vikings sailed in long boats to discover lands where they could settle or trade.

Exercise 1, page 34

Introduce the topic of this lesson as popular tourist destinations and ask students to work in pairs, telling their partner which famous tourist attractions they have been to. Focus students' attention on the photos. Ask students to label the attractions and name the country they are in. Elicit answers and the missing country (Northern Ireland – the Giant's Causeway). Find out which ones students have visited or would like to visit, and what they know about each one.

- A** the Easter Island statues (Chile)
- B** the Giant's Causeway (Northern Ireland)
- C** the ancient city of Petra (Jordan)
- D** the Paphos mosaics (Cyprus)
- E** the Taj Mahal (India)
- F** the Grand Canyon (USA)

EXTRA ACTIVITY

Students work in pairs or small groups and decide which continent each country is in and which countries each one shares a border with. This could be done as a race. It may help to refer them to the map of the world at the front of the Course Book when discussing answers.

Exercise 2, page 34

Refer students to the information and ask them to work in pairs to make two changes for each country. Round up by eliciting ideas and discussing answers.

COUNTRY: Chile

CURRENCY: peso LANGUAGE: Spanish

COUNTRY: Cyprus

CAPITAL CITY: *Nicosia* CURRENCY: euro

LANGUAGE: Greek and/or Turkish

COUNTRY: India

CAPITAL CITY: *Delhi* CURRENCY: rupee

LANGUAGE: Hindi and English

COUNTRY: The Republic of Ireland

TOURIST ATTRACTIONS: Viking museums, castles, hiking LANGUAGE: English and Irish Gaelic

COUNTRY: Jordan

TOURIST ATTRACTIONS: desert excursions, the ancient city of Petra, archaeological sites

LANGUAGE: Arabic

COUNTRY: USA

CURRENCY: dollar LANGUAGE: English

EXTRA ACTIVITY

Students choose one of the places and find out more about it, preparing a short five-minute talk to promote interest in their destination. Students then form mixed groups (in terms of destination) and take turns to talk about the place they chose and say why the others should visit it. Students vote for the most interesting-sounding destination.

Reading

WHERE TO GO WHEN

Exercise 3, page 35

Ask students when the best time to visit their country is and why. Students then read and complete the extracts. They can then check their ideas in pairs before going through them with the class. Finally, find

out which place students would prefer to visit and why, then check any new vocabulary.

1 Jackson Hole 2 the United States 3 Dallas
4 Jordan 5 Petra 6 Galway 7 Ireland

EXTRA ACTIVITY

Students take turns to read out an extract, reading it to promote interest. Focus on pronunciation and intonation.

Exercise 4, page 35

Students complete the vocabulary lists, comparing answers with a partner before class feedback.

Natural features: *mountains*, slopes, archipelago, islands, rocky coast

Weather: *forecast*, clear, sunny, heavy snowfalls, extreme heat, sandstorms, frequent showers, cold, windy

Transport: *camel*, connecting flight, shuttle buses, donkey, horse-drawn carriage, ferry

Attractions: *oyster festival*, monuments

Grammar

ARTICLES

FACT FILE

- The *Mekong River* runs from the Tibetan Plateau, through China, Burma, Laos, Thailand, Cambodia and Vietnam.
- *Luang Prabang* is a city in the north of Laos which is now a UNESCO World Heritage Site due to its previous status as the royal capital and seat of government.

EXTRA ACTIVITY

Ask students where Turkey is (they could refer to the map at the beginning of the book) and elicit which countries it borders.

Then discuss where the Mekong River is and ask students which countries it passes through.

Give information from the Fact file as needed.

Exercise 5, page 35

Focus students' attention on the Grammar box and read through the information given. It may be useful to find out if students use articles in their own language and if the rules are similar or not. Suggest they highlight rules which are different. Students then complete the texts, checking answers in pairs before discussing them as a class.

1
1 the 2 a 3 Ø 4 the 5 A 6 the 7 Ø 8 Ø
9 Ø
2
10 the 11 Ø 12 the 13 Ø 14 the 15 Ø
16 the 17 the 18 Ø

Writing

A REVIEW

FACT FILE

- A *webzine* is a website that is a magazine.

Exercise 6, page 35

Find out if students have ever written a review before and discuss the writing task. Explain that they can choose any destination they like and decide if they work alone or in pairs. Remind them to refer to the texts in Exercise 3 as models, and help as needed. The reviews could be completed for homework and either read out in groups or, if possible, put on the walls for students to read.

EXTRA ACTIVITY

Students write a short paragraph saying when the best time to visit their country (or one they know well) is. Remind students to use the examples in Exercise 5 as models. (50–60 words)

Homework suggestions

- Students choose 15 of the vocabulary items from Exercise 4 and use each one in a new sentence of their own.
- Students write a review (100–150 words) of a popular destination in their own (or host) country, as in Exercise 6, but this time they rewrite it leaving 15 gaps in their text for *a*, *an*, *the* or *Ø*. Remind them to refer to the rules for using articles and to bring a copy of the completed text to the next lesson. When texts have been checked, students type up a gapped version of them (using gaps in place of articles or *Ø* before nouns) for a subsequent lesson. Students then work in pairs, swapping texts, completing them and checking their answers so as to revise articles.

Photocopiable notes 4.1 (page 112)
The geography game (Card activity page 113)

PROFESSIONAL SKILLS

OFFERING ADVICE

Aims and objectives

In this lesson students will:

- listen to a travel agent discussing a holiday proposal with a client
- focus on expressions used to give advice to customers
- roleplay different situations to practise advising customers

Speaking

A PERSONAL SERVICE

Exercise 1, page 36

Focus students' attention on the photo and website information for BettaVacations before giving them time to read it. Ask students what Patricia does for a living then get students to read about the people looking for a suitable holiday. Elicit the AmE for *holiday (vacation)* and ask students to decide which type of holiday might suit each pair. Students discuss ideas in pairs before sharing them with the class. Encourage them to explain their choices and if time, ask the class to reach a consensus on the best holiday for each set of people.

Students' own answers.

Listening

COSTA DE SAUIPE

FACT FILE

Brazil is the largest country in South America and the world's fifth largest country. It has a fast growing economy (in 2012 it was the world's sixth largest) with tourism as a growing industry. In 2012 it received over 5 million visitors and is the third most popular Latin American country among tourists after Mexico and Argentina.

EXTRA ACTIVITY

Refer students to the map in the front of the book and ask them to find out where Brazil is. Elicit which countries it borders.

Exercise 2, page 36

Students listen to Patricia's holiday proposal, making notes on the given aspects. Allow time for students to compare notes in pairs before class feedback. Discuss if any ideas were similar to theirs.

Destination: Costa do Sauípe, northeast Brazil
Accommodation: luxurious hotel, spacious bedrooms, huge TV
Activities available: volleyball, windsurfing, tennis, aqua gym and horse-riding
How to get there: pick-up service from airport to resort in an air-conditioned bus
Best time to go: December through February
Weather: good weather, sun shines practically all year, guaranteed temperatures in between 75 and 90 degrees.

Audio script Track 4.2, Exercise 2, page 36

P = Patricia, B = Barbara

P Hi. Is that you, Barbara? This is Pat Walsh. We talked a couple of days ago about your upcoming vacation.

B Oh hi, Pat. How're you doing?

P I'm good. Hey, listen, I found you a great place to go! It's called Costa do Sauípe in northeast Brazil. It's this private resort with a fantastic beach area about one hour north of Salvador. There are five hotels with incredibly spacious bedrooms, a huge TV and I can tell you, it's real luxurious.

B Sounds great. What kind of activities are there? Do they organize things for us to do? Hank and I just don't want the kids to get bored – you know what teenagers are like.

P You don't need to worry about that – there'll be plenty for your boys to do, like volleyball and windsurfing on the beach which is right next to your hotel, tennis, aqua gym, horse-riding – they have their own equestrian centre – and, you know, for eating out there's a really wide choice – fifteen restaurants, French, Italian, Japanese and Brazilian food.

B OK, so how would I get there?

P Well, there's an air-conditioned bus that picks you up from the airport in Salvador and drives you straight to the resort, which is about 50 miles away.

B That sounds convenient. And when do you reckon is the best time to go?

P Well, if you go in summer (that's December through February), they have something that's really special. I know you're interested in nature and wildlife and they have this turtle preservation scheme. Once or twice a week, the resort people collect the turtle eggs and they save all the turtles that are born on that day. And this naturalist guy comes and gives talks about turtles and their habitat, and so on, and about other marine life as well. I know someone who went there with her kids and they absolutely loved it.

B Well, that sells it for me. Judd is mad about marine life. You said December through February? So that's their summer, right?

P Yeah, you're guaranteed good weather. Costa do Saúpe is in a tropical region and the sun shines practically all year round, and you're guaranteed temperatures between about 75 and 90 degrees.

B OK, that's plenty hot enough.

P Look, Barbara, why don't you visit their website to see what it looks like, and then when you've done that, I suggest you get back to me and we'll take it from there.

B OK, Pat, that sounds really good. I'll do that now and call you up maybe tomorrow.

P OK, great speaking with you.

EXTRA ACTIVITY

Ask students, in pairs, to try to make a list of all the countries that share a border with Brazil. Give them two minutes or make it a race. Alternatively, provide them with a map showing only the outlines of the countries in South America for them to fill in. To extend the activity, go through the answers (using the map in the front of the book or an atlas if possible) before asking students to write down all the countries' capitals.

Exercise 3, page 36

Ask students to discuss their answers in pairs or groups of three or four before eliciting ideas from the class.

She knew that Barbara is interested in nature and wildlife. She says that there is a turtle preservation scheme there.

The selling point was that they have someone who gives talks about marine life, which her son is really interested in.

Professional skills

OFFERING ADVICE

Exercise 4, page 37

Refer students to the language in the Professional skills box and give students time to match the sentence halves, checking answers in pairs before going through them as a class.

1 d 2 c 3 b 4 f 5 a 6 e

Exercise 5, page 37

Focus on the photo and ask what it shows and where the people could be. Students then read the letter, completing the gaps with language from Exercise 4. Allow time for students to compare ideas with a partner before class feedback. Check vocabulary, e.g. *explore, spoil, shore*.

- 1 advise
- 2 suggest
- 3 I could
- 4 recommend
- 5 If I were you,
- 6 don't you

Speaking

PROFESSIONAL ADVICE

Exercise 6, page 37

Explain that students are going to practise giving professional advice. Put them into pairs and allot roles A and B. Allow them time to prepare. With a weaker class, As (and Bs) could prepare in small groups before returning to their original partners. Monitor conversations during the activity, making notes on aspects to discuss during feedback. Round up by finding out what advice had been given.

See Pairwork files.

Writing

AN ADVICE EMAIL

Exercise 7, page 37

Students write an email to summarize their advice, using the one given in Exercise 5 as a model. Encourage them to make notes and organize their ideas before writing the email. Remind them of the word limit. The email could be completed for homework.

Homework suggestions

- Students create a conversation (4-5 minutes) where one gives the other professional advice on a suitable holiday. Remind students to use language and ideas from the lesson. In a subsequent lesson, students could work with a partner to practise both their conversations and then choose their favourite one to roleplay in groups or for the class.
- Students choose a different grouping from those presented in Exercise 1 (i.e. a couple of students, two middle-aged female friends, etc.) and propose a suitable holiday for them in their own country or one they know well, writing an email to present their ideas. (200–250 words)

Photocopiable notes 4.2 (page 112)

Offering professional advice (Card activity pages 114–115)

CASE STUDY

DEVELOP A DESTINATION

CASE STUDY MENU

FACT FILE

SWOT analysis is used as a means to analyse the Strengths, Weaknesses, Opportunities and Threats of a proposal or business. It originated in the USA in the 1960s/70s.

Refer students to the lesson's aims and objectives before focusing their attention on the photos in this lesson. Explain that they represent images of a fictitious country in Central America. Ask if anyone has been to Central America and find out what they know about it.

EXTRA ACTIVITY

Ask students to list as many of the countries in Central America as they can (plus their capital cities). Give them three minutes or make it a race. Alternatively, provide them with a map showing only the outlines of the countries with a star marking the capitals for them to complete.

Answers

Guatemala (Guatemala City), Belize (Belmopan), El Salvador (San Salvador), Honduras (Tegucigalpa), Nicaragua (Managua), Costa Rica (San Jose) and Panama (Panama City).

•Note that while some may consider Mexico in Central America it is actually classified as part of North America (along with the USA and Canada).

Tourism in Eldorado

Exercise 1, page 38

Students read about Eldorado and complete the text, comparing answers in pairs before going through them as a class. Discuss new language, e.g. *sacred*, *artefacts*, *exploit*.

1 landscape 2 tropical 3 rainy season
4 temperature 5 archaeological sites
6 temples 7 architecture 8 investment

Exercise 2, page 38

Ask students to discuss the questions with a partner before opening the discussion to the class.

Students' own answers.

An interview with the Director of Tourism

Exercise 3, page 39

Tell students they are going to listen to an interview with Eldorado's Director of Tourism. After listening, students compare answers in pairs before discussing them as a class.

- 1 The country is now a lot safer than five years ago. It is now considered entirely safe.
- 2 Mainly from the USA.
- 3 It was a great public relations exercise and reached a massive audience, who have never thought of Eldorado as a tourism destination. It portrayed a positive image of the country.
- 4 They are planning to increase the amount of hotel accommodation and improve tourism in the country.
- 5 Tax exemption means that the companies won't have to pay any tax. The government is offering tax exemptions of almost 100 percent during the first ten years for foreign companies that set up there. If within the next ten years they decide to reinvest 35 percent of the initial amount, the exemption can be extended.

Exercise 4, page 39

Students then listen to the interview a second time, matching the statistics with the numbers. During feedback, go through the eight sets of statistics, eliciting the corresponding number. Check all numbers are said correctly and add a few more examples for further practice if necessary.

1 5 2 60,000 3 US \$99 million 4 11.8%
5 16% 6 13,000,000 7 7,800 8 38,000

Audio script Track 4.3, Exercises 3 and 4, page 39

I = Interviewer, JJ = Jon Jackson

I So is Eldorado a safe place for tourists?

JJ There was a time when our country was dangerous but the civil war was over five years ago and it's very different now. In fact, because of our low crime rate, our country is now considered entirely safe. Last year, over 60,000 visitors came here from the USA and tourism is growing really fast. We've already generated 99 million US dollars in revenue from tourism in the first four months of this year.

I How many visitors do you expect this year?

JJ More than one million, mainly from the USA. But there are more and more visitors from other parts of the world. Tourism investment is up by 11.8 percent this year and we expect our tourism receipts to rise by more than 16 percent.

I The TV reality programme *Lost and Found*, which has a big audience in the United States, was filmed here recently. Has this had any effect on tourism?

JJ It was a really great public relations exercise. The programme will be on for 14 weeks every Wednesday night during TV prime time and will be watched by 13 million American households. That's a massive audience who have probably never considered our country as a tourism destination. But most important is the positive image of the country that the programme portrays.

I What plans do you have to develop tourism in Eldorado?

JJ Well, we want to increase the amount of hotel accommodation available. At the moment, we have 7,800 hotel rooms, which isn't enough. Our neighbouring countries offer around 38,000. We're working with two Spanish hotel chains, SunSoul Hotels and Ambrosi Resorts to improve what we have to offer. Our government is offering tax exemptions of almost 100 percent during the first ten years for foreign companies that set up here. If within the next ten years they decide to reinvest 35 percent of the initial amount, the exemption can be extended.

I OK, so that's bound to attract investors. Thank you very much for talking to me

TASK

Go through the task with students. Then put them into new pairs and allot roles A and B. Ask who has done a SWOT analysis before and elicit what it involves, before referring students to the information they need to read. Monitor during the activity, helping as needed. Round up by asking students if they think Eldorado is a safe investment and asking them to present their conclusions to the class.

See Pairwork files.

POSSIBLE OUTCOME

1

Strengths:

Three distinct areas, each unique in terms of weather, geography and history. Wide range of adventure activities on offer for tourists, could suit many different holiday types (i.e. adventure, luxury, history, nature, etc.). Popular destination despite threats and weaknesses.

Weaknesses:

Widespread crime and violent crime on the increase, including taxi kidnappings. Malaria is common as well as some outbreaks of other diseases. Basic infrastructure but few international hotels, undeveloped transport systems, road and

hospitals. Poor hotel service and food, lack of security for guests' belongings, lack of privacy, negative attitude towards tourists. Polluted local beach.

Opportunities:

Increase in number of visitors to the country over previous years, except for last year. The *Lost and Found* TV series is likely to attract more visitors in the short term. The government is ready to help inward investment.

Threats:

Rainy/hurricane season and widespread flooding, leading to landslides, bridge collapses and cancellation of local flights. If Eldorado does not boost tourism, the neighboring countries will benefit and Eldorado will remain locked in a cycle of poverty and political unrest.

2

There are definitely investment opportunities available and demand too, as the WTO statistics show. The country has a rich cultural heritage, warm weather most of the year, geographical diversity and the country is recovering from political instability. How to ensure safety might be the deciding factor.

Writing a press release

FACT FILE

A *press release* is an official statement giving information to the newspapers, radio, or television.

Exercise 5, page 39

Check students understand what a press release is and refer them to the model on page 96 of the Writing bank. Students then use the case study information and their own ideas to write their own press release on Eldorado (200–250 words). This could be done alone or in pairs and finished for homework.

UNIT 4: 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 press release to promote their own country as an international tourist destination. (200–250 words)
- Students write a sentence for each of the key words given for the unit (13 sentences in total). Encourage them to use a variety of structures and language from the unit.