

10 MARKETING

UNIT MENU

Grammar: first conditional

Vocabulary: marketing and promotions, tourism trends, negotiating tactics

Professional skills: negotiating

Case study: promote a region

Aims and objectives

In this lesson students will:

- read an article about destination marketing
- study vocabulary relating to marketing and promotions
- listen to tourism marketing professionals in Korea talking about their jobs

Reading

DESTINATION MARKETING

Exercise 1, page 84

Find out who has worked or works in marketing or would like to. Elicit what a marketing slogan is and give an example of one, e.g. Korea: be inspired. Ask students, in pairs, to discuss their country or city's marketing slogan and what idea or image is being promoted, and ask them to brainstorm ideas for a new slogan. Round up by eliciting and discussing ideas as a class. If time, reach a class consensus on the most exciting new slogan.

Students' own answers.

Exercise 2, page 84

Refer students to the text and ask them to answer the questions. Allow time for them to compare ideas with a partner before going through them as a class. Check vocabulary, e.g. *potential*, *segment*, *gender*.

- 1
 - a Countries have a Government Tourism Administration (GTA), or National Tourist Board, which promotes the country in offices abroad.
 - b Convention and Visitors Bureaus (CVBs) – or Tourist Information Centres – are responsible for attracting national visitors.
- 2 Customers are divided into groups based on age, gender (male/female), lifestyle and economic status.
- 3 The main elements are: product, price, promotion and place.
- 4 By using people, e.g. travel agents or through social media and the internet.

Vocabulary

MARKETING AND PROMOTIONS

Exercise 3, page 85

Students complete the table using words from the text, comparing answers in pairs before class feedback. If your students are thinking of taking the Level 1 Certificate in Spoken English for Tourism, remind them that they must be familiar with the specialised language of the tourism industry, e.g. the language of marketing and promotion.

	Noun (person)	Verb
1	promoter	promote
2	communicator	communicate
3	marketeer	market
4	researcher	research
5	advertiser	advertise
6	campaigner	campaign
7	sponsor	sponsor
8	distributor	distribute

EXTRA ACTIVITY

Students discuss in pairs how many syllables there are and which syllable is stressed for the words given as answers to Exercise 3.

Answers

- 1 promotion oOo/promoter oOo/promote oOo
- 2 communication oOooo/communicator oOooo/communicate oOoo
- 3 market (noun and verb) Oo/marketing Ooo/marketer Ooo
- 4 research (noun) Oo/researcher oOo/research (verb) oO
- 5 advertisement oOoo/advertising Oooo/advertiser Oooo/advertise Ooo
- 6 campaign oO/campaigner oOo
- 7 sponsorship Ooo/sponsor (noun and verb) Oo
- 8 distribution ooOo/distributor oOoo/distribute oOo

Listening

PROMOTING TOURISM PRODUCTS

FACT FILE

The Republic of South Korea neighbours China, Japan and North Korea. Its capital city is Seoul and it has a population of around 50 million people.

Exercise 4, page 85

Ask students to discuss in small groups what might attract tourists to South Korea before opening the discussion to the class. Find out what students know about the country and if anyone has ever been there.

Suggested answers

South Korea is in Asia, situated in the southern half of the Korean Peninsula. It is bordered by North Korea, by the Yellow Sea in the West and the East Sea (Sea of Japan).

South Korea has many Chinese visitors (both tourists and business travellers), and Seoul, its capital city, is also popular with business travellers from all over the world.

Exercise 5, page 85

Tell students they are going to listen to three tourism marketing professionals in Korea talking about their jobs, and ask them to note who each of them works for and what activities they do. After listening, allow time for students to compare answers with a partner before eliciting ideas from the class. Check vocabulary, e.g. *flyers*, *handicrafts*, *pottery*.

- 1 works for a local tourist office
- 2 works for the marketing department in a four-star hotel in Seoul; discusses ideas for online promotions; produces marketing material and talks to hotel guests to encourage them to return (upselling)
- 3 works for an international marketing agency and the Tourist Board of South Korea; is devising a marketing campaign with a new slogan promoting South Korea

Audio script Track 10.1, Exercise 6, page 127

1

I work for the local tourist office. At the moment I'm giving out flyers for a Korean folk village. The village has 260 traditional houses of the Joseon Dynasty. Visitors can see how Koreans ate, dressed and lived in the past. You can see handicrafts like pottery, baskets and bamboo products. It's a good way to get to know our culture and customs. There's music, dance, acrobats, a traditional wedding and a tea ceremony. Only costs 15,000 won. Take the bus in front of Suweon Station. Here, take a leaflet.

2

I work in the marketing department for a four-star hotel in Seoul. Visitors love Seoul because it is a mix of the old and new: there are temples, palaces and pagodas but also modern skyscrapers and neon lights. We have a lot of business guests because South Korea is a centre of finance and many international corporations have their headquarters here. What do I do in my department? I discuss ideas for promotions with the marketing team, for example, electronic postcards of the hotel, online promotions, like discounts for business travellers. I also have to work with a team of designers, website designers and translators to produce our marketing material in Chinese, English and other languages. The desk clerks mention my name when guests check in. But visitors usually want to go directly up to their room when they arrive, so it's best to talk to them during their stay. This means I sometimes sit in the hotel lobby and tell guests about our special deals, promotions like four nights for the price of three for advanced bookings, you know, to encourage return guests. That's what you call 'upselling'.

I work for an international marketing agency. We're currently working with the Tourist Board of South Korea. We're creating a new, exciting campaign promoting South Korea to tourists and foreign investors. The slogan of the last campaign was 'Korea: be inspired'. How do we create a marketing campaign? Well, we have brainstorming meetings, and we choose the best ideas, then we work on the marketing plan and turn our ideas into reality. We will write a script for the TV commercial, and organize interactive screens in shopping malls or perhaps outdoor advertising on the subway. Before, we usually placed print advertisements in business newspapers and magazines. But nowadays we can create more interest with online videos and social media, like Facebook and tweets.

Exercise 6, page 85

Allow students time to read the sentences before playing the recording again. Students discuss ideas in pairs before going through the answers as a class.

1 Speaker 2 2 Speaker 1 3 Speaker 3
4 Speaker 2 5 Speaker 3 6 Speaker 1

Speaking

PROMOTING SOUTH KOREA

Exercise 7, page 85

Refer students to the list of places and companies and ask students, in pairs or groups, to brainstorm how to promote them. Round up by eliciting ideas for each place/company, noting them on the board. If

time, reach a class consensus on the best promotion idea for each one.

Suggested answers

- 1 A local restaurant could offer a tasting, a 'two-for-(the price of)-one' offer at lunchtime, or early in the week, e.g. Mondays and Tuesdays, or for advanced bookings. It could also offer music on certain evenings of the week, an 'eat-all-you-want' menu at a fixed price, or a set menu at a fixed price.
- 2 A city hall could/might promote a city by putting posters in subways/stations in another city, as well as on public transport and digital screens in shopping centres. It could launch a marketing campaign including TV and radio ads and online videos, or have a stand at a tourism trade fair or convention.
- 3 A hotel chain could have pop-up ads or online advertising on travel and tourism websites, e.g. airlines and hotel booking websites. It might have print advertisements, e.g. in the business press and trade magazines aimed at business travellers. It could also target guests via mobile marketing and apps.
- 4 A low-cost airline could have online promotions and special offers on its website, or via emails to passengers who have flown with them before, e.g. discounts for advanced bookings.

RESEARCH

MARKETING IN SOUTH KOREA

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

Homework suggestions

- Students write an article for a Korean tourism site, explaining why it is a great place for a holiday and what it has to attract tourists (150–200 words). Encourage students to include information gained from their research activity.
- Students write an article for a tourism and marketing magazine, describing how their country and its key attractions are promoted and the types of tourists/tourism it targets in its marketing (150–200 words). Encourage students to include information on a recent campaign or advertisement, and if applicable, its slogan.

TRENDS

Aims and objectives

In this lesson students will:

- read an article about tourism marketing trends
- study the first conditional
- work in pairs to continue conditional chains

Reading

PREDICTIONS

Exercise 1, page 86

Refer students to the lesson heading and elicit the meaning of *trends* (the ways that a situation is changing or developing, e.g. in terms of popularity). Check that students understand the media forms presented in the box and ask them to consider which ones they think will be important for marketing in the tourism industry, and the pros and cons of each. Students then discuss their ideas in pairs, before the discussion opens up to the class.

Students' own answers.

Exercise 2, page 86

Students read the article and match the headings to the paragraphs. Allow time for students to compare answers in pairs before checking them as a class. Elicit clues that helped students to decide the correct heading, and check vocabulary, e.g. *emerging markets*, *executives*, *spirituality*.

1 b 2 a 3 e 4 f 5 c

Exercise 3, page 86

Students work in pairs to discuss the two alternative definitions of each word in bold and check that the meaning they choose is correct in context.

1 b 2 b 3 b 4 a 5 a 6 a

Exercise 4, page 87

Students discuss the question in pairs or small groups before the discussion is opened up to the class.

Students' own answers.

Grammar

FIRST CONDITIONAL

Exercise 5, page 87

Ask students to work in pairs and discuss the predictions that travel experts make about future travel trends, before eliciting ideas on the different aspects and writing them on the board.

Students' own answers.

Exercise 6, page 87

Tell students they are going to listen to the experts' predictions and ask them to make notes. After listening, elicit ideas and compare their ideas from the previous exercise. Check vocabulary, e.g. *hidden extras*, *baby boomers*, *supplements*.

- 1 If hotels charge for Wi-Fi and other hidden extras, they'll lose guests – especially business guests.
- 2 Airlines will probably continue to impose extra charges, e.g. baggage fees, charges for using toilets.
- 3 If travel for singles becomes more popular, companies will stop charging single supplements.
- 4 Travel professionals will come back into fashion because there is too much information available online and travel agents are there to help you.
- 5 General packages will give way to more specific, tailored packages.
- 6 Online information videos will become less popular because people can't access them at work, so information is going digital.

Audio script Track 10.2, Exercise 6, pages 127–128

1

The Wi-Fi situation in hotels drives me crazy and when they charge for hidden extras, such as using the gym or other resort facilities. If luxury hotels continue to charge ten dollars for Wi-Fi, they'll lose guests, especially business guests. Travellers want value for their money and most mid-priced hotels don't charge for Wi-Fi.

2

In the next ten years the airline industry is probably going to make 35% of their sales from extra charges. I don't think they're going to give up charges like baggage fees. But I hate it when airlines promote one price to customers, then charge a different, higher price when you book your flight. And if low-cost carriers charge for using the restroom or toilet on flights, other airlines will probably do the same.

3

I think if solo travel becomes more popular, cruises and hotels will stop charging single supplements. There's a huge market for baby boomers, especially older women who are on their own but want to get out and do things. River cruising in Germany and Austria is going to be a big thing in the future. It's a very safe way for single women to travel.

4

60% of our magazine readers used a travel agent last year, which surprised me. People will go back to using travel agents if there is too much information online. Travel is getting harder in

many ways, and travel agents are here to help you. I think it's a sort of travel therapy.

5

The key word in travel these days is experiential marketing. Travel is all about the experience – something that's authentic and not everyday. Travellers are becoming more interested in very specific things, like food, art, family history, or bird-watching. If consumers have more specific interests, tourism organizations won't be able to sell general packages. Packages will become more tailored and customized.

6

Nowadays there are so many ways to get travel information, and everything is going digital. My colleagues think we should do more online video but I don't agree. Most people don't click on travel videos when they look at websites at work. Either they don't want their boss to know they're using the internet, or they can't watch videos in the office.

Exercise 7, page 87

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before completing the first conditional sentences. Check answers by playing the recording again. You find it useful to pause it after each answer has been given. Alternatively, run through the answers at the end.

1 charge 2 'll lose 3 charge 4 will probably
5 do 6 becomes 7 will stop 8 will go back
9 is 10 have 11 won't be able

EXTRA ACTIVITY

Refer students to page 116 of the Grammar reference and go through the information explaining the first (and zero) conditional. Highlight the different forms (positive, negative and question) and draw attention to short answers. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Speaking**CONDITIONAL CHAINS****Exercise 8, page 87**

See if students can guess what a conditional chain is before playing the recording. After listening, ask them, in pairs, to think of at least four more sentences to continue the chain. Play the recording again so students can write down the first set of sentences. Round up by eliciting the original sentences and asking students to share some of their ideas to continue the chain. It might be useful to

write some of these on the board, underlining the key structures of the first conditional.

Answers are in audio script 10.3 on page 128.

Possible additional sentences:

If people fly less, they will find other ways to travel.

If they find other ways to travel, airlines will be forced to lower their prices,

If airlines lower their prices, more people will travel by air.

If more people travel by air, airports will reopen.

Photocopiable notes 10.1 (page 134)
Marketing and promotions (Crosswords pages 135–136)

Audio script Track 10.3, Exercise 8, page 128

- 1 If there is a natural disaster, the airports will close.
- 2 If the airports close, airlines will cancel flights.
- 3 If airlines cancel flights, passengers won't be able to travel.
- 4 If passengers aren't able to travel, they will complain.
- 5 If passengers complain, the airlines will pay passengers compensation.
- 6 If airlines pay passengers compensation, they will lose money.
- 7 If airlines lose money, they will increase their prices.
- 8 If they increase their prices, people will probably fly less.

Exercise 9, page 87

Students work in pairs to begin conditional chains for each of the three ideas given; taking turns to add extra sentences. Round up by eliciting some chain sentences from the class and asking which chain was the easiest to keep going and why.

Suggested answers

- 1 ... he/she will complain about it on a social network and the hotel or destination will get bad press.
- 2 ... they won't attract visitors. If tourist boards don't attract enough visitors, the country will lose money.
- 3 ... luxury hotels will lose guests and they'll have to lower their prices.

Homework suggestions

- Students write a blog article on the new technologies they use to make travel decisions, comparing them with another family member or friend (150–200 words). Encourage students to use language from the lesson and ideas from Exercise 4.
- Students write up three sets of conditional chains (each one of 8–10 sentences) using either their ideas from Exercise 9 or their own chains.

PROFESSIONAL SKILLS

NEGOTIATING

Aims and objectives

In this lesson students will:

- read tips on how to negotiate
- listen to a tourist negotiating with a Turkish carpet dealer
- focus on the professional skill of negotiating

Reading

NEGOTIATING TACTICS

Exercise 1, page 88

Focus students' attention on the photo and elicit what it shows and which country the people could be in (tourists negotiating in a street market). Check students understand what *negotiate* means, before asking them to tick the negotiating tactics they think are a bad idea. Allow time for students to compare answers in pairs before discussing them as a class. Encourage students to explain their choices.

Students' own answers.

Exercise 2, page 88

Students read the text to find which tactics from Exercise 1 are mentioned, discussing ideas with a partner before going through them as a class. Check vocabulary, e.g. *concessions, authority, punctuality*.

1, 2, 3, 5 and 8 are mentioned.

EXTRA ACTIVITY

Students share experiences of negotiating in other countries and explain the tactics often used in their country when buying things, e.g. at a market.

Listening

NEGOTIATIONS

Exercise 3, page 88

Tell students they are going to listen to a tourist bargaining with a carpet dealer and allow them time to read the three possible outcomes before playing the conversation. After listening, elicit the answer and check vocabulary, e.g. *imitation, rug*.

Option 2: The man negotiates 200 TRY for a kilim and two cushions.

Audio script Track 10.4, Exercise 3, page 128

C = Carpet dealer, T1 = Tourist 1, T2 = Tourist 2

C Do you want a Turkish carpet? Best prices in Istanbul!

T1 What about that one, that rug there?

C Ah, this is a quality kilim, a traditional Turkish rug. This is very high quality and handmade. Look, you can see the special marking on the back. Can I ask, are you from London?

T1 No, Liverpool, up north.

C Ah, Liverpool has a great football team.

T1 It certainly has.

C This kilim is the very best traditional craftsmanship. I don't have many left, so I can give you a special price.

T1 OK, how much is it?

C 250 TRY.

T1 250 TRY? Um, that's about 88 pounds. No, sorry, that's too much for me.

C You won't find a kilim of this quality anywhere else in the market for so little.

T1 What if I give you 150 TRY for it?

C Tsk, tsk.

T1 I've seen one like this in a shop for 150 TRY.

C Tsk. Imitation probably.

T1 I'll give you 180 TRY for it.

C What about these cushions? One kilim and two cushions for 220 TRY.

T1 220 TRY?

T2 Andy!

T1 He wants 220 TRY for the rug and cushions.

T2 But we haven't got that much cash. Let's go.

C No lira, no problem. We take euros or pounds. Your husband is buying a beautiful kilim for you!

T1 But look at the colours, Christine – it really is a beautiful piece of work.

C Tell your friends to come to the Grand Bazaar and I'll give them a discount, 10 percent. And I can give you a special extra discount on the rug and cushions – 200 TRY for the lot.

T1 OK.

T2 Andy! If you pay him, I won't have enough cash to buy a handbag!

C Ah, if you want a bag, go to my cousin, Zeki over there. He sells very nice bags, at a good price too.

Exercise 4, page 89

Discuss which tactics from Exercise 1 the carpet dealer uses and which the tourist uses.

The carpet dealer uses negotiating tactic 3, 4 and 8.

The tourist uses negotiating tactic 6 and 7.

Both of them may also use tactic 5 (studying body language) but we cannot tell this from what they say.

Exercise 5, page 89

Tell students they are going to listen to two more negotiations and allow them time to read the questions before playing the recording. After listening, students compare answers in pairs before going through them as a class. Check vocabulary, e.g. *impressed, assessment, uniform*.

- 1 holiday rep
- 2 1,700 TRY, living accommodation, uniform, food allowance and one free flight home per year
- 3 two flights home per year
- 4 two loungers, one parasol
- 5 four loungers for the price of three and two umbrellas for 22 TRY
- 6 14 TRY (no charge for the second umbrella)

Audio script Track 10.5, Exercise 5, page 128

B = Bodrum resort representative,
V = Vassili

B We are impressed with your CV, Vassili and you have been successful at the assessment centre. So, I'm happy to tell you, you can start with us on Monday. Report to me at eight o'clock and I'll introduce you to the other holiday reps in the Bodrum resort. Any questions?

V Yes. We haven't talked about the salary yet.

B Yes. It's 1,700 TRY per month. Living accommodation and the uniform is included, plus a free flight home once a year.

V Sounds good. But doesn't the company pay for two flights every year?

B It depends. For you it's one flight.

V Really? My friend Dmitri said he had two free flights this year.

B Ah, yes. It's different with Dmitri. He's an experienced rep who has worked for us for three years. He recommended you. If you work well, and we're happy with you, we'll talk about it next year, OK? Don't forget, you get a food allowance too.

V Oh, of course. Thank you. I'm happy to start on Monday, sir.

B Good, good. Now, if you come with me, we'll have some mint tea and I'll show you where you need to go on Monday.

Professional skills

NEGOTIATING

Exercise 6, page 89

Focus students' attention on the Professional skills box and give them time to read through the

expressions before playing the recording again. After listening, students check their answers in audio script 10.6 on page 128. Round up by discussing the negotiating expressions.

- 1 for loungers only 2 can give you
3 you'll need 4 won't charge 5 How does
6 special deal

Audio script Track 10.6, Exercise 6, page 128

T = Tourist, A = Attendant

T Hello, we'd like two loungers and a parasol please.

A Two loungers and one parasol? But there are four of you.

T Yes, but two of us can lie on the beach.

A Tsk. Sorry, that's not possible. This area is for loungers only.

T Oh, I see. Maybe tomorrow.

A Wait a minute. Perhaps I can give you a special offer, because it's almost four. Four loungers for the price of three.

T Four for the price of three? What about the parasol?

A The umbrellas are extra. If you want four loungers, you'll need two umbrellas. That's 22 TRY all together.

T No, sorry.

A Tell me, where are you staying in Bodrum?

T At the hotel Ephesus.

A Oh yes? I have friends there. Listen, I'll make you a special deal, because you're from hotel Ephesus. Four loungers for the price of three, and I won't charge for the second umbrella. So that's only fourteen TRY. How does that sound?

T OK, great. 14 TRY.

A Enjoy your stay in Bodrum!

Exercise 7, page 89

Students match the two sets of phrases to complete further negotiating expressions, comparing answers with a partner before class feedback.

- 1 c 2 e 3 a 4 b 5 d

Speaking

NEGOTIATIONS

Exercise 8, page 89

Elicit a few examples of times when students have had to negotiate, both at work and at home, before putting them into pairs. Allot roles A and B and allow time for students to read their information and prepare. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the roleplays, noting good language use and other points to mention during feedback. Round up by asking how the negotiations

went and what the outcomes were. Comment on language use and discuss the negotiation expressions most used.

See Pairwork files.

Homework suggestions

- Students write a blog article giving tips to visitors to their country on how best to negotiate (150–200 words). Alternatively, students could write an article comparing two cultures where the negotiating tactics are very different.
- Students write a negotiation dialogue between two people using their own ideas and expressions from the lessons (3–4 minutes). Remind students to use expressions from the lesson. In a subsequent lesson, students practise their conversations in pairs and roleplay them in groups or for the whole class.

Photocopiable notes 10.2 (page 134)
True or false? (Card activity page 137)

CASE STUDY

PROMOTE A REGION

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing on the photos and map, and elicit what they show (Thai dancers and the Surin Elephant Round-up which is mentioned in File 32 on page 109). Ask students what they know about Thailand and find out if anyone has ever been there.

Thailand and the Isan region

Exercise 1, page 90

Tell students they are going to listen to part of a programme about Thailand and the region of Isan. Allow time for them to read the questions before playing the recording. After listening, allow time for students to compare answers with a partner before discussing them as a class. Check on language, e.g. *fascinating, plateau, borders*.

- 1 Bangkok and beaches
- 2 northeast
- 3 unspoiled by mass tourism; amazing value

Audio script Track 10.7, Exercise 1, page 129

Bangkok and beaches. That's what most people think when you mention Thailand. Most Asian visitors to Thailand stay in Bangkok. Whilst most Western tourists visit Bangkok but also Thailand's beautiful beaches in the south and resorts like Phuket, Krabi and Pattaya. However, the northeast of Thailand, known as Isan, has a fascinating, unique culture. Isan is situated on the Khorat plateau, and the Mekong River borders this part of Thailand with Laos. It is a region unspoiled by mass tourism and is ideal for travellers looking for an authentic travel experience. Check out the amazing prices: Nakorn Phanom has a three star hotel that overlooks the Mekong with a room rate of 850 baht; that's only €21 or \$28! If you travel in the northeast, you will discover the warm and friendly Isan people, and their diverse culture and historic heritage. Isan also has breathtaking landscapes, Thai boxing and Isan food, famous all over Thailand for its sticky rice and chillies. And sweet mangoes served with coconut cream! Thank you. Wow, that's hot! Could I try the mango now, please?

Exercise 2, page 90

Students complete the text and compare answers in pairs before listening to the extract again to check

their answers. Alternatively, refer students to audio script 10.7 on page 128.

1 fascinating 2 unspoiled 3 authentic
4 warm 5 diverse 6 breathtaking 7 Thai
8 famous 9 sticky

Tourism in Isan

Exercise 3, page 91

Tell students they are going to find out more information about Isan and put students into pairs, allotting roles A and B. Allow time for students to read through their information and prepare their questions. With a weaker class, you could discuss these as a class, writing them on the board for support. Remind students to take turns to ask each other questions and round up by eliciting their answers, adding useful language on the board as needed. Check vocabulary, e.g. *ethnically*, *province*, *ruins*.

See Pairwork files.

Suggested questions

- 1 When are good times to visit Isan and Thailand?
- 2 Are Thailand and Isan good value for money?
- 3 How is Isan different (from other regions in Thailand)?
- 4 What are the main sights and attractions in Isan?
- 5 What kind of accommodation is there?
- 6 What are Isan people like?

Suggested answers

- 1 In the cool season from November to February is the best time to visit; or in the rainy season because accommodation is cheaper and there are fewer tourists.
- 2 Yes, and Isan has the best value hotels.
- 3 It is the least visited region of Thailand and it has a rich cultural heritage influenced by the Lao and Khmer cultures. The town of Surin is famous for its silk and elephants.
- 4 Student A: national parks for trekking, the Than Thip Falls (waterfalls), and the Candle Festival in the town of Ubon.
Student B: river rafting, Khmer temple (ruins) near Phimai and Buri ram; Surin is famous for its silk and Elephant Round-up, and the temple of Phnom Rung.
- 5 Modern hotels in Khon Kaen and bamboo huts by the river in Ubon Province.
- 6 Hospitable and friendly.

TASK

Exercise 4, page 91

Put students into groups and go through the task with the class. Check that students understand what to do and answer any questions. Set a time limit for their meetings, e.g. 20–25 minutes. Monitor and help as needed.

POSSIBLE OUTCOME

- 1 Any three of these tourism values: value for money, natural beauty, Khmer history and culture, good food, river life, friendly people, or warm weather all-year round
- 2 Market segments: any, depending on the students' region and preferences

Exercise 5, page 91

Students work in their groups and choose whether to create a TV or radio commercial of 1–2 minutes to promote Isan in their own country. Go through the instructions with them and discuss what they need to do. Monitor, helping students throughout the activity and depending on time, ask students to complete their commercial for homework.

POSSIBLE OUTCOME

TV commercial

Targets adventurous young people on a low budget

Slogan: Isan, you know you can!

Speakers: tourists of different nationalities; VO = voiceover; SFX = sound effects

SFX: Traditional Thai music

Scene 1: young women in traditional colourful Thai clothes smiling and serving delicious Thai dishes

Tourist 1: The people, the food, the beaches, the colours, the music ... I just love Thailand!

SFX: romantic music

Scene 2: close-up of a couple on a boat on the Mekong River

Tourist 2: We met in Isan and it was love at first sight. (laughing)

SFX: waves fade to hip-hop music

Scene 3: Tourist outside a nightclub in Bangkok

Tourist 3: Thailand just has soul, man.

SFX: sound of elephants

Scene 4: group of tourists sitting on elephants, as if trekking

Tourist 4: (shouting) 'Come to Isan, you'll love it!' (laughter)

SFX: sound of elephants

VO: Isan, you know you can!

Tourism values: natural beauty, nightlife and adventure activities

Radio Commercial

Targets international business travellers going to Thailand and Isan
 Slogan: Wherever you go, whatever you do, Isan is waiting for you!
 Speakers: male and female voiceovers (VO); one with a US and the other with a British accent. SFX = sound effects
 SFX: sound of passengers on board a plane
 VO male: Welcome to Thailand!
 SFX: sound of Thai chefs cooking in a busy restaurant
 VO female: Experience and taste Isan.
 SFX: monsoon rain, then sound of busy streets and offices
 VO male: Doing business in Thailand? Invest in Isan. You won't regret it.
 SFX: sound of airplane soaring and lively Thai folk music
 VO female: Wherever you go, whatever you do, Isan is waiting for you!
 Tourism values: good transport, good food; also good for business investment

Homework suggestions

- Students write an article for a tourism magazine or website, promoting a particular region of their country (150–200 words). Remind them to use the texts in Exercise 3 as examples and to include information on the six points given in the exercise. Encourage them to use language from the unit. In a subsequent lesson, students work in pairs and swap articles. They read each other's articles and think of five questions to ask each other.
- Students write sentences of their own using the key words from the unit (17 in total). Encourage them to use the language and structures covered in the coursebook.

EXTRA ACTIVITY

Students take turns to explain their ideas for their commercial to the class or in groups (with different members of each group explaining different points). Round up by asking the class to decide which commercial sounds the most interesting.

EXTRA ACTIVITY

Refer students to Part 5 of the EFIT Pre-Intermediate level DVD material for extra listening and vocabulary exercises relating to movie tourism in New Zealand, if not used in Unit 7 (at the end of the case study).

Although students are encouraged to view the complete programme on the DVD, there is also an option for them to 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.

UNIT 10: KEY WORDS

Highlight the key words box and elicit example sentences for a selection of the words. Check on syllable stress, parts of speech and pronunciation of the key words as needed. Suggest students use the DVD-ROM Mini-dictionary for further self-study.