Aims and objectives

In this lesson students will:

• learn about the history and development of tourism

• discuss reasons and motivations for tourism

• discuss ‘push’ and ‘pull’ factors that motivate tourists

Reading

the history of tourism

Introduce the topic by asking students why they think people travelled in the past. Answers might include moving to find work or fleeing from conflict, famine, etc. Then focus on travelling for tourism. When did the concept of travel as a leisure pursuit begin and where did people go? What made them go to particular places? You could also widen the question to include how they might have travelled.

Exercise 1, page 8

Ask students to read the six paragraphs and put them in chronological order, starting with the earliest. They should look for clues in the text, e.g. dates (1845) and time periods (the Middle Ages). Pre-teach any difficult vocabulary, e.g. *charter*, *aristocracy*, *enlightenment*, *hostelry*.

C, A, F, B, D, E

Exercise 2, page 8

Ask students to read the six paragraphs in Exercise 2 again to find the reasons for travel mentioned in each text. You could explain that not all reasons are mentioned in the texts.

1, 3, 4, 5, 6 and 7 are mentioned.

**1** amusement: Texts A and E

**3** education: Text B

**4** health: Text C

**5** religion: Text F

**6** shopping: Text D

**7** sport: Text C

Speaking

TOURISM Developments

Exercise 3, page 9

The texts in Exercise 1 discuss the development of tourism until the early 20th century. Ask students how they think it has changed since the 1970s. If you have a large group, you could ask students to work in pairs to discuss each point and then feed back to the whole class.

**Example answers**

types of holiday: more foreign travel, decline of package holiday, tailored to individual tastes, exotic destinations

advances in technology: the internet, online booking

choice of accommodation: wider, e.g. self-catering, staying with indigenous population

transport infrastructure: possible to access more places as developing countries’ infrastructure improves

the profile of tourists: more people able to afford overseas travel

Exercise 4, page 9

Students work in pairs to discuss their own childhood holiday. Where did they go and what did they do? Take class feedback. Then discuss as a whole class how their present day holidays are different from those in their childhood. Answers will vary but students are likely to say they are more adventurous now in their holiday locations than when they were travelling as children with their family. If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they must be able to talk about leisure travel and types of holiday, as covered in this lesson.

Students’ own answers.

Listening

TOURISt motivations

Exercise 5, page 9

Discuss the five motivating factors with students and ask which of them represent their own reasons for travelling. You may wish to check   
that students understand the meaning of *realize* in 4 (= make something happen). Then play the recording for them to identify those mentioned and the examples the speaker gives.

1, 4 and 5 are mentioned.

**1** to recharge their batteries, e.g. a short break to a capital city like Rome

**4** fulfilling a dream, e.g. saving up to go on a round-the-world cruise

**5** to gain prestige, e.g. travelling to an exotic location like Easter Island or the Antarctic

Exercise 6, page 9

Play the recording again for students to complete the sentences. Allow time for students to compare answers with a partner before whole class feedback.

**1** get away **2** refreshed **3** wish fulfilment

**4** gain prestige **5** impress **6** socialize

Audio script Track 1.1, Exercises 5 and 6, page 116

**I = Interviewer, P = Paul Henley**

**I** Can I ask you a simple question, Mr Henley? What motivates people to choose to go on vacation?

**P** Actually, it’s not such a simple question. But it’s a very important question because understanding what motivates people to visit specific places and do specific things has major economic consequences. I think we can identify three main reasons why people travel for leisure. First of all, they want to recharge their batteries, just get away, chill out and then come back refreshed. So, for instance, this might be a short break to a capital city like Rome. Second, they may be fulfilling a dream. For example, a couple has been saving up for a long time in order to go on a round-the-world cruise. We could call this ‘wish fulfilment’. And thirdly, I think people often travel to gain prestige so that when they come back, they can impress their colleagues, friends or family. So, if they’ve been to some exotic destination like Easter Island or the Antarctic, they have something to talk about, to wow people with.

**I** OK, but maybe there are more noble reasons, like getting to know people who live

in another country or learn about a different culture.

**P** Yes, but I’m afraid most tourists don’t actually socialize with the local population, except very superficially. In fact, they probably spend most of their time on the beach or shopping.

Exercise 7, page 9

Discuss with students what they think ‘push’ and ‘pull’ factors might mean, based on the two examples given (‘push’ factors are reasons to leave the place where you live; ‘pull’ factors are what attract you to a particular place). Then play the recording for them to complete the table.

Push factors: better weather (for British people), desire for adventure, an activity that can’t be found at home

Pull factors: destination is easy to get to and attractive, it is a cheap place to visit, it is holding a special event like the Olympics

Audio script Track 1.2, Exercise 7,   
page 116

**I = Interviewer, P = Paul Henley**

**I** I’ve heard of push factors and pull factors. Can you explain what these mean?

**P** Sure, the push factor is what makes you want to leave home, why you travel. It could include things like better weather, for British people; or a desire for adventure and to experience an activity that can’t be found at home, like a safari, or for love and romance, like a honeymoon or a wedding abroad.

**I** And what about pull factors?

**P** These are the reasons why you choose a particular destination. It may be because the destination is relatively easy to get to, in terms of transport and time, or maybe the cost of living is attractive and you get more for your money than you would at home. Or maybe because the place is attractive in itself or is putting on a special event like the Olympics or the World Cup.

Speaking

Pull factors

Exercise 8, page 9

Quickly revise the terms *push* and *pull factors*. Students work in pairs to discuss the question. These are the factors that the tourism industry   
will focus on when promoting tourism in their country. If you are working in a multinational class, ask students to work in pairs of different countries so that they can compare pull factors   
in their own countries.

Students’ own answers.

RESEARCH

Go through the task with the class. Students could ask their parents and grandparents if possible and compare the two generations. They may have photos or old travel documents that students could bring into class. Ask them to categorize their findings into push and pull factors. In the next lesson allow time for students to present their findings either in groups or to the class.

Homework suggestions

• Students identify three popular tourist resorts (of different type if possible) in their country and describe the pull factors.

• Students list the push factors that motivate people in their country to go on holiday and research the most popular tourist destinations.

Photocopiable notes 1.1 (page 129)

Why do we travel? (Card activity, pages   
130–131)

recent developments

Aims and objectives

In this lesson students will:

• learn about tourism in Hong Kong and China

• revise continuous forms across the tense range

• write about recent changes in their country across a range of topics

Listening

tourism trends

Fact File

Hong Kong is one of the most densely populated states in the world, with a population of 7.1 million living in an area of 1,104 km2 – 6,540 people per km2.

Hong Kong was under British rule from 1842 to 1997, when it became a special administrative region of China. Following the ‘one country, two systems’ principle, it has its own political system.

The name ‘Hong Kong’ means ‘fragrant harbour’.

Hong Kong does not only consist of Hong Kong Island. In fact, there are almost 270 islands as well as a land border with China.

There are two official languages, Cantonese (spoken by 91 percent of the population) and English (2.8 percent).

Tourism is a major industry, with visitor numbers increasing year on year and passing the 40 million mark for the first time in 2011.

Exercise 1, page 10

First, find out what students know about Hong Kong. Then play the recording for them to complete the summary as they listen. Before they listen, tell them that the gaps are all completing expressions relating to *trends*, i.e. describing the way tourism is changing and developing. Students discuss their answers in pairs before whole class feedback.

**1** hasn’t disappeared **2** is disappearing

**3** growing trend **4** emerging

**5** are being opened **6** are being generated

**7** is expanding **8** has been rising

**9** underlying **10** shift

Exercise 2, page 10

Play the recording again and ask students to focus on the final question, where Monica Cheung talks about the future. Discuss the question as a whole class and ask why Monica thinks this will be the direction tourism takes in the future.

She predicts an increase in ‘slow travel’, i.e. journeys made by slower means than air travel, such as train, boat or bicycle and where the journey itself is part of the holiday. This is partly because fuel price rises will make flying more expensive and partly because of a general trend towards a slower and more reflective pace of life.

Audio script Track 1.3, Exercises 1 and 2, page 116

**I = Interviewer, MC = Monica Cheung**

**I** So, are there any trends that have been emerging over the last ten years or so?

**MC** Well, yes. Like everything else, the tourism industry is evolving in many different ways. One of the most important is the way that the internet has changed the way people organize and book their vacations: a lot of it is now personalized and done online. The High Street retail travel agent hasn’t disappeared yet but is disappearing. Many travel agencies have gone out of business since the advent of internet bookings.

**I** Yes, that’s true. What other trends have you identified?

**MC** There’s definitely been a growing trend towards more sustainable tourism, in particular, adventure tourism in countries where there hasn’t yet been a significant tourism industry. So, governments in a lot of emerging countries are trying to attract foreign direct investment – countries like Bhutan, Nicaragua, the Dominican Republic or Sri Lanka. As a result, remote areas are being opened up, jobs are being created and revenues are being generated. The current trend towards adventure tourism and extreme sports in particular is expanding rapidly. It attracts young entrepreneurs and responds to a growing consumer demand.

**I** What about people? Have you seen any changes in the profile of tourists and their motivations?

**MC** Yes, there’s the tourist’s demographic profile – the number of people over 55 has been increasing steadily in Europe, so the number of packages targeting senior citizens has been rising. I also think there’s another

important underlying trend: people are living under increased levels of stress, so they’ve been looking for activities to reduce the level of stress in their lives. So, we’ve seen a shift from recreational tourism products to more spiritual experiences like yoga or wellness vacations; people are increasingly looking for a meaning to their lives.

**I** What about the future?

**MC** Well, a few years ago people were saying that the future lay in space travel, with people going to the moon or Mars, but I don’t think any tourists will be staying on the moon in the foreseeable future. One major trend I think will be the gradual end of low-cost flights because of rising fuel prices. With the increased cost of flying, travel will develop parallels with the slow-food movement. We’ll see more and more an appreciation of ‘slow travel’, with journeys by train, boat and bicycle gaining in popularity. People will be more interested in the journey itself rather than the restless striving for the next destination. As the poet TS Eliot once said, ‘The journey, not the arrival matters’.

Grammar

continuous ASPECT

Exercise 3, page 11

Focus students’ attention on the Grammar box on page 10. Give them time to read through the information before they complete the exercise. Point out that continuous verb forms occur across all tenses and indicate that something is ongoing or unfinished. Students check their answers in pairs before whole class feedback.

**1** ’ve seen: F **2** ’ve been selling: U

**3** have been destroyed: F **4** are using: U

**5** is having: U **6** are becoming: U

Extra Activity

Refer students to page 111 of the Grammar reference and go through the information explaining the continuous aspect. Explain the connection between tense and aspect: *aspect* refers to whether actions are finished (perfect aspect) or unfinished (continuous aspect). All tenses have continuous or perfect aspect but not all verbs can have a continuous form, as explained on page 111. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Exercise 4, page 11

Find out what students know about China. They may mention the Great Wall and the Forbidden City, both of which appear in the text. Before students do the exercise, point out that both the simple and continuous forms of the verb may be used in some of the gaps. Students check their answers in pairs. In class feedback, focus particularly on those gaps with more than one answer and discuss why both forms are appropriate (because the context does not make it clear whether the event has been completed or is still continuing).

**1** is rising / has been rising

**2** may be fulfilling

**3** has been rebuilt

**4** draws

**5** has changed

**6** is still changing

**7** has seen

**8** have been destroyed / are being destroyed

**9** has grown

**10** has driven / has been driving

**11** are moving / have been moving

**12** is going

**13** has also just arrived

Writing

a portrait of ...

Exercise 5, page 11

Ask students to spend a few moments identifying the parts of the portrait of China in Exercise 5 that correspond to the topics in the box (e.g. culture: The Great Wall and Forbidden City; economy: recent consumer boom). Point out that not all the topics are covered in the text and they do not have to use them all in their descriptions.

Students’ own answers.

Homework suggestion

Students choose three or four of the topics in Exercise 5 to research further. For example,   
they could investigate population change over   
a 50-year period and the impact of economic change over the same period on lifestyle and working patterns.

professional skills

using visuals

Aims and objectives

In this lesson students will:

• read about travel trends in Europe

• practise reading and saying numbers and statistics

• focus on the professional skill of presenting information using visuals

Reading

european travel trends

Exercise 1, page 12

Before students read the text, find out how much they know about travel trends in their own country using the three categories. If they live in a city, are they aware of greater or smaller numbers of visitors than in previous years? What do they know about their country’s airlines? Are new hotels being built? Explain *executive summary* (defined in item 1 of the Professional skills box on page 28 of the coursebook). Students do the exercise in pairs before whole class feedback.

**1** They went up steadily during the first six months of this year but have been growing more gradually than during the peak growth periods of last year.

**2** They reported a modest increase in traffic over the first 14 weeks but growth has declined slightly over recent weeks.

**3** It has improved further but has levelled off.

Exercise 2, page 12

Students read the text in Exercise 1 again before writing the underlined words in the correct column in the table. In feedback, discuss which of the nouns and verbs indicate an upward trend and which a downward trend, and which adjectives and adverbs indicate a small movement and which a large one. Also point out that *levelled off* is a phrasal verb, consisting of the verb *level* and adverb *off*.

Nouns: rise, increase, hike, decrease, surge

Verbs: went up, growing, outpaced, declined, expand, soared, boost, improved, levelled off, rise, dip

Adverbs: steadily, gradually, slightly, further, fast

Adjectives: upward, modest, sharp, significant

Exercise 3, page 12

Students work in pairs to answer the questions before whole class feedback. If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they must be able to work with statistics, e.g. passenger numbers, as covered in this lesson.

**Suggested answers**

rapid change: hike, surge, outpaced, soared, boost, fast, sharp

to stop rising or falling: to level off

Vocabulary

Describing visuals

Exercise 4, page 13

As ways of saying numbers vary from one language to another, students, even at this level, often have difficulty understanding and saying numbers. You could use the extra activity below to revise numbers before moving on to the exercises on describing visuals.

Students may have come across the four types of visual before. If they have, discuss what each type of visual is used for (see the fact file below).

**A** bar chart **B** pie chart **C** line graph

**D** table

Extra Activity

Read the following sentences aloud and ask students to write the numbers as figures.

**1** There was a slight dip of zero point six eight  
 percent in reservations last month.

**2** International passenger traffic outpaced global growth by nine point oh five percent.

**3** By my calculation that makes a hundred and twenty point one.

**4** There were four hundred and fifty thousand visitors at the exhibition.

**5** The total population is about fifty million.

**Answers**

**1** 0.68% **2** 9.05% **3** 120.1 **4** 450,000

**5** 50,000,000

Fact File

A bar chart, also known as a bar graph, is used to compare sets of data against the same scale. In visual A on page 13 the graph is comparing the number of tourist arrivals from different countries on the horizontal axis, also called the x-axis. The numbers are shown on the vertical, or y-, axis. This type of graph is useful for comparing different sets of data in a way that is immediately obvious.

A pie chart is a circle (the pie) divided into segments (pieces of pie) which represent parts of the whole. In visual B the pie chart shows visitor arrivals to Australia from New Zealand as a percentage (18%) of those from all countries.

A line graph is used to show data changing over a period of time. In visual C the graph shows profits changing over a five-year period, with the years on the x-axis and the percentages on the y-axis. Line graphs allow smaller or larger changes to be shown by altering the stages on the y-axis.

A table presents information in rows and columns. The cell where the row and column intersect shows the information that relates to both criteria. In visual D the table shows residents of countries other than the USA entering Canada by land, sea or air over five years. The figures represent the number of people in a given year by one of the methods of travel. Tables are useful to show exact figures.

Exercise 5, page 13

Ask students to look again at the visuals in Exercise 4. This time they should label the features marked 1–6 with the words in the box.

**1** bar **2** segment **3** vertical axis

**4** horizontal axis **5** row **6** column

Listening

PRESENTing STATISTICS

Exercise 6, page 13

Focus students’ attention on the Professional skills box. Tell them that the gaps are words related to presenting information and that the information in the table reads across the row to form sentences. Before listening, you could ask students to predict what words will be used to fill the gaps. All the gapped words are verbs except 5, which is a noun. Then play the recording for students to complete the information.

**1** represents **2** shows **3** portrays

**4** illustrates **5** breakdown

Audio script Track 1.4, Exercise 6,

page 116

Visuals are particularly useful when you are talking about statistics. You can use them to illustrate a relationship or make a comparison between things, while they are a powerful way to highlight a trend. So when you’re giving a presentation, you need to display the visual and then comment on it so that everyone knows why you’ve displayed it.

There are a number of simple verbs you can use to introduce the topic. For example, *represent*, as in ‘This bar chart represents the number of tourist arrivals in the world’s most visited countries.’ Or *show*, as in ‘The pie chart shows visitor arrivals for the period in question.’ Or you might use *portray*; for example, ‘The red shaded segment portrays the number of visitors from New Zealand during the first semester.’ Another useful verb is *illustrate*, as in ‘The line graph illustrates the percentage change in profits over the last few years.’ Another useful word is *breakdown*, meaning ‘a list of all the separate parts of something’, as in ‘The table gives us a breakdown of residents entering Canada by land, air and sea.’ All these are useful ways of referring to the image you’re talking about.

Speaking

Describing a visual

Exercise 7, page 13

Put students in pairs and ask them to decide who is A and who is B (or decide for them). Each student has to describe his/her pie chart(s) for the other to reproduce accurately. As they are going to draw pie charts, you could suggest using a large coin or a pair of compasses to create the circles. Refer them to the relevant pages in the Pairwork files. Student A has two pie charts showing the same information in two different years. Student B has one pie chart showing percentages. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by finding out how accurately the redrawn pie charts reflect the originals.

See Pairwork files 1 and 20 on pages 102 and 108.

RESEARCH

Go through the task with the class. Students can find information on tourism in their country through internet research. A search for ‘tourism figures (name of country)’ will list some useful sites.

Homework suggestion

Based on the research they do into tourism information for their own country, students first compile a set of figures similar to those in Exercise 7 and then a summary of travel trends in their country.

Photocopiable notes 1.2 (page 129)

Facts and figures exchange (Card activity,   
pages 132–133)

CAse study

Tailor a Package

CASE STUDY MENU

Refer students to the lesson’s aims and objectives. Ask them what they know about China (refer them back to the text on page 11) and Chinese travel preferences. Find out if anyone has ever been there.

Getaway Travel

Exercise 1, page 14

Ask students to read the email from Diane Sullivan and ask who Hannah Williams, Dan Bower and Kevin Jones are likely to be (members of the market research team in Getaway Travel reporting to Diane). Pre-teach any difficult vocabulary, e.g. *outbound*, *inbound*, *disposable income*. Then ask them to read the email again and answer the questions, discussing answers in pairs before whole class feedback. You could also ask why Diane is interested in widening their market from European travel (the European market has levelled off and may go into decline).

**1** The WTO has predicted that China will be the fourth largest international market by 2020, representing 6.4 percent of the total market share.

**2** The Chinese economy is growing and people have more to spend on travel.

**3** 8.3 = (million) the increase in the number of Chinese tourists who travelled overseas last year from the previous year

6.4% = the percentage of international tourism represented by the Chinese market

17.5% = the annual growth of China’s outbound tourism

Research interviews

Exercise 2, page 15

Tell students that they are going to listen to Hannah, one of the email recipients from Exercise 1, and her colleague Dan interviewing an expert on Chinese outbound tourism.   
Pre-teach any difficult vocabulary from the recording, e.g. *opened up*, *rock-bottom prices*, *status symbol*, (*hotel*) *lobby*, *niche tourism*,   
*ecotourism*. Then play the recording for them   
to complete the table with information about Generation X and Generation Y.

**Generation X**

travel motivation: visit most famous places, see the typical sites

where from in China: Shanghai and Beijing

accommodation preferences: cheap budget hotels

preferred activities and interests on holiday: go to the most typical places and see the sights

**Generation Y**

travel motivation: do something more independent and tailor-made to coincide with their leisure interests

where from in China: secondary cities

accommodation preferences: luxury hotels with big lobbies

preferred activities and interests on holiday: purchase luxury branded goods, more authentic experience, special interest activities

Audio script Track 1.5, Exercise 2,   
pages 116–117

**H = Hannah, E = Expert, D = Dan**

**H** As I explained on the phone, we’re looking for some professional advice on how to attract Chinese tourists. So, could you tell us something about the profile of a typical outbound Chinese tourist and what their motivations are?

**E** Well, for the first ten years, when China opened up, tourists were mostly people travelling abroad for the very first time. They were the Generation X, people born, let’s say, between 1960 and 1980. And the main question for the operator was how to put a package together at a price people could afford and that meant basically rock-bottom prices. For Generation X travellers, the opportunity to travel abroad was a status symbol, a once-in-a-lifetime thing and there wasn’t much concern for quality because of the price factor. Well, there is still that   
market – basically, older people who want to visit as many countries as possible in ten days and are happy to stay in budget hotels. But I think we’re now entering a second phase: there’s a new profile of people who have a lot of money, are very active, go to expensive restaurants and so on – what we call Generation Y.

**H** In what other ways are they different from Generation X?

**E** Generation Y are in their mid-20s and they’re the highly-educated ‘connected’ generation that’s always been dominated by technology: they spend a lot of time on the

internet and they’ve already abandoned the computer for the smartphone. They’ve probably already been to Europe a couple of times, maybe on business trips. So they want to do something more independent, more tailor-made to coincide with their leisure interests.

**D** OK, so whereabouts in China do these types of tourists come from? Can we make any generalizations?

**E** Actually, there’s been a change in the pattern. In the past, 80 percent of Chinese wealth was in Shanghai and Beijing, and the other 20 percent in secondary cities with a population of less than ten million. So, most outbound Generation X tourists came from those two major cities. But now it’s the opposite: 20 percent of the wealth is in Shanghai and Beijing and 80 percent in other places.

**D** That’s important to know. So, how could you define the profile of this 80 percent?

**E** Well, they’re the newly-rich. Unlike the older generation, who just wanted to go to the most famous places and see the typical sights, the younger generation is interested in showing that they’ve got money. They want to stay in luxury hotels with big lobbies and buy luxury branded goods and so on. They speak English and now they want more specialized products, a more authentic experience – they don’t just want to follow the tour leader’s flag.

**H** What kind of authentic experience do you have in mind?

**E** There’s a whole new market for special interest groups, niche tourism – adventure vacations, golf vacations, nature tours, sports, ecotourism, things like that.

**H** OK thanks, that’s good to know.

An email from Beijing

Exercise 3, page 15

Refer students to the email and ask them who Huang Meng is (chief executive of Qù Tours, a travel agency in Beijing). Students then discuss the questions in pairs before whole class feedback. Pre-teach any difficult vocabulary,   
e.g. *grow our business*, *business delegations*.

Huang Meng is offering a partnership with his travel agency in Beijing as they wish to expand into Europe. He makes the offer sound attractive by mentioning the large potential market for Getaway Travel in China: 22,000 travel agencies of which only five percent currently have European partners.

A feedback meeting

Exercise 4, page 15

Tell students that they are going to listen to Hannah and Dan discussing their interview with the expert on Chinese tourism from Exercise 3 with their colleague, Kevin. Before they listen, refer them to the Chinese visitor fact file and ask them to predict what words might be used to complete the gaps.

**1** avoided **2** status symbols **3** the cultural

icons of the country **4** bilingual **5** in their own

language **6** business travel and official

delegations

Audio script Track 1.6, Exercise 4,   
page 117

**K = Kevin, D = Dan, H = Hannah**

**K** OK. So, we’ve now got quite a lot of information about travel motivations, accommodation preferences and so on. Is there anything else you’ve been able to find out? Dan?

**D** Yes. As we know, most Chinese visitors generally stay in relatively cheap hotels and the catering is not important. They really don’t like the kind of food we eat – they may try European dishes once and then just avoid them. They often eat out together in a good local Chinese restaurant.

**H** Shopping is very important. It’s a sign of prestige to take back European luxury goods like Gucci, Bulgari and Yves Saint Laurent. They’re status symbols.

**K** So any package should focus on shopping opportunities.

**H** Definitely.

**D** As most of them are on a first-time visit, it’s important to include visits to the cultural icons of the country, like the Tower of London or the Eiffel Tower.

**H** Yes, and they also want all the visitor information to be in their own language.

**K** Mandarin.

**H** Yes, but maybe some other dialects as well. It depends where they’re coming from. Not everyone speaks Mandarin.

**K** I think there could be a big market for semi-FITs.

**D** Sorry, semi-FITs?

**K** Yes, FIT, Free Independent Traveller; so semi-FITs would probably travel with their own bilingual guide but not so much in a group.

**D** OK. So how could this semi-FIT market be exploited?

**K** I think there’s a kind of missing link between supply and demand. There’s a growing demand in China – we know that – but the major Chinese operators are still focusing exclusively on the mass market, on getting volume business and not enough on what the Generation Y people really want. I think there’s real potential for operators like Qù Tours to focus on the high-spending customer. They may not have so many customers but, in fact, they’ll earn more money per customer and they’ll be able to build up a brand image based on quality. And we can provide that quality service from our end.

**H** Sounds good. I like the idea of tapping into that market but let’s not forget that most   
high-spending tourism comes from business travel and official delegations.

**K** Sure. OK, let’s now decide how we’re going to respond to that email from Huang Meng ...

TASK

Exercise 5, page 15

Explain that the task is to draw together all the elements of the case study: the emails in Exercises 1 and 3, the interview with the Chinese tourism expert and the feedback meeting in Getaway Travel. Following on from Kevin’s final comment in Exercise 4, students are now going to put together a proposal for Huang Meng. They should ideally work in groups of three from the same country, with each person taking one of the first three areas in Exercise 5. Once they have spent some time working individually, they should pool their ideas and produce an itinerary for the tour group, which may mean rethinking some of their ideas.

If your class does not have a group of three students from the same country, ask students to choose one of the countries they researched in the Professional skills section (or select a country for them).

Exercise 6, page 15

Once students have created an itinerary for a   
ten-day tour, they should work in pairs to write an email to Huang Meng.

Possible outcome

The itinerary for this tour will vary according to the country in which the students live. The information in the case study suggests that there are two distinct markets: married couples and business delegations. The married couples segment can be subdivided into two categories:

Generation X and Generation Y.

A package for Generation X married couples would involve a stay in budget hotels, eating out in authentic Chinese restaurants and plenty of opportunities for shopping and visits to the main museums and attractions. An information pack in

their mother tongue would be appreciated.

Generation Y married couples could be offered a semi-FIT package that would enable them to avoid being in a group all the time. Getaway could organize a suitable bilingual guide if requested. Shopping opportunities for luxury goods would still be important and accommodation would be in more up-market hotels. The itinerary could include more niche

activities such as golf or adventure tourism.

Business delegations would usually want to visit the main attractions and have their own bilingual guide. Again, the itinerary should include visits to the most prestigious shopping outlets.

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 sentence of their own using each of the key words given at the end of   
the lesson.

• Students compile a fact file on their own country similar to the one in Exercise 4.