Aims and objectives

In this lesson students will:

• revise countable and uncountable nouns

• study vocabulary for advertising and publicity

• discuss features of a good website

Vocabulary

Advertising and publicity

Exercise 1, page 16

Introduce the subject of advertising by asking students which advertising media (TV, internet, radio, billboards, etc.) they feel are most effective. Do they agree that adverts are effective? Do they pay attention to adverts? If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they must be familiar with specialized language, such as that relating to promotional literature, as covered in this lesson. Now refer students to the three dictionary entries. Discuss the question as a class, and point out the example sentences which illustrate the use of the nouns.

[*C*] stands for ‘countable’. [*U*] stands for ‘uncountable’. They appear after the abbreviation *n*, which stands for ‘noun’.

Extra Activity

Students work in pairs to identify the other information in the dictionary entries. Write the following on the board and ask students to find them in the dictionary entries. They could work in groups of three, taking one entry each.

headword part of speech pronunciation
register label regional label example

To follow up, refer students to the Longman Dictionary of Contemporary English at [www.ldoceonline.com/](http://www.ldoceonline.com/) to find out what other information is given in dictionary entries.

Exercise 2, page 16

Refer students to the definitions in the entries for *publicity* and *advertising* in Exercise 1. Then ask them to work individually to answer the questions. Feed back in full class and discuss any queries students have about the differences between the two terms.

**1** A **2** A **3** P **4** P

Grammar

Countable and uncountable nouns

Exercise 3, page 16

Focus students’ attention on the Grammar box. Give them time to read through the information before they complete the exercise, focusing particularly on the second point about words that can be countable or uncountable depending on how they are used. Students check their answers in pairs before whole class feedback. Then refer them to the Grammar reference on pages 111–112.

*feedback*, *hype* and *information* are never countable. The others may be countable or uncountable depending on the context.

Exercise 4, page 17

Point out that each pair of sentences uses a word from the box on page 16 and that it may be necessary to change the form of the word. Students work individually to complete both parts of the task. They then check answers in pairs before whole class feedback.

**1** promotion: a [U], b [C]

**2** design: a [C], b [U]

**3** investment: a [U], b [C]

**4** copy: a [U], b [C]

**5** a travel: [U], b travels [C]

Extra Activity

Books closed. Write the following words from the section on countable and uncountable nouns on pages 111–112 on the board. Students identify whether they are countable, uncountable or both. They then write sentences using each word. If the word is both countable and uncountable, they write a pair of sentences as in Exercise 4 to demonstrate each use. If it is uncountable, they write a second sentence using another word or expression to make it countable.

accommodation advice employment
hotel insurance money reception
room time work

**Answers**

Countable: hotel

Uncountable: accommodation, advice, employment, insurance, money, work

Both: reception, room, time

Vocabulary

Web words

Exercise 5, page 17

Ask students what they understand by *web words* (words with a specific meaning in the context of internet websites).Students then match the web words with their definitions. They could do this in pairs before whole class feedback.

**1** e **2** i **3** g **4** j **5** h **6** d **7** b **8** a **9** c

**10** f

Listening

A new website

Exercise 6, page 17

Tell students that they are going to hear two people discussing the new website design for their online travel company. Pre-teach any difficult vocabulary, e.g. *beta version*, *gross*,
*boot up* (also *reboot*), *back button*, *browser*.
Then play the recording for students to answer the questions individually before whole class feedback.

**1** load **2** bandwidth **3** headers **4** is too much

text **5** won’t open

Extra Activity

Before students answer the questions in Exercise 6, play the recording for them to answer the following comprehension questions. Then play it a second time for them to answer the questions in Exercise 6.

**1** What is the name of the company?

**2** Is this the first time Brad and Kristin have seen the new website?

**3** Do they like the layout?

**4** Are they happy with the new website?

**Answers**

**1** Transfare

**2** No. This is the beta version. The first version they will have seen is the alpha version.

**3** No. Brad thinks it’s *awful*, Kristin thinks
 it’s *gross*.

**4** No. There are too many problems with appearance, functionality and links.

Audio script Track 2.1, Exercise 6,
page 117

**B = Brad, K = Kristin**

**B** So, has the web designer got it up and running? Is it online?

**K** I’m trying out the beta version now. This is the URL: http, colon, double slash, www, dot, transfare, dot, com.

**B** It’s taking an awfully long time to load ... OK, there are lots of images slowly coming
up now.

**K** Maybe this is a slow connection. Or we don’t have enough bandwidth. No, the images are probably too big. Look at the size of that plane! OK, here we are. It says, ‘Skip intro’.

**B** Why is there an introduction?

**K** Search me! I don’t know. OK, here we
are – here’s the home page.

**B** Wow! Look at all those different colours! All the headers are in different colours. It looks awful – the layout’s terrible! And there are too many fonts and font sizes.

**K** Yeah, it’s gross! All right, let’s try a
drop-down menu. Where’s the cursor gone? Oh, here we are: ‘About us’.

**B** There’s an enormous amount of text to read; I’m not sure I’d want to scroll down all

that. Look, there’s a link to a video – try clicking on that.

**K** Where?

**B** There.

**K** I can’t see a link. Oh, OK. Right, it’s loading now.

**B** It’s taking its time!

**K** ‘Play’. Nothing’s happening.

**B** It’s stuck. Click on the ‘Back’ button of the browser and we’ll have a look at another page.

**K** OK. What’s this? ‘Internet Explorer cannot display the webpage.’

**B** OK, get out of it and we’ll try again.

**K** I can’t. The program’s crashed. I’ll have to boot up the computer again.

Writing

Briefing a web designer

Exercise 7, page 17

Put students in pairs and ask them to decide who is A and who is B (or decide for them). Refer students to the relevant pages in the Pairwork files. They take turns to describe their features of good website design to each other – they should do this one feature at a time and interact with each other, asking questions to ensure they understand what each feature is. Pre-teach any difficult vocabulary, e.g. *uniform*, *bells and whistles*.

When they have finished, they should place the features in order of importance and be prepared to justify their choice. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by finding out how each pair ordered their list. Were there any major differences?

If you did the extra activity above, remind students of question 4. If not, ask them if Brad and Kristin were happy with the new website. Students work in pairs to discuss the four points in relation to the online travel agency Transfare and decide what Brad and Kristin are likely to want from a new website. When they have finished, ask for ideas and write a list on the board. Students then work individually to write their brief.

See Pairwork files 2 and 21 on pages 102 and 108.

Homework suggestion

Students choose three web words from Exercise 6 and write their own dictionary definitions following the style of those in Exercise 5.

Photocopiable notes 2.1 (page 134)

Web words (Crossword, page 135)

Social media

Aims and objectives

In this lesson students will:

• discuss the impact of social media on tourism

• learn about web words and collocations

• find out about a social media campaign

Speaking

Social media

Fact File

Social media include the following:

blog (weblog): a webpage with information about a particular subject, in which the newest information is always at the top of the page

internet forum: a group of computer users who are interested in a particular subject and discuss it using an internet site

microblog: a blog such as Twitter consisting of very short messages (known as *tweets*) that can be read by anyone

podcast: a file such as a music video that can be downloaded from the internet and loaded onto a device such as an MP3 player

social networking site: a website that people use to communicate with friends

wiki: a website that allows any user to change, add or remove information and to add links to other parts of the website

Exercise 1, page 18

First, ask students what they understand by the term *social media* (electronic and internet-based technologies that people use to communicate with people who share their interests). Brainstorm a list of social media and write them on the board. Students work in pairs to discuss the questions before whole class feedback.

Extra Activity

Instead of brainstorming a list, write the different types of social media from the fact file in a list on the board, numbered 1–6; then write the definitions in a different order, labelled a–f, to create a matching activity. Students work in pairs to match the media types with their definitions. Alternatively, write the terms on the board and ask students to use their dictionaries to find out their meanings.

**1** Students’ own answers.

**2** Travel organizations rely on word-of-mouth recommendations, which social media can make very easy. Digital marketing on social networking and microblogging sites is becoming more popular.

Exercise 2, page 18

Put students in pairs and ask them to decide who is A and who is B (or decide for them). Each student has a set of opinions about social media; the task is to exchange information in their pairs in order to discuss the opinions. Once they have done this, they should create a list of advantages and disadvantages of using social media in tourism promotion. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback.
Pre-teach any difficult vocabulary, e.g. *abandon*, *foster*, *credible*, *fad*, *unsolicited*, *tangible*. Check that students understand *word of mouse* (explain the pun with *word of mouth*).

See Pairwork file 3 on page 102.

Reading

Islandreefjob.com

Exercise 3, page 18

Tell students that they are going to read an article about a social media campaign promoting the Great Barrier Reef. Check that they know what the Great Barrier Reef is (a large area of coral reefs and islands which is a protected World Heritage site) and where it is (Queensland, northeastern Australia). Students write their questions and discuss them with a partner.
Write up a list of the most interesting questions on the board.

Students’ own answers.

Exercise 4, page 18

Students read the article on page 19. Pre-teach any difficult vocabulary, e.g. *groundbreaking*, *simultaneously*, *strategically*. Then check how many of students’ questions from Exercise 3 have been answered.

Students’ own answers.

Exercise 5, page 18

Students read the article again and answer the comprehension questions.

**1** They videoed their applications and posted them on YouTube.

**2** by the number of votes cast in favour of the video

**3** It was innovative because it used social media for the campaign. It was traditional in that it also featured offline public relations and standard techniques such as classified ads.

Vocabulary

Collocations

Exercise 6, page 19

Check that students understand the term *collocation* (the frequent use of two or more words together, often called *word partnership*). Explain that the use of collocations helps enrich a text and makes speech sound more natural. Students then match the nouns in the box with the verb groups.

**1** money **2** candidates **3** a video
**4** a campaign **5** a website

Extra Activity

Ask students to write ten sentences using collocations with two of the three verbs in each group in Exercise 6.

Listening

The best job in the world

Exercise 7, page 19

Tell students that they are going to listen to an interview with Mark Scholl, who is talking about the marketing campaign in Exercise 4.

**1** × He says that’s an exaggeration and the campaign was successful because it was integrated, i.e. it used both traditional and social media.

**2** × He refers to number of votes cast and return on investment, so it is possible to measure it.

**3** × He refers to the dialogue between those running the campaign and the customers.

**4** ✓ He refers to it as a *shoestring* budget.

**5** × He says it was *phenomenal and rather unexpected*, i.e. much better than expected.

Exercise 8, page 19

Students listen again, this time paying particular attention to the numbers in order to say what they refer to. Round up the lesson by returning to Exercise 2 and asking if students still have the same opinions as they did at the beginning of
the lesson.

**1** number of votes cast

**2** amount spent on media coverage

**3** the global audience

**4** the number of one-minute videos uploaded

**5** the number of page views, i.e. the number of times the pages were viewed

**6** the average time spent viewing the website

Audio script Track 2.2, Exercises 7 and 8, page 117

**I = Interviewer, M = Mark Scholl**

**I** Mark Scholl, you were involved in the famous *The best job in the world* campaign and back then many people were saying that advertising no longer works, and that the best thing was to stop wasting money on advertising and put one’s faith in social media. Do you think that conventional advertising is dead?

**M** Well, I’d say that’s an exaggeration. The campaign was a success because it was an integrated marketing strategy. It included some forms of traditional advertising and a dose of social media because, well, you just can’t ignore the influence of social media sites like YouTube or Facebook. Like if Facebook were a country, it’d probably be the third biggest in the world, behind India and China. And about two-thirds of the global internet population visit social media sites.

**I** OK, but what about the return on investment? Can that be measured?

**M** Well, the first thing to remember is that using social media isn’t just another form of advertising where you just deliver a message. It’s not a monologue, it’s a dialogue. It means establishing two-way communication and interacting with the customers. That’s why during the campaign each stage was engineered so people couldn’t resist talking about it and sharing it with each other. And we kept up the dialogue with them. For example, after we’d shortlisted 50 candidates, we invited people to use a wild card and vote for the best individual they’d seen. Over 475,000 votes were cast.

**I** The initial money set aside for the campaign was just $1.2 million. Can you quantify the benefits of the campaign? I mean, that was a pretty shoestring budget.

**M** Well, yes, it was, and we’ve estimated that the media coverage amounted to about $165 million. So, the return on investment was phenomenal and rather unexpected. The

numbers are actually pretty staggering. We

reached a global audience of over three billion, there were job applications from 197 countries and 34,684 one-minute videos were uploaded. At least one person from every country in the world applied. For the website we had 53,889,455 page views, with each person spending an average of 8.62 minutes on the site. I think you’ll agree that’s pretty impressive!

**I** Sure! But perhaps we should now turn to the ways in which ...

Homework suggestions

• Students look up a famous travel company on a social networking site and print out pages with interesting posts to bring to the next lesson and present to the class.

• Students think of a tourist attraction in their own country that would benefit from a social media campaign and prepare a campaign plan. This does not have to be based around a job as in the text on page 19 but should be something that would generate a lot of publicity and social media chatter.

Photocopiable notes 2.2 (page 134)

Web campaign collocations (Matching activity, page 136)

professional skills

Maintaining a website

Aims and objectives

In this lesson students will:

• focus on the professional skill of maintaining a website

• listen to a webmaster talking about ways of generating traffic to a website

• amend information on a blog and travel website

Listening

Generating website traffic

Exercise 1, page 20

Ask students what they think the job of a *web designer* involves (designing websites for businesses or organizations using graphic design, software and internet code; a web designer has to have both technical and artistic skills). Students work in pairs to discuss what a web designer can do to generate more traffic on an organization’s website.

Students’ own answers.

Exercise 2, page 20

Refer students to the Professional skills box. Tell them that they are going to hear a webmaster talking about maintaining and improving a website so that it will attract more users. Check that they know what a webmaster does (manages the website) and pre-teach any difficult vocabulary from the Professional skills box and the recording, e.g. *optimize*, *meta tag*, *subscribe*, *RSS feed* (RSS = really simple syndication, a system for automatically updating a subscriber’s website with new information), *go stale*, *embed*. Students then listen and complete the gaps.

**1** on a regular basis

**2** news releases

**3** updated content

**4** subscribe to an online newsletter

**5** mobile web devices and smartphones

**6** embedded video

**7** perfect medium

**8** search engines

Audio script Track 2.3, Exercise 2,
pages 117–118

Good morning, everybody and thank you for coming. Today I’m going to talk to you about how important it is to maintain and improve your website. Everybody has a website and it’s a window for everybody to look through, so it’s very important to make sure not only that it is attractive but also that you refresh it on a regular basis so it doesn’t go stale. There are a number of ways you can do this and I’ll be giving you a few ideas.

First of all, regular news releases can be a great way to bring people’s attention to any recent initiatives or special offers you may have. You can create a menu for new posts that lets visitors to your site browse the topics, usually by the date when they were written. These have the added value of being recognized as updated content by search engines. I’ll talk about them later.

Another way of arousing interest is by online newsletters. You can ask visitors to subscribe through an RSS feed and publish the newsletter according to a realistic schedule. They can be time-consuming to write, so perhaps you will want to outsource them to professional travel writers or involve your own staff. It is probably best to tailor the content to a specific audience and send them an email with each new issue, inviting them to click on a link to the relevant page.

An excellent way to broadcast information about your hotel or resort or destination is by a podcast. Basically, this is an audio file that your customers can listen to on their computers or MP3 players. The files can be hosted on your site’s server and you can encourage customers to subscribe to your podcasts via an RSS feed, which automatically downloads the latest talk. Podcasts are perfect for guided tours, especially when delivered by means of mobile web devices and smartphones. In this case, a visitor could download a podcast to their phone and listen to a description before or while they visit your property or destination.

But perhaps even better than podcasts is the use of embedded video. It really is the perfect medium to show the world what your destination is like, broadcast interviews, show the waves breaking on the beach or the snow falling on the mountain slopes. And, of course, you can embed videos into your webpages or create your own YouTube channel.

Before I answer any questions, I should mention search engine optimization. How do you get search engines to rank your site high up the list? The most important thing is for
the page code to have meta tags. These help tell search engines what your site is about. And it’s important to choose meaningful headers, which the search robots will pick up as relevant.

Extra Activity

To check comprehension of the Professional skills box and listening activity in Exercise 2, write the following questions on the board for students to answer in pairs.

**1** How can you make sure people keep visiting your website?

**2** What does a menu for new posts allow a search engine to do?

**3** Why is it best to outsource online newsletters to a professional travel writer?

**4** What is particularly helpful for use on guided tours? Why?

**5** Why is embedded video useful on
 travel websites?

**6** What do meta tags allow web designers
 to do?

**Answers**

**1** by updating it regularly

**2** recognize new and updated content

**3** They are time-consuming to write.

**4** podcasts, because customers can listen before or during the tour

**5** It allows visitors to get an idea of what a destination is really like.

**6** optimize the site so that it will have a high ranking on search engines

Exercise 3, page 20

Tell students that Kevin, the webmaster in Exercise 2, has written a blog to help web designers improve the flow of traffic to the website. They work in pairs to read the blog and choose the correct options in italics to complete the blog. Check that they understand the meaning of all the words in italics before starting the exercise.

**1** scan **2** hits **3** updating **4** ranking

**5** broadcast **6** Embedded **7** traffic

Writing

Updating terms and conditions

Exercise 4, page 21

Tell students that they are now going to put themselves in the position of webmaster. It is the webmaster’s job to make any changes requested by the company. In this case, Matt Simmonds, their manager, has sent an email pointing out a number of inaccuracies on the website and students have the task of implementing them on the website text below the email. Pre-teach
any difficult vocabulary, e.g. *transferred*, *refunded*, *trace*, *deemed*, *prior to* and point out the use of formal language such as the passive. Students then work in pairs to update the website text with the correct information before whole class feedback.

**Suggested answers**

**1** non-transferrable

**2** person

**3** An invoice will then be sent to you by return
of post.

**4** Delete ‘money orders’.

**5** by the deposit due date on the booking form

**6** For most departures

**7** Receipt of your deposit indicates that you accept the terms and conditions.

**8** in writing

**9** In the event of a billing error, Cygnus reserves the right to re-invoice you with the correct pricing.

**10** and your full deposit will be retained

Homework suggestions

• Ask half of the students to subscribe to an RSS feed from a tourism website of their choice, e.g. the tourist information centre for their local town or city. They should take note of how it changes over a few days and report back to the class.

• Ask the rest of the students to look up a tour company of their choice on Facebook or to find them on YouTube. Again, they should report their findings to the class.

CAse study

Improve a media profile

CASE STUDY MENU

Refer students to the lesson’s aims and objectives. Ask them to predict what a project with the name *Genesis* might involve (having a connection with the beginning of something).

The Genesis Valley project

Exercise 1, page 22

Tell students that they are going to read an extract from the home page of the Genesis Valley website and an article about Genesis Valley. Before students read the complete texts, focus on the headings and ask them what they would expect to find on the home page (an introduction to the project) and the article (something critical;
if something is *on the rocks*, it is in serious difficulty). Pre-teach any difficult vocabulary,
e.g. *insectarium*, *anthropologist*, *horticulturalist*, *turnstile*, *unpredictable*, *irremediable*. Students work in pairs to read one text each and summarize them to each other, then answer
the comprehension questions before whole
class feedback.

**1** families with an interest in nature and the animal kingdom

**2** It appears to be in decline, despite the successful launch ten years ago.

**3** unpredictable weather in an outdoor attraction, people having less money to spend on leisure activities, children preferring to spend their time online or playing video games

Communication failure

Exercise 2, page 23

Tell students that they are now going to hear
four conversations about the Genesis Valley project. Play the recording through once for
them to match each conversation with one of the contexts (a–d).

**1** c **2** d **3** a **4** b

Exercise 3, page 23

Before students listen again, ask what their first impressions were of the people on the recording. Did they seem to be enjoying themselves?
Pre-teach any difficult vocabulary, e.g. *posited*, *speculated*, *intensity*, *abdominal*, *interactive*. Then play the recording again, pausing after each conversation for students to answer the two questions. Students answer the first question individually, then work in pairs to discuss the second question before whole class feedback. Write the most interesting ideas for the second question on the board.

**1** Conversation 1: access to the site is difficult owing to poor signposting.

Conversation 2: the leaflet is out of date and the lack of refreshments means that the family has to leave the site and an opportunity to make money from selling lunches and teas
is missed.

Conversation 3: the guide’s presentation is not adapted to the interests of the visitors – it is too academic and delivered in a boring tone
of voice.

Conversation 4: the website was designed by an amateur; the marketing strategy is
old-fashioned and fails to use social media effectively to promote Genesis Valley.

**2** Students’ own answers.

Audio script Track 2.4, Exercises 2 and 3, page 118

**1**

**A** Can you see any signs for Genesis Valley?

**B** No, but we’re on the road for Stanton.

**A**  The website said to take a sharp right.

**B** But when?

**C** I think there was a right turn back there but we were going too fast.

**2**

**A** Shall we go into the greenhouse now?
I think they’ve got some insect-eating plants
in there.

**B** We saw them last year. It’s boring.

**A** OK. Let’s go into the museum. There are lots of stuffed animals in there. You’ll like that.

**C** Can I have an ice cream?

**A** You know they don’t sell ice creams here.

**D** The leaflet at the entrance says you can buy ice cream and soft drinks in the teashop.

**A** There used to be a teashop but it closed down. I don’t know why.

**C** I want an ice cream!

**A** Stop it.

**B** I’m hungry, too. I didn’t have any breakfast.

**D** OK, be quiet, you two. We’ll go out and have some lunch in Abbots Bickington. But first we’ll have a look round the museum.

**B** Do we have to?

**D** Yes. Now, where is the museum? It’s not on the map of the site. But I think it’s up here. Come on.

**3**

**A** As you probably know, the first plausible explanation for the dance of the Apis Mellifera, commonly known as the honey bee, was posited in the 1960s by the Nobel Prize winning zoologist Karl von Frisch. He speculated that the direction to which the bees point when performing the dance indicates the direction of the food source in relation to the sun, while the intensity of the abdominal waggles indicates how far away it is. Now, the dance is generally performed near the entrance to the hive and ...

**B** What’s he on about? I don’t understand a word he’s saying!

**C** Neither do I. Let’s go somewhere else.

**4**

**A** Look at these figures, Sally. Visitor numbers are down 18 percent compared to last year. We’ve got to do something about it. We could start with the website.

**B** What’s wrong with the website? My husband designed it!

**A** We have to make it more interactive. We need to look at search engine optimization and banner advertising, email marketing and so on.

**C** Yes, and people get a lot of information on their smartphones as well, like a podcast of a guided tour.

**B** Sorry, I don’t understand ‘search engine optimization’ or ‘podcasts’. In my day, you just went to the local Visitor Information Centre and picked up a leaflet!

**A** Well, that’s not good enough these days. We need to define who our customers are, target them and get them to come back again with new events and attractions.

**C** I agree. We need to move with the times.

**B** All right. John, can you get in touch with a media consultant and ask them to prepare a report for the next board meeting?

**A** Will do. I know a very good one called Anita Drysdale.

A consultant’s report

Exercise 4, page 23

Tell students that Genesis Valley’s management team has called in the consultant referred to in Conversation 4 in Exercise 3. The two texts are extracts from her report. Working in different pairs, students again take one text each and summarize it to their partner. They then work together to answer the discussion question. In feedback, ask students if they have ever done or would ever do any of the things suggested.

Students’ own answers.

TASK

Exercise 5, page 23

Explain that the management team has appointed a marketing task force to come up with an action plan to improve Genesis Valley’s profile. The task force is now being asked to build on the ideas of the media consultant in Exercise 4. Working individually, students read the memo and study the bar chart which gives a breakdown of what the company is currently spending on advertising. They should aim to have two or three ideas for each of the points in the memo. Pre-teach any difficult vocabulary, e.g. *revamp*, *clientele* and check that students understand the idiomatic expression *fish where the fish are*.

Exercise 6, page 23

When students have had time to think of some marketing ideas, they work in groups of three or four to discuss the ideas they thought of individually. They should appoint a chairperson to run the meeting. When they have finished, each group should nominate a group member to present their ideas to the rest of the class.

Possible outcome

Genesis Valley is suffering from a number of management and communication problems. The ideas for an action plan generated during the meetings could include:

• changing the media strategy away from printed material and focusing more on a revamped website and social media to promote the attraction. Information about Genesis Valley should be broadcast by podcasts and embedded video as well as text and static images. Above all, the attraction needs to be kept in the public mind by refreshing the web content, advertising events and sending email and sms alerts whenever something new is on offer.

• identifying the visitor profile and targeting information towards this segment. Visitors could, for example, be asked their postcode and email address.

• improving the way information is presented to visitors: better signage outside and inside the attraction and more interesting hands-on demonstrations and interactive talks.

• improving catering facilities by opening a teashop and restaurant.

• offering a family photo for sale at a modest price with marketing information printed on it.

• training staff to have a more welcoming attitude.

UNIT 2: 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 think of a tourist attraction that they know well and draw up a plan to improve its media profile. (125–150 words)

• Students write a sentence of their own using each of the key words given at the end of
the lesson.