Aims and objectives

In this lesson students will:

• read about avoiding accidents in the workplace

• study vocabulary related to types of risk and risk prevention

• listen to a tour operator talking about risk management

Reading

Minimizing risk

Exercise 1, page 84

Start by asking students what kinds of risk tourists face on holiday. Brainstorm their ideas onto the board. Keep this list on the board; you will use it again in Exercise 2. What can tour operators do to reduce the level of risk?

Refer students to the two texts, which consist of advice from two people involved in the hospitality industry about avoiding accidents at work.   
Pre-teach any difficult vocabulary, e.g. *mitigate*, *pose* (*a problem*), *obstruction*, *evacuate*, *spillage*, *extraction* (*fan*), *ventilator* *fan*. Students then work in pairs to read the advice and complete the table. You could allocate one text to each student in the pair, for them to read and summarize to their partner, who asks questions in order to complete the column in the table. Students check answers in pairs. In feedback, ask if anyone has had the experience of being evacuated from a hotel. What happened?

Hotel

Type of risk: fire

Measures taken: maintenance of electrical wiring and heating systems; installation of smoke alarms, fire extinguishers and sprinklers; smoking forbidden

Type of risk: evacuation during a fire alert

Measures taken: exits clearly indicated; obstructions removed; emergency lightingRestaurant

Type of risk: being electrocuted because of water spillage; grease fires caused by electricity; slipping on wet floors

Measures taken: warn staff not to plug anything in if the cord is wet or they are touching a wet surface; circuit breakers in sockets to reduce risk of electrocution; extractor and ventilation fans to remove steam and grease; all pans covered by lids when carried; spillages wiped up immediately; leakages reported immediately; non-slip shoes issued to staff

Speaking

Potential risks in hotels and restaurants

Exercise 2, page 85

Students work in pairs to discuss the questions. You could ask each member of the pair to deal with one of the questions, then share information by asking each other questions about the risks associated with each type of venue. Alternatively, in a larger class you could allocate one risk to each student and ask them to write down their ideas before sharing information. Take whole class feedback.

Students’ own answers.

Vocabulary

Types of risk

Exercise 3, page 85

Tell students that following the specific risks discussed in Exercise 1, they are now going to widen the discussion to include other types of risk. Refer back to the list that students brainstormed in Exercise 1 and compare it with the words in the box. Were there any differences? They may have used words with similar meanings, e.g. *epidemic* for *pandemic*. If so, check any differences in meaning.

Encourage students to look up any words they do not know, then work individually to complete the table before checking answers in pairs and adding at least one word to each group. The extra words should include any additional words from the brainstormed list. Take whole class feedback.

Natural: avalanches, floods, hurricanes

Health: infectious diseases, pandemics, personal injuries

Economic: currency fluctuations, recession, rising fuel prices

Civil unrest: demonstrations, riots, strikes

Crime: fraud, hijacking, kidnapping

risk prevention

Exercise 4, page 85

Having discussed types of risk, students now look at ways of preventing risk. Working individually, they should look up any of the words in italics they do not know, then circle the odd one out. In feedback, ask what the others have in common.

**1** spread (The others are about reducing or making smaller.)

**2** monitor (The others are about looking to the future.)

**3** warn (The others are about stopping something from happening.)

**4** protected (The others express something likely to cause harm.)

**5** enabled (The others express something allowed by an official authority.)

Extra Activity

Write the following list of verbs connected with risk on the board for students to find the nouns. To vary the activity, write the nouns on the board instead and ask students to write the verb.

**1** apply **2** evacuate **3** expose **4** extract

**5** fail **6** leak **7** light **8** maintain **9** plug

**10** spill

**Answers**

**1** appliance **2** evacuation **3** exposure

**4** extractor/extraction **5** failure **6** leakage

**7** lighting/light **8** maintenance **9** plug

**10** spillage

Listening

Best practice in risk management

Exercise 5, page 85

Find out if anyone knows the expression *best practice* (a way of performing a business activity that is accepted by the industry as a set of rules to follow). Tell students that they are going to hear a tour operator talking about best practice in risk management. Ask what they think a *risk management strategy* for a tour operator might involve (identifying possible disasters and lessening the likelihood of them happening).   
Pre-teach any difficult vocabulary, e.g. *duration*, *proactive*, *stakeholder*. Then play the recording for students to complete the task. They then compare answers in pairs before whole class feedback. You may prefer to use the extra activity below as a comprehension task before students identify points under the three headings here.

Possible sources of risk: earthquakes, high crime rate, civil unrest, strikes or rioting

Stages of risk management: identify the risk; analyze the risk in terms of impact, frequency, duration and scope; treat by avoiding the risk or by putting in place preventative measures; set up a crisis planning committee to create a risk management plan

Those involved: crisis planning committee consisting of representatives in key departments and key stakeholders in the business

Extra Activity

Write the following comprehension questions on the board.

**1** What is the first stage in this strategy?

**2** What does Lisa mean by the *nature* of a risk? What examples does she give?

**3** In what four ways does she break down   
the risk analysis of a potential disaster?

**4** What examples does she give of   
avoiding risk?

**5** What examples does she give of   
traditional risks?

**6** What examples does she give of new threats?

**Answers**

**1** to identify the source of the risk, the kind of risk it is and its scope

**2** the type of risk, e.g. earthquake, crime or civil unrest

**3** impact (severity of the potential damage), frequency (how often it may occur), duration (how long it may last) and scope (the extent of the damage it could cause)

**4** not using a hotel situated in a flood plain, not offering a dangerous adventure activity

**5** fire and cyclone

**6** information security

Exercise 6, page 85

Encourage students to look up any unfamiliar words in the box or in the sentences. They then work individually to complete the sentences before listening again to check their answers.

**1** address **2** brainstorm **3** prioritize **4** consult

**5** monitor **6** review

Audio script Track 10.1, Exercises 5 and 6, pages 127–128

**I = Interviewer, L = Lisa**

**I** First of all, can you tell us about the best practices you’ve put in place to anticipate the risks that may occur in any of your destinations?

**L** Well, yes, we have a risk management strategy that we use to identify and hopefully prevent the likelihood of any disaster in a particular context, although, of course, some natural disasters can’t be foreseen. The first stage is to identify the source of risk, and the nature and scope of issues that we need to address in order to ensure the safety of   
the destination.

**I** Can you give us some examples?

**L** Well, in some countries there is the possibility of an earthquake, some countries have a particularly high crime rate, some countries are prone to civil unrest, strikes or rioting. So, we develop risk statements such as *There is a risk that flooding within the town of X will inundate Hotel Y.* Or *There is a high risk of personal injury associated with this or that adventure sport*. Then we analyze the risks in the destination and evaluate them in terms of their impact: severe, high, moderate or low – their frequency, their likely duration and their scope. Will a disaster be of limited

duration, like an explosion, or last a significant length of time, like an epidemic or a flood? And, from a tourism perspective, will the risk affect just one operator or a whole destination? So, we have to be proactive, brainstorm all the risks that we can possibly think of and prioritize them in order of importance.

**I** So, ‘identify’, ‘analyze’, ‘evaluate’. What about ‘treat’?

**L** Well, as I said before, you can’t prevent all risks but there are a number of options. You can avoid the risk by, for example, not using a hotel situated on a flood plain or not offering a particularly dangerous adventure activity. You can lessen the likelihood of a threat by putting in place adequate systems both for the traditional hazards, such as a fire or a cyclone, for example, and also new threats, such as information security: organized crime networks will inevitably try to get access to the information we hold about our clients, the credit card information and so on, so we have to make sure that all that information is fully secure.

**I** How many people should be involved in this process?

**L** Risk management is a team effort; it’s not just one particular person’s job, so we set up a crisis planning committee with representatives of every department. We also consult representatives from all the key stakeholders in the local community as each of them will have a different perspective, and unique skills and knowledge to contribute. And given that risks are rarely static, it is important to monitor and review the risk management plan on a regular basis, ideally every three months, so that everybody knows what to do and when.

Homework suggestion

• Students prepare a list of risks faced by tourists in their own country, referring to the types of risk discussed in this lesson, to discuss in pairs or small groups in the next lesson.

• Students take one specific type of risk for their own country, and write a short text outlining the risk and ways of dealing with it using the model in Exercise 1.

Photocopiable notes 10.1 (page 161)

What’s the extreme sport? (Card activity,   
page 162)

Extreme sports

Aims and objectives

In this lesson students will:

• place extreme sports in order of danger

• listen to an account of an accident at a   
ski resort

• revise language of speculation and criticism

Speaking

Adventure sports

Exercise 1, page 86

Tell students that having looked at risk in establishments they might visit (hotels and restaurants), they are now moving on to risk that holidaymakers expose themselves to by participating in extreme sports. Ask students what they understand by an *extreme sport* (one that is done in a way that has much more risk and so is more dangerous than an ordinary form of the sport). Do students agree with the idea that having more risk makes a sport more dangerous? Ask them to suggest some sports that they would class as ‘extreme’. Does anyone play or participate in an extreme sport?

Students work in pairs to put the adjectives in order. In feedback, ask in what way *acceptable* is different from the other adjectives (it does not indicate how dangerous something is but instead how people feel about it. An activity could have considerable risk and be acceptable to those participating in it; an activity with no risk at all is obviously acceptable in terms of the level of risk, though perhaps not of enjoyment.).

**1** remote **2** slight **3** acceptable **4** considerable

**5** huge

Extra Activity

Take some pictures of the sports in the box in Exercise 2 (you could find some online) into class and either enlarge them or project them onto the board. Ask students to match the pictures with the sports in the box. You could extend the activity by adding more sports (e.g. cycling, gymnastics, rugby, ice skating) and asking students to identify which may be regarded as extreme. You could point out that any sport involves an element of risk.

Exercise 2, page 86

Ask students to look at the photo at the top of the page and identify which sport it is from the box (whitewater rafting). Check that they know what is involved in the other sports in the box. Has anyone in the class tried any of them? Students then work in the same pairs to place them in order of danger. In feedback, ask them to justify their choices.

If students are having difficulty choosing, they could consider the following factors:

• number of people involved – do they have to depend on someone else?

• equipment needed

• weather, over which they have no control

Students’ own answers.

Exercise 3, page 86

Check that students remember what a risk assessment is – if they need reminding, refer them to Exercise 5 on page 85. Working in pairs, they choose two sports from those they discussed in Exercise 2 and prepare a risk assessment for each. They could do this in the form of a table as in Exercise 1 on page 84.

Students’ own answers.

Exercise 4, page 86

Students now consider what precautions could be taken to limit risk. Students then work in the same pairs to discuss the issues in the box, adding any other ideas they wish. In feedback, ask if it is possible to ‘ensure’ safety in something with an inherent level of danger.

Other issues to consider might be: participants’ level of fitness, underlying health conditions, contingency plans in case of bad weather.

Students’ own answers.

Listening

Breaking news

Exercise 5, page 86

Find out how many people in the class ski. Would they consider skiing to be an extreme sport? Tell them they are going to hear an account of an accident at a ski resort. Pre-teach any difficult vocabulary, e.g. *sled*, *snow groomer* (see photo on page 86). Then play the recording for students to answer the comprehension questions individually. In feedback, return to the initial question – was it the skiing that was dangerous?

**1** Three people were involved: a 44-year-old man driving a snow groomer, a 12-year-old girl and her brother, aged 9.

**2** After the slopes had closed for the day, the girl was seriously injured when she collided with the snow groomer at the bottom of the beginner slope. Her brother managed to throw himself clear before the sled hit the machine.

**3** The snow groomer was travelling fast and its driver was inexperienced. In addition, he had failed to take his medication and his judgement may have been impaired.

Audio script Track 10.2, Exercise 5,   
page 128

... and news is coming in of an accident at the ski resort at Beaver Ridge, Colorado. Apparently, some time after seven o’clock, when the resort had closed for the day, a   
12-year-old girl was severely injured after her sled hit a snow groomer at the bottom of the beginner slope. Her nine-year-old brother was also riding on the sled but managed to throw himself clear before the sled hit the machine.

The circumstances of the accident are unclear but, apparently, the snow groomer was travelling at 19 kilometres an hour and heading towards the snow bridge when the girl emerged from behind the ski lift and lost control of her wooden sled.

The driver of the snow groomer, a recently-recruited man aged 44, was being questioned by police to clarify the circumstances of the accident. According to our information, he has a heart condition and may have been taken ill after failing to take his medication. Keep tuned for an update. This is Caroline Johnson at WCTB, for news on the hour, every hour.

Reading

Drama at Beaver Ridge

Exercise 6, page 87

Tell students that they are now going to read a web article about the same accident and some comments that readers made after reading the article. Before they read, ask what differences might be expected in a written article from a radio news report (written article does not appear immediately, fact-checking likely to be more thorough, etc.). Pre-teach any difficult vocabulary, e.g. *piste*, *tolerate*, and check that students understand the legal expression *duty of care* (legal responsibility to care for someone). Students then work in pairs to discuss the questions before whole class feedback.

**1** The accident occurred at 18.19, not after 19.00. The sled was made of plastic, not wood. The driver was experienced, not recently recruited. He was driving at no more than 9 kph, not 19 kph.

**2** The accident could have been avoided if the resort had banned the use of sleds after the resort had closed for the day. A notice could have been put up to that effect. The parents should have supervised the activities of the children and realized the danger.

**3** Blame lies both with the owners of the resort and the parents. The driver was not at fault.

Grammar

Modal verbs

Exercise 7, page 87

Focus students’ attention on the Grammar box. Give them time to read through the information and check that they understand that it is the choice of modal that determines the degree of certainty being expressed. Students then work individually to answer the questions. After whole class feedback, refer students to the Grammar reference on page 115.

**1** The driver may/might have been taken ill.

**2** He couldn’t possibly have seen the sled.

He must have been driving very slowly at the time.

**3** The owners should have informed users of the hazard.

People shouldn’t have been on the slopes at that time.

Exercise 8, page 87

Students work in pairs to speculate about the causes, failures and omissions in the three situations. Pre-teach any difficult vocabulary, e.g. *capsize*, *novice*, and check that students understand the idiomatic expressions *off limits* and *act of God*. They then read the three texts individually before working in pairs to write their sentences. Alternatively, divide students into groups of three and ask each student to read and summarize one of the texts to the other two.

**1** The skier should not have been in that area. He should have provided his correct contact details and shouldn’t have denied responsibility as it was clearly his fault. He must have seen her before he knocked her over. The woman must have been frightened.

**2** The child couldn’t have known the raft was a new design. The owner shouldn’t have allowed a child to test the raft. The owner should have renewed his insurance policy. The manufacturer may have known that the raft might capsize. The child may not have been wearing a life jacket. The family must have been shocked and angry.

**3** The instructor should have radioed for help and shouldn’t have told a novice skier to negotiate the slope alone and off-piste. Visibility must have been poor. The instructor may not have heard the weather forecast.   
The organizers shouldn’t have denied responsibility because this was a package holiday and they are liable for the negligence of their employees.

Homework suggestions

• Students do an online search for statistics about extreme sports and compile a list of accidents in the sports they wrote about in Exercise 2.

• Students research an extreme sport of their choice and write an account of how it is played/carried out, what equipment is required, if any, and what training is necessary.

professional skills

dealing with crises

Aims and objectives

In this lesson students will:

• focus on the professional skill of dealing   
with crises

• study guidelines for briefing the media about   
a crisis

• roleplay an interview between a journalist   
and a tour representative

Listening

Crisis management plan

Exercise 1, page 88

Tell students that they are going to spend this lesson looking at how to deal with a crisis. First, they are going to hear a group of tour operators discussing the importance of having a crisis plan. Check that they understand the idiomatic expressions *on the line*, *next of kin* and *at their fingertips*. Then play the recording for them to answer the questions individually. In feedback, ask them to correct the false statements.

**1** F (Many companies don’t see it as a priority.)

**2** F (The risks are the same wherever the holiday is because of risks such as natural disasters.)

**3** T

**4** F (They do not always have contact details close at hand.)

**5** F (It is better not to use social networking sites because of the risk of distressing relatives.)

Exercise 2, page 88

Play the recording again for students to note down the advice the speakers give on preparing to cope with an emergency. Students check answers in pairs before whole class feedback.

Companies should brief their staff and run a simulation. They should designate someone to be in charge in the event of a crisis and decide who is to take phone calls. Staff need to be trained in dealing with next of kin and friends. The website and sms messages should be used to keep people informed.

Extra Activity

Write the following words on the board in two columns and ask students to match the words to make collocations. When they have finished, ask them to find the expressions in the audio script on page 128.

**1** action **a** evaluation

**2** contact **b** message

**3** golden **c** holiday

**4** regular **d** plan

**5** risk **e** hour

**6** text **f** information

**7** villa **g** updates

**Answers**

**1** d **2** f **3** e **4** g **5** a **6** b **7** c

Audio script Track 10.3, Exercises 1   
and 2, page 128

**A** Would you say that most travel companies are sufficiently prepared to cope with an emergency?

**B** No, not really. There’s a lot of talk in the adventure travel business about risk evaluation but, in fact, many companies just don’t see it as a priority. And that’s wrong because your customer could be on a villa holiday in Italy or Turkey and there’s an earthquake – the risks are the same.

**C** Yeah, and in an emergency it’s your company’s reputation on the line. If you want to be doing business next month, you need a crisis response.

**D** I think the most important thing is briefing your staff and running a simulation. A lot of it comes down to practical issues like who is going to take charge and who is going to man the phones.

**B** Yeah, you need to train staff on how to deal with anxious families and friends, the media and clients on the ground.

**D** The first hour is the most important; we call it the golden hour. It’s the most critical because you have to evaluate how serious the situation is and take all the measures that you’ve already put in place. And it’s always better to be safe than sorry.

**B** We have yellow, orange and red levels of crisis. We decide which level it is and then carry out an action plan depending on the nature of the crisis.

**C** And you need all that contact information

for next of kin as news travels fast and we

prefer to get in touch with relatives before they

get in touch with us. But how many companies actually have that next of kin information at their fingertips?

**D** Right. And technology has made this first hour even more crucial, as people on holiday will often make phone calls or film videos at the scene and upload them onto the internet before the operator is even aware of the crisis.

**C** I remember when there was a bus crash in South Africa in 2010, just two days before the World Cup. The company asked a social networking site to take down pictures and comments because they were distressing relatives.

**B** That’s true. But regular updates on your own website or text messages are a very important way of getting information to clients and their families very quickly.

**C** Communication is the key and if you get it right, a well-handled emergency could actually help you to generate more business.

Exercise 3, page 88

Refer students to the Professional skills box, which contains advice on how to deal with crises effectively. Pre-teach any difficult vocabulary, e.g. *prompt*, *escalation*, *contingency plan*. Students then work in pairs to discuss the nine steps and group them according to whether they should be carried out before, during or after the crisis. When they have done that, they should decide which three steps are the most important. Take whole class feedback – did everyone agree?

Before the crisis: 3, 4, 6, 9

During the crisis: 1, 2, 8

After the crisis: 5, 7

Reading

Facing the media

Exercise 4, page 89

One of the steps in the Professional skills box is about developing a media communications strategy. Point out that dealing with the media ineffectively could make the situation worse and in the long run damage the business. You could give examples, e.g. the Deepwater Horizon explosion in the Gulf of Mexico and subsequent oil spill that damaged the reputation of the oil company, BP. Pre-teach any difficult vocabulary, e.g. *magnitude*. Students read the text and work in pairs to complete the task. In feedback, ask students if they can think of any examples of the types of disaster mentioned in the text.

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

Speaking

Interview roleplay

Exercise 5, page 89

Tell students that they are now going to roleplay an interview between a journalist and a tour company representative. Allocate roles: Student A is the tour company representative and Student B is the journalist. Refer them to the relevant pages in the Pairwork files. They should first read their role information and look up any words they do not know. They then prepare for the interview. They should both bear in mind the advice in Exercise 4 and the Professional skills box; Student A wants the journalist to report the disaster fairly and Student B wants to be sure that the information reported is accurate.

See Pairwork files 19 and 28 on pages 107 and 110.

RESEARCH

Go through the task with the class. Find out what students already know about the crises mentioned. You could divide the class into groups and ask each group to research one of the disasters to present to the rest of the class.

Homework suggestion

Students look online for a recent example of one or two of the types of disaster mentioned in the text in Exercise 4. They should prepare a press release giving details of the disaster and what measures are being put in place to deal with it, along with contact details for relatives.

The Olympic Game

Fact File

The first Olympic Games in the modern era took place in Athens in 1896.

London has hosted the Olympic Games three times, in 1908, 1948 and 2012.

The 2012 Olympic Games in London were the first games to allow women to compete in all disciplines (boxing being included for the first time) and also to have women represented in every national team.

The oldest ever Olympic medallist was Swedish shooter Oscar Swahn, who won silver in 1920 at the age of 72.

Extra Activity

If your students are preparing for the LCCI Level 2 English for Tourism exam, remind them that there is a strong focus on working with figures and statistics.

Before playing the Olympic Game, test students’ knowledge of past Olympics by writing the following statistics on the board. Students match them with what they represent. In feedback, ask them to give their answers aloud, to practise saying the statistics aloud.

**1** 20 **a** first Paralympics  
**2** 302 **b** Vancouver Winter Olympics  
**3** 507 **c** sports represented at the 2012 Paralympics  
**4** 4,000 **d** first Winter Olympics at Chamonix  
**5** 10,500 **e** athletes at the Vancouver Winter Games  
**6** 1960 **f** medal events at the 2012 Olympics  
**7** 2010 **g** athletes at the 2012 Paralympics  
**8** 2,566 **h** countries participating in Vancouver Winter Games  
**9** 82 **i** medal events at the 2012 Paralympics  
**10** 1924 **j** athletes competing at the 2012 Olympics  
**Answers**

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

**10** d

Exercise 1, page 90

Tell students that in this final lesson they are going to focus on the Olympic Games. If any of the games in recent years have taken place in their country, ask what the general feeling was in the country before and after the games. Were there long-term benefits? Check that students understand what is meant by *social* *housing*. Then play the recording for students to place the proposed benefits of hosting the games in the order they hear them. In feedback, ask students what was said about each proposed benefit (underlined in the audioscript below).

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

Audio script Track 10.4, Exercise 1,   
page 128

**A** Well, everybody is congratulating you on having been chosen for the next Olympic Games. But what do you see as the real benefits of having been selected?

**B** Yes, we’re all very excited but it’s going to be a lot of hard work between now and then to make the games truly successful. But there are enormous benefits. First of all, national pride. The games bring people together, they create a real sense of community; people are proud when the whole world is watching their country and there’s a great atmosphere. Secondly, there’s a huge benefit in creating the facilities for the games: new transport links, new sports stadiums and all the amenities for the athletes themselves.

**A** Isn’t there a risk these will cost a fortune and not be used afterwards, so, eventually, it’s the taxpayer who has to foot the bill?

**B** No, all the facilities will be used by local people and the accommodation for the athletes will be converted into social housing. And there will be a major spin-off in terms of urban regeneration. There will be a lot of work done in run-down areas that need investment and so many of the events will be held in these areas. Of course, that means that a lot of jobs will be created as well.

**A** OK, and I suppose the revenue from tourism will help meet the costs.

**B** Sure. Thousands of extra visitors are bound to help the tourism sector – both in the short term and long term – in raising the profile of the country.

**A** Great! Well, we’re all looking forward to the opening ceremony!

Exercise 2, page 90

Tell students that they are going to play the Olympic Game and divide them into groups of three or four. Check each pair has a coin with heads and tails and go through the rules. Point out that some squares tell them to go back to a previous square. Monitor pairs throughout the game, noting good language use and aspects to discuss during feedback. When everyone has finished, find out who won in each group and discuss any questions or issues that arose.

**UNIT 10: 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 choose one of the situations in the board game dealing with risk (e.g. 6, 7, 15, 17) and expand their answer into a short text. (200–250 words)

Photocopiable notes 10.2 (page 161)

Risk (Crossword, pages 163–164)